

# EU-VET CARE TRAINING OPPORTUNITIES REVIEW REPORT



**EU-VET  
CARE**

STRENGTHENING CAPACITIES  
FOR BETTER HEALTH CARE  
TO REFUGEE & MIGRANT CHILDREN

**Review of existing training opportunities  
concerning the delivery of health and social  
care for migrant/refugee children including  
unaccompanied minors in Europe**

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## Contents

Abstract .....	2
1. Methods .....	5
2. Results .....	6
2.1. Training thematic units covered by country .....	12
3. Main findings.....	24
4. Discussion .....	25
5. Annex- Training opportunities and relevant information .....	28
6. Bibliography.....	90

## Review of existing training opportunities concerning the delivery of health and social care for migrant/refugee children including unaccompanied minors in Europe

### Abstract

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**Background:** Since 2015 the European Union (EU) has attracted a significant number of migrants/refugees. In 2017 an estimated 4.5 million people had arrived in Europe. This sudden and large influx of migrants/refugees has posed significant challenges to the health systems of Europe. Obstacles have been reported in terms of communication between migrants/refugees and health providers especially when it comes to communication with young children including unaccompanied minors. Thus, there is a growing need to train professionals who come into contact with migrants/refugees and especially children, in order to be able to understand their needs adequately and respond in the best possible way. However, there is a lack of appropriate training on issues concerning the communication of health professionals on migrant/refugee issues and more specifically migrant/refugee children. This report presents a review of existing training programs on the delivery of health and social care to migrant children including unaccompanied minors in Europe, for physicians, nurses, psychologists, social workers, cultural mediators and aid workers, in order to recognize the gaps and needs in the specific field.

**Methods:** An extensive desktop research including grey literature sources and information from academic departments/institutions, government sources, non-governmental organizations, European projects, service providers and consultants was conducted in order to locate educational programs concerning the delivery of health and social care for migrant/refugee children including unaccompanied minors in Europe during the last 5 years.

**Results:** 186 training programs were found in 28 European countries, with Italy and Greece having the higher number of training opportunities in regards to professionals' education and training for this population and Germany holding the third place. In addition, health care professionals, other professional groups (such as cultural mediators or aid workers dealing with migrants and migrant children) and social care professionals seem to be the most educated/trained workers while there is a significant gap concerning lawyers', psychologists' and interpreters' training.

**Conclusions:** Several training programs and tools concerning the delivery of health care to refugee/migrant children exist in all European countries, yet their number is insufficient in many cases. For example, addressing racism, discrimination and xenophobia, as well as, human trafficking, sexual orientation-gender identity, and health care needs of children with disabilities constitute issues for which no (or few) training programs exist. The main professional groups targeted by the identified programs are social care professionals and health care professionals, while a significant gap in training for lawyers and interpreters was found in most of the reviewed countries. The review also showed a special focus in training educators/teachers while unfortunately; little emphasis on training psychologists was observed which constitutes a major disadvantage in all countries, since minors and especially unaccompanied children may have multiple risk factors for potential mental health problems.

## Introduction

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Since the start of the refugee crisis in 2015 (Krzyzanowski, Triandafyllidou, & Wodak, 2018), millions of refugees/migrants escaping poverty and conflict - mainly from the Middle East and Western Africa countries such as Syria, Afghanistan, Nigeria, and Ghana - have followed the Eastern & Central Mediterranean and Western Balkan routes to enter the European Union (EU) (Smith-Spark & Cullinane, 2015). According to EUROSTAT, approximately 4.5 million people reached one of the EU- 28 countries during 2017, with Germany reporting the largest number of immigrants, followed by the United Kingdom, Spain, France, Italy, Netherlands, Switzerland, Belgium and Greece ([https://ec.europa.eu/eurostat/statistics-explained/images/f/f8/Immigration\\_by\\_citizenship%2C\\_2017 .png](https://ec.europa.eu/eurostat/statistics-explained/images/f/f8/Immigration_by_citizenship%2C_2017.png)).

Access to healthcare services is significantly impacted by the attitudes and behaviors of health professionals but also by the extent to which the health needs of migrants/refugees and their families are considered and dealt with adequately. Migrant children appear to use different types of healthcare services and to a lesser extent than native populations (especially with regard to oral health, mental health, and vaccination), with the exception of emergency and hospital services (Markkula et al., 2018). Adult migrants tend to use the health services in varying patterns, with the use of preventive services being lower and the use of primary care and hospitals services being higher, compared to the general population (Heaman et al., 2013; Almeida et al., 2013; Mipatrini et al., 2017).

The health care systems in the EU have been faced with significant challenges due to the large influx of migrants/refugees while there are variations among EU MS in terms of access to health care for migrants/refugees. What seems to be persistent are inequalities in the quality of health services offered to migrants/refugees compared to the native populations. There are a number of epidemiological and health care challenges to which public health and health systems of MS have to adjust to depending on the level of integration and the number of migrants/refugees residing in each MS. For instance, the lack of a European wide regulation concerning health coverage, either for documented or for undocumented migrants, can lead to excessive costs for both the health system and also the migrants/refugees themselves (Onarheim et al., 2018).

Among the main obstacles concerning the quality of health care services to migrants/refugees are communication and cultural issues with health care providers. According to numerous studies (Abbott & Riga, 2007; Hakonsen, Lees, & Toverud, 2014; Otero- Garcia et al., 2013; Pergert et al., 2008), not understanding a migrants' language and culture, and lack of understanding from the part of the migrant/refugee about the host country's health system, are among the most frequent challenges faced by professionals when dealing with migrants and refugees. However, it should be noted that these specific challenges are mentioned more by mental health providers (Dauvrin et al., 2012). Both providers and the migrants mention that gender issues in particular gender preferences concerning health care providers play a crucial role in the whole procedure. In addition, accusations of racism and a lack of respect constitute two of the most frequent problems reported as challenges by both sides (Hoye & Severinsson, 2008; Englund & Rydstrom, 2012; Lyberg et al., 2012). Migrant/refugee patients tend to mistrust the host country's health professionals, with the problem being more evident

among those who are not familiar with the host country's health system (Englund & Rydstrom, 2012; O' Mahomy & Donnelly, 2007; Sandhu et al., 2013). Problems are even greater when professionals have to treat migrant/refugee children and unaccompanied minors, who have a higher risk of not receiving adequate care for diagnosis, therapeutic interventions, or prevention). This is especially true for mental health as these populations present higher rates of mental health problems, such as anxiety, depression etc. (Derluyn & Broekaert, 2008; Huemer et al., 2009)

As several problems are observed in the delivery of health care especially among migrant/refugee children and unaccompanied minors, training has been identified as key in order to tackle the problems. In particular, there is a growing need to train healthcare and social care professionals, in order to be able to adequately understand the needs of migrants/refugees and support change in health service delivery. However, despite the fact that the refugee crisis has escalated since 2015 many professionals, working with people in transit or at reception centers, and also those who routinely offer health care to migrants/refugees in their everyday practice are inadequately educated and trained about the specific needs and optimal health delivery for these vulnerable groups.

Education and training that combines knowledge of specific health issues that may be atypical of the host country's population, with rights, cultural issues, and inclusive approaches in attitude, language, policy and practice should be made available (Martin et al., 2015). More specifically, some of the most important topics to cover would be the special needs of migrants/refugees, knowledge of medical conditions prevalent in migrant populations, necessary health professional competencies, as well as, managerial and administrative competencies required to adequately address needs.

Training concerning care provision for migrant/ refugee children, as well as, the content of such training, constitute an even more crucial topic of discussion since the specific subpopulation is much more vulnerable compared to adults demanding the full attention from the health and social care providers so as to address the protection and recovery of their health and wellbeing especially for those who have had a dangerous journey (Giannakopoulos & Anagnostopoulos, 2016; Mendoza, 2009). In addition, several studies show that there are significant differences in the health status of children even from the moment they are born, as a higher incidence of neonatal death, premature delivery, and low birth weight have been observed in babies being born to migrant/refugee women (Heaman, et al., 2013; Jaeger et al., 2012). In Switzerland, higher rates of infectious diseases and obesity are reported among migrant children, when compared to their Swiss peers (Jaeger et al., 2012), while migration is also confirmed as a high- risk factor for mental health problems by several studies (Gutmann et al., 2019; Abebe, Lien & Hjelde, 2014).

**The main aim of the present review is to present existing training programs on the optimal delivery of health and social care to migrant/refugee children including unaccompanied minors in Europe, for physicians, nurses, psychologists, social workers, cultural mediators, and aid workers.** More specifically, in the context of this review we are going to: **1)** provide an overview of the training opportunities developed and implemented during the last 5 years in the 28 Member States of the EU, **2)** identify training programs and materials and analyze

them so as to present the trends, gaps and success factors, **3)** produce an analytical directory of training materials and programs, as well as, **4)** propose recommendations and action guidelines for the development of relevant innovative trainings.

## 1. Methods

An extensive desktop research including grey literature sources and information from academic departments and institutions, government sources, non-governmental organizations, European projects, service providers and consultants was conducted, in order to locate educational programs, courses, formal, non-formal and in-formal types of training concerning the optimal delivery of health and social care for migrant/refugee children including unaccompanied minors in the 28 European countries during the last 6 years (2013-2019).

More specifically, each project partner conducted a relevant review in their own country, as well as, in several other countries as presented in **Table 1**.

Keywords used for this search were: [migrant\*/ refugee\*/ asylum-seeker\*] AND [child\*/ children/ childhood/ adolescent\*/ adolescence] AND [training/ education/ seminar\*/ webinar\*/ workshop\*/ capacity building/ degree/ certificate] AND [healthcare/ social care/ mental health/ psychology/ prevention/ health risk\*/ substance abuse/ discrimination/ health communication/ intercultural communication/ trauma/ child protection/ child abuse/ sexual gender based violence] AND [Germany/ Austria/ Switzerland/ Luxembourg/ Latvia/ Greece/ Bulgaria/ Romania/ Croatia/ Slovakia/ Estonia/ Poland/ Czech Republic/ Hungary/ Spain/ Portugal/ Netherlands/ Italy/ Malta/ Ireland/ UK/ Finland/ Cyprus/ France/ Belgium/ Denmark/ Sweden/ Europe/ European Union/ EU- 28].

**Table 1.** Distribution of the 28 European countries among the 6 partners of the EU-VET project

Name of partner	Countries covered by each partner
ETHNO-MEDIZINISCHES ZENTRUM EV	Germany, Austria, Switzerland, France, Luxembourg and Latvia
PROLEPSIS INSTITUTE	Greece, Bulgaria, Romania, Croatia, Slovakia, Estonia, Lithuania, Poland, Czech Republic and Hungary
UNIVERSITAT DE VALENCIA	Spain, Portugal and Netherlands



ZADIG SRL	Italy, Malta, Ireland, the UK and Finland
TECHNOLOGIKO PANEPISTIMIO KYPROU	Cyprus, France and Belgium
FAROS	Greece, Denmark and Sweden

Every attempt was made to include the training programs implemented during the aforementioned time period. During the compilation of the present report, we also added any new training opportunities that came up which were applied more recently and were not found during the first search (so the search was extended until July 2019). As already mentioned, the search included the following types of trainings, all of which focused on the project's target groups i.e. professionals with a working background of being in contact with migrant/refugee children including unaccompanied minors including:

- Physicians (with a special focus on pediatricians)
- Nurses
- Psychologists
- Social workers
- Cultural mediators and interpreters
- Aid workers

In addition, during our search, training opportunities available for educators and lawyers were also identified, thus, we included them in the findings that are presented below.

The following definitions were followed to identify the relevant trainings:

- ➔ **Formal training:** A training typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.
- ➔ **Non-formal training:** Education and training which takes place outside the formal system either on a regular or intermittent basis.
- ➔ **Informal training:** Learning resulting from daily life activities related to work, family or leisure. Informal learning is part of non-formal learning. It is often referred to as experience-based learning and can to a certain degree be understood as accidental learning.

## 2. Results

The training opportunities review revealed **186 training programs** for health and social care professionals working with migrant/refugee children and unaccompanied minors. More specifically, in **Table 2**, the distribution of these opportunities is shown separately for each one of the 28 countries included in the present review.

As seen, Italy (N= 32 trainings) and Greece (N= 20 trainings) are significantly organized concerning the education of professionals with regards to health and social care of migrant/refugee children, as well as, unaccompanied minors. This could be explained by the fact that a large number of refugees arrive in both countries each year. However, as seen in **Table 2** other countries (Cyprus Malta, Portugal and Latvia) have a low number of training programs, which could be attributed to the low number of refugees/migrants they receive, or to the inadequate professionals' interest on educating themselves, with regard to migrants and migrant children.

**Table 2.** Distribution of the identified training programs among the 27 European countries

Country	Number of training programs
Italy	32
Greece	20
Germany	13
Switzerland	12
Spain	9
Denmark	9
Sweden	9
Hungary	8
Bulgaria	7
Estonia	7
Netherlands	7
United Kingdom	7
France	7
Austria	6
Luxembourg	5
Romania	5
Belgium	5
Poland	4
Czech Republic	4

Croatia	3
Slovakia	2
Finland	2
Latvia	1
Portugal	1
Malta	1
Lithuania	0
Ireland	0
Cyprus	0
<b>Total</b>	<b>186</b>

Concerning the target groups, in Germany the majority of the training programs are for social workers or professionals generally being in contact with migrants (i.e. municipality employees) while a significant proportion is designed for psychologists and healthcare professionals. In Switzerland, all the training programs target professionals who are interested in interpretation services, while in Luxembourg the majority of the programs target social workers and the rest are designed in such a way that can be followed by anyone who may or may not have basic knowledge of interpersonal relationships with migrants/refugees. Furthermore, in Austria the training programs target social and health care professionals working with children, or psychosocial specialists, or generally people interested in refugees and migrants. In addition, professionals working with migrants and refugees, as well as, health care professionals and graduate/ postgraduate students, are mainly targeted by the training programs organized in France and in the Netherlands, respectively.

The main target groups for training in Belgium and Malta are healthcare professionals and practitioners, policymakers and cultural mediators, while in the UK training programs seem to be developed mainly for healthcare professionals. In Italy, almost all the programs are designed for social and health care professionals, while people involved in the reception of refugees and migrants are the main target group in two trainings. Professionals working with refugee children, unaccompanied minors, as well as, with unaccompanied youths with mental illnesses are also targeted by the Swedish training programs, while educators and social workers are mainly targeted by the Danish trainings. Furthermore, health care providers, mental health specialists, lawyers and professionals who are in contact with unaccompanied minors, are targeted by the Spanish and Portuguese training programs. Greek training programs target health and social care providers, psychologists, educators, volunteers, as well as, public officers working with migrant/ refugee children and unaccompanied minors, while health and social care professionals are targeted by trainings programs in Bulgaria, Romania,

Slovakia, Croatia and Estonia. Also, teachers and school managers seem to be targeted, as well, by the respective training programs held in Poland and the Czech Republic. Finally, the target groups of the training programs organized in the remaining countries do not seem to differ significantly from the aforementioned professionals groups.

**Table 3** presents the target groups and the number of trainings separately for each country.

**Table 3.** Distribution of training programs per target group for each European country

Country	Target group						
	Social care professionals	Health care professionals	Psychologists	Educators	Lawyers	Interpreters	Other
Germany	5	4	3	2	×	×	6
Austria	3	3	1	2	×	×	2
Switzerland	×	×	×	×	×	12	×
Luxembourg	3	×	×	×	×	×	2
Latvia	×	×	×	×	×	×	1
Greece	6	9	4	8	2	1	9
Bulgaria	5	1	1	1	×	×	2
Romania	3	4	1	2	1	×	×
Croatia	×	3	1	×	×	×	×
Slovakia	×	1	×	×	×	×	1
Estonia	2	1	1	3	×	×	1
Poland	1	1	1	2	×	×	1

Czech Republic	1	x	x	2	x	x	3
Hungary	1	3	1	x	x	x	5
Spain	4	4	1	1	1	x	2
Portugal	x	x	x	x	x	x	1
Netherlands	2	2	x	x	x	x	2
Italy	10	26	1	x	x	x	4
Malta	x	x	x	x	x	x	1
Ireland	x	x	x	x	x	x	x
United Kingdom	x	1	x	x	x	x	1
Finland	x	x	x	1	x	x	1
Cyprus	x	x	x	x	x	x	x
France	1	x	x	x	x	x	6
Belgium	x	2	x	x	x	x	3
Denmark	1	2	x	4	x	x	3
Sweden	x	4	x	2	x	x	5
<b>Total</b>	<b>48</b>	<b>71</b>	<b>16</b>	<b>30</b>	<b>4</b>	<b>13</b>	<b>62</b>

**Note:** Each aforementioned category includes the following professionals:

**Healthcare professionals:** physicians (with a special focus on pediatricians) and nurses, **Social care professionals:** social workers, **Other:** Aid workers, cultural mediators, as well as other professionals not specifically defined referred to as: professionals supporting the work of volunteers, professionals working with vulnerable groups of children and adolescents, professionals working in NGOs, civil servants, gender quality experts, professionals working in places of refugee minors' accommodation, professionals formulating the proposals

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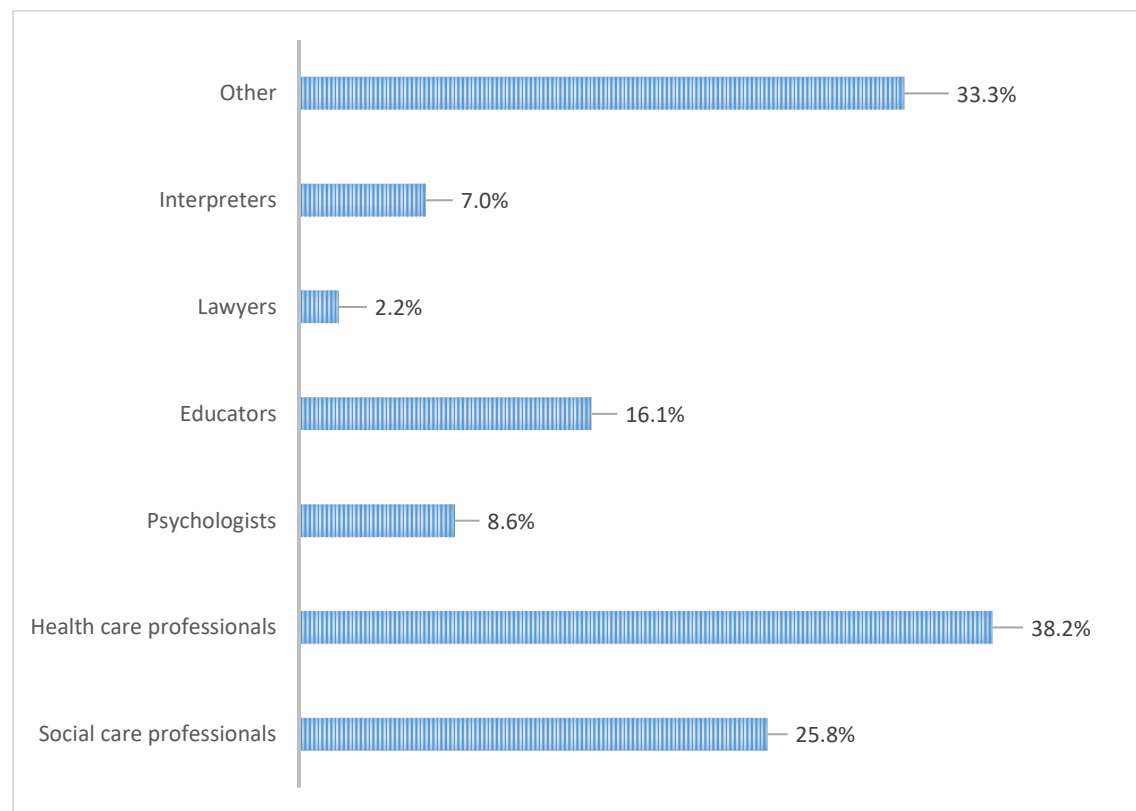
and interventions needed to tackle racism, xenophobia and anti-discrimination, volunteers working with refugees, municipality employees, public officials, administrative workers, people involved in the reception of migrants, professionals with some experience in humanitarian and emergency sectors, and professionals working in decision- making and policymaking.

A gap seems to exist in regards to training offered to lawyers on issues concerning migrant/refugee children and unaccompanied minors. Indicatively, this lack of training for lawyers was observed in Germany, Greece, Bulgaria, Estonia, Poland and Austria. Psychologists and interpreters also seem to receive scarce training on these issues indicating that there is a need for relevant training for this group of professionals. In Switzerland there are training programs only for health care professionals while in Luxemburg there is a huge gap with regards to professionals' training, except for social workers and other professional groups such as cultural mediators, while in Latvia none of the basic professional categories seem to be trained enough on the needs of migrant/refugee children and unaccompanied minors. In Croatia, there is no training program focusing on lawyers, interpreters, social care professionals and educators/teachers, while in Slovakia only health care professionals and other professional groups seem to have enough training opportunities available.

Furthermore no training programs exist for:

- Interpreters and other general professionals in Romania
- Lawyers, interpreters, health care professionals and psychologists in the Czech Republic
- Lawyers, interpreters and educators in Hungary
- Interpreters in Spain
- All professions in Portugal, Malta, Cyprus and Ireland
- Psychologists, educators, lawyers and interpreters in the Netherlands
- Educators, lawyers and interpreters in Italy, as well as,
- Social care professionals, psychologists, educators, lawyers and interpreters in the UK and in Belgium.
- Only for educators in Finland, Denmark and Sweden, for social care providers in France and Denmark, as well as, for health care professionals in Denmark and Sweden enough training opportunities have been identified.

In general, as presented in **Figure 1**, 38.2% of the identified trainings target health care professionals, 33.3% other professional groups (such as cultural mediators or aid workers dealing with migrants and migrant children), 25.8% social workers, 16.1% educators and teachers, 8.6% and 7.0% psychologists and interpreters, while only 2.2% of the reviewed programs focus on lawyers.

**Figure 1:** Distribution of training programs per target group

**Note:** Each aforementioned category includes the following professionals:

**Healthcare professionals:** physicians (with a special focus on pediatricians) and nurses, **Social care professionals:** social workers, **Other:** Aid workers, cultural mediators, as well as, as well as other professionals not specifically defined referred to as: supporting the work of volunteers, professionals working with vulnerable groups of children and adolescents, professionals working in NGOs, civil servants, gender quality experts, professionals working in places of refugee minors' accommodation, professionals formulating the proposals and interventions needed to tackle racism, xenophobia and anti-discrimination, volunteers working with refugees, municipality employees, public officials, administrative workers, people involved in the reception of migrants, professionals with some experience in humanitarian and emergency sectors, and professionals working in decision- making and policymaking.

## 2.1. Training thematic units covered by country

The thematic units covered in each country, and for each professional category are presented below:

### Germany

As seen above, in Germany there are training programs targeting social and health care providers, psychologists, educators, as well as, other professional categories.

According to the reviewed training programs, **social care providers** have training opportunities available on the following aspects:

- a) Reducing the perception of complex life and problem contexts,
- b) Stressful problem situations which emerge in everyday working life,
- c) The way to deal with children's trauma and how to protect them from trauma,
- d) The asylum procedures with regard to unaccompanied minors,
- e) Intercultural mediation about migrants' families and migrant children,
- f) The way to deal with emotions and needs,
- g) Mediation in the field of work and organizations, group and team mediation and family mediation

As far as **health care professionals** are concerned, training opportunities are available on the following:

- a) How to deal with children's trauma and how to protect them from trauma,
- b) Youth and children's health services focused on public health specialists,
- c) Intercultural mediation about migrants' families and migrant children,
- d) How to deal with emotions and needs and
- e) Conflict resolution

One training program specifically for dentists was also identified covering:

- a) Assessment of the health status of the population on the basis of collected and analyzed data
- b) Organization and implementation of group prophylactic measures
- c) Organization and implementation of health promotion, health education and preventive dental health care measures for different age groups and population groups
- d) Identification of health hazards (child health protection)
- e) Advising and educating the population
- f) Epidemiology, statistics and health monitoring
- g) Dental expert and expert witness activity
- h) Law and administration
- i) Infectious hygiene monitoring of dental practices.

Finally, psychologists and educators, have available trainings on mediation and the asylum procedures concerning unaccompanied minors, while other professionals have training opportunities available on:

- a) How they should communicate when working with volunteers and migrant children,
- b) Peaceful conflict resolution with children, finding solutions, and getting out of the victim's role
- c) How to ensure security in conflict talks and helping migrants overcome their fear of conflict,



- d) Contraception use, unwanted pregnancy, HIV infections and other sexually transmitted diseases, as well as, the importance of culture in dealing with sexually and sensitive issues in a transcultural context.

### Switzerland

As presented in **Table 3**, in Switzerland the training programs target only interpreters, who seem to be trained with regard to the following issues:

- a) Protection of immigrant children and unaccompanied minors,
- b) Vulnerability of unaccompanied minors in the asylum process,
- c) Gender- specific communication,
- d) Roles and functions in social accompaniment,
- e) Dealing with proximity and distance in the accompanying process, as well as,
- f) Culturalisation, stereotyping and discrimination in immigrant children.

### Luxembourg

In Luxembourg, social care professionals have training opportunities available on:

- a) The psycho- sociology of family life, childcare, behavioral disorders, disability and illness,
- b) Animation techniques in the context of caring for migrant children and unaccompanied minors.
- c) Promoting childhood bilingualism at home and at school,
- d) Why bilingualism can be an advantage for some children and disadvantage for others,
- e) Ethnographic studies of children's social and cultural practices across languages and literacies and in a different home and community settings.

Concerning other professional categories, training focuses on the migration process of migrant children and unaccompanied minors, as well as, about decoding a conflict and conducting mediation interviews.

### Austria

In Austria, as presented in **Table 3**, training programs target social and health care providers, psychologists, educators, as well as, other professional categories. More specifically, social workers are trained on how to support the entrepreneurship among the migrant communities in Europe and disadvantaged communities in Africa. Also, social workers, health care providers, psychologists and teachers are trained on migrant children's trauma and the post-traumatic stress disorders, the prevention and the treatment of these situations, as well as, about the leadership, mediation, transcultural communication, attitude in non- violent communication and intercultural conflict management. Finally, the rest of the professional categories working with migrants/refugees and migrant/refugee children, have training

opportunities available on the asylum procedure, the residence permit and the health services which can be used by the specific population.

### Latvia

In Latvia, the reviewed training program was available for civil servants and provided knowledge on human rights standards and development of cooperation, intercultural communication, as well as, about how they should work with migrants, asylum seekers and refugees.

### France

Other professionals (*professionals working with asylum seekers, unaccompanied minors and isolated young migrants*) and health care professionals are trained on the following aspects:

- a) The asylum application procedure in France,
- b) The criteria in order to obtain asylum protection and the rights/obligations deriving from this status.
- c) The conditions for admission to residence for unaccompanied minors,
- d) Identification of abuse, family violence and their consequences on the physical and psychological condition of minors,
- e) Intercultural mediation and conflict situations due to cultural differences,
- f) The psychological impact of traumatic experiences related to war, torture, migration and sexual violence,
- g) Psychological difficulties in children exposed to war and violence
- h) Impact of violence on family dynamics
- i) Medical and social-psychological support for refugees
- j) Learn how to prepare migrants to communicate with a potential employer.

### Netherlands

In the Netherlands, health care professionals are trained mainly about migrants' mental health and the way to deal with mental illnesses which emerge after and during the migrant/refugee journey as well as, about maternal and child health, HIV and AIDS, disaster coping, research, health policy, and human resources. On the other hand, social care professionals, through a master's program offered by Utrecht University can have access to training on how to approach and promote linguistic and cultural diversity in various international contexts, while a 25-hour training program offers training about migrants' mental health and mental illnesses, as well as, about their relationship with significant risk factors, such as violence and war.

## **Belgium**

In Belgium, health care professionals and other aid workers are offered training on the following aspects:

### **A. Health care professionals**

- a) Treatment of children on the move,
- b) Foster care for unaccompanied children,
- c) Mapping the needs of parents who take care of unaccompanied refugee minors
- d) Intercultural discussion and
- e) The relation between migration and health by clarifying the influence of both migration on health and vice versa

### **B. Other aid workers** (*national agencies aid service providers, professionals with some experience in the humanitarian and emergency sectors*)

- a) The way to improve the efficiency of national agencies and service providers in relation to the treatment of unaccompanied migrant children in full compliance with EU law,
- b) Epidemiological techniques to assess the health impact of disasters and conflicts on affected communities,
- c) Tools and skills to design, plan and conduct humanitarian mediation and dialogue facilitation processes aiming at: preventing or mitigating episodes of violence, preventing forced displacement and facilitating returns, improving humanitarian access and acceptance, enhancing respect for affected population's basic rights

## **United Kingdom**

The review of training programs in the UK showed that health care professionals have training opportunities available on migrant children's rights, as well as, the protection system, while trainings in general also exist about complex issues surrounding primary and secondary healthcare access for refugees, asylum seekers and migrants. In addition, social workers, foster caregivers and mental health professionals are offered training on mental health issues in unaccompanied child and adolescent refugees, and asylum seekers trauma, mental health symptoms, and suicidality within a psychosocial context and the Refugee Experience, while medical practitioners and those working with migrant/refugee children, young people and families are trained on understanding the impact that immigration status can have on access to healthcare, through an overview of the legal framework in which medical practitioners are expected to operate in and practical guidance on how to help people to exercise their rights. Finally, professionals working in international development organizations, government ministries, and global agencies seem to be educated with regard to research tools and knowledge to evaluate existing research, and policy and practice in the area of children, youth, and development.

## Malta

In Malta, the reviewed training program targeted on cultural mediators focuses on the abilities that they should have in order to be able to identify a health problem in children coming from a different background, as well as, to provide effective and high-quality services.

## Spain

In Spain, front-line health care professionals, through the European project MEM- TP are trained about the country-specific children's health concerns for the migrant and ethnic minorities' population. In addition, there is training targeted on students, social and health care providers and policy-makers, focusing on the failures in the reception system, protection and integration of unaccompanied migrant children arriving in Spain. Furthermore, social workers seem to be trained in the following aspects, as well:

- A. Minors' culture of origin, social and cultural aspects, regulatory aspects, as well as, identifying the age at which a minor began their journey.
- B. Evaluation and intervention on different psychological and psychiatric problems in individuals, couples and families of migrants, refugees and multicultural communities

Concerning lawyers, in Spain there was a training program focusing on the legal status of unaccompanied foreign minors, while child protection professionals, education and psycho-social professionals were also trained with regards to the following:

- a) Children's rights and public policies, the national and international regulatory framework, protection mechanisms, the returned children and adolescents and their reintegration, as well as, their mental health care,
- b) The culture of origin, the migration journey and the adaptation to the host society of minors and young people of immigrant origin living in Spain, in the global context of current migrations.

## Portugal

The Portuguese training program found during the present review targets professionals (*educational agents*) who are in contact with migrant/refugee minors and trains them on intercultural education and its benefits as an educational approach.

## Sweden

The review in Sweden revealed 3 training programs and 6 training tools. Training targets professionals working with migrant children, unaccompanied minors and minors with mental illnesses. Professionals are trained on issues related to children of parents with post-traumatic stress disorders and children that have lived through traumatic experiences. More specifically, one of the identified training programs focuses on the treatment for children and young people who have lived through experiences of escape and trauma, about psychological aspects during the migration-asylum process, psychiatric diseases and mental illness, crises, trauma and post-traumatic stress disorders and information about practical interventions to promote the health of children and youth who are asylum seekers.

The identified training tools mainly target professionals who work either with migrant children in general or with children with any sort of trauma and mental illnesses. More specifically, the specific tools focus on:

- a) Children's trauma, post-traumatic stress disorders, their symptoms and how professionals can address them.
- b) How migrant children go to adults, with whom they feel safe and how educators can create safe spaces,
- c) The reasons that unaccompanied children and youth escape and the consequences on their mental and physical health,
- d) The circumstances in which unaccompanied minors live, as well as, possible intervention methods for treatment.

### **Denmark**

In Denmark the review revealed 9 training programs, targeting social and health care professionals, educators and other professionals. The thematic issues covered for each professional category are presented below:

- A. Social care professionals are offered training about children with trauma, children in traumatized families, and secondary traumatization with a special focus on the Danish system.
- B. Health care providers have available training opportunities on:
  - a) The risk factors of trauma for refugee children and relevant support systems for children and families
  - b) Children's reactions to violence, war and flight, trauma and post-traumatic stress disorders, as well as, the challenges and tools in working with refugee families
  - c) How to screen children for trauma and how to support their inclusion
- C. Educators - Teachers are offered training about:
  - a) Life circumstances of refugees, risks and traumas, reactions to trauma and referral mechanisms
  - b) How war and trauma can affect a young person, how to support a young person with trauma, as well as, the cultural barriers and effective ways to communicate with migrant children,

- c) Municipal reception of refugees, trauma & counseling, cultural differences and understanding.
- D. Other professionals (*professionals in policy and decision making*) are offered training with regards to:
  - a) Children's reactions to violence, war and flight, trauma and post-traumatic stress disorders, as well as how to work with refugee children and their families (Care professionals working in municipal settings), as well as,
  - b) Trauma and post-traumatic stress disorders.

### **Finland**

In Finland, only one training program was found, called Paloma training. The specific training is a free, web-based and comprehensive training package, which gives professionals (i.e. professionals from different disciplines -social and health care professionals, interpreters-, voluntary workers and anyone interested in this issue) basic information about working or living with people with a refugee background and fostering their wellbeing. In its context, there are 16 variously themed videos, with the one being focused on children's, young people's and families' viewpoints.

### **Italy**

The review in Italy revealed 32 training programs targeting health and social care professionals, psychologists, as well as, other professional categories aiming to educate them on the following issues:

- A. Health care professionals:
  - a) Mother and child health and management - (Migrant/refugee mothers and newborns),
  - b) Context migration, Right to Health, Communicable Diseases, Access to Health Services, Mental Health, Vulnerabilities, using the Psychological First Aid (PFA) method in order to reduce stress, Occupational Health, The meaning of culture and diversity, Interpretation and cultural mediation Intercultural communication,
  - c) Health care, especially for those who come from a recent migration path,
  - d) Assistance service and taking charge of unaccompanied foreign minors in Sicily
  - e) Health profile of migrant minors, Determination of the minor age and facing unaccompanied minors as victims of violence,
  - f) Strengthening of the skills and information capacities of the multidisciplinary teams operating at the reception centers for Unaccompanied Foreign Minors
  - g) Rights of foreign minors, with a focus on unaccompanied foreign minors; the regularization of the legal status of the minor, with a view to preventing

conditions of risk and weakness; measures to promote child autonomy and inclusion; possible psychological fragilities

- h) How to build and promote alliances to facilitate collaboration and professional advancement for the benefit of refugee/migrant minors for the adequate provision of socio-psychological health and adequate health care in the host country.
- B. Social care professionals seem to receive similar training as health care professionals. Psychologists are trained on how to identify appropriate tools to enable migrants to rethink their uprooting and related traumatic experiences.

### **Romania**

The review in Romania revealed 5 training programs targeting health and social care professionals, educators/teachers, volunteers, and lawyers. Four training programs focus on educating health care providers on the following issues:

- a) Intercultural communication, culturally competent psychological compassion and communication concerning unaccompanied minors, cultural knowledge,
- b) Facilitate the integration of refugees and the role of the intercultural mediator in supporting refugees,
- c) Assist and integrate refugees by providing social, medical and educational assistance, family-type homes, and other forms of support for refugees, as well as,
- d) Integration of a child rights-based approach into their daily work in order to understand children's needs adequately.

Social care professionals are also trained on resilience as a multidisciplinary approach to refugees, by which they are looked after not only as people who suffer but also as individuals who are able to withstand many difficulties. Finally, concerning educators/teachers, volunteers, and lawyers, they receive similar training on topics as mentioned above.

### **Croatia**

In Croatia, only 3 training programs were identified in the context of the present review, targeting health care professionals, including pediatricians and nurses and providing training about violence against women and children, promoting recovery, providing general recommendations for a basic examination on children in a practitioner's office, as well as, integrating a child rights-based approach into their daily work in order to understand children's needs adequately, while developmental psychologists and transcultural mediators seem to be trained on age determination, on reducing the burden of chronic non-communicable diseases and increasing early detection of diseases in migrants, as well as, on surveying and responding to communicable diseases.

## Slovakia

The review in Slovakia revealed 2 training programs, with one targeting health care professionals (Health Managers, Health Professionals/providers, Administrative staff/Other professionals) and the other professionals working with migrants. The first training covers several thematic units, some of which are childhood and unaccompanied minors, gender-based violence and persecution on grounds of sexual orientation and gender identity, as well as, elderly and disabled refugees, while the second one provides workshops on migration drivers, care systems for minors, education of foster care providers for underage migrants, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, long-term cooperation and monitoring.

## Estonia

In Estonia 7 training programs were found targeting all professionals, except lawyers and interpreters. More specifically, educators/teachers are provided training in dealing with both migration and refugee issues related to young people, while especially teachers in nursery schools are trained on the challenges of multicultural kindergarten groups. In addition, health care professionals are trained about integrating a child rights' based approach into their daily work in order to understand children's needs adequately, while social workers, family caregivers and child protection workers are educated about how to work with children living in adoptive foster homes, as well as, about identifying problems migrants/refugees face in a work environment.

## Poland

In Poland training programs focus on training health care workers, teachers and school managers, as well as, graduates of pedagogy, psychology, sociology and anthropology, and other social sciences, Ph.D. students, academics and researchers whose academic-research work and practical activities are linked to the subject of migration. As far as health care professionals are concerned, there is a training program specialized on childhood and unaccompanied minors, gender-based violence and persecution on grounds of sexual orientation and gender identity, as well as, elderly and disabled refugees. In addition, with regard to educators/teachers, social workers and psychology graduates, they seem to be offered training on refugee children's adaptation, while they are given basic knowledge on refugees - the phenomenon as such, and also on their psycho-social condition in the country of exile providing them also with tools helpful for working in a multicultural environment. More specifically, they are trained in educating migrant/refugee children in the Polish school system (includes the psycho-social condition of students, the refugee situation, working in a multi-cultural environment). Finally, Polish general professionals working with migrants and migrant children seem to be trained, in the field of preventing violence against children, by



developing skills to respond to threats, strengthening educational competencies and intervening in cases of suspected child abuse.

### **Czech Republic**

Professionals working with migrants in the Czech Republic (Municipality employees, public officials, NGOs, social enterprises, educational providers, graduate and undergraduate university students, young professionals, teachers and general professionals working with migrants and migrant children) are offered training regarding the following issues:

- a) Care provision for refugees in order for them to acquire the skills needed to perform to the highest standards and serve immigrants equally and according to their needs.
- b) Migration and development, integration of migrants, human trafficking, environmental migration, migration, and gender.
- c) Care systems for minors, education of foster care providers for underage migrants, migration drivers, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, and training, long-term cooperation, and monitoring.

### **Bulgaria**

In Bulgaria, the 7 training programs identified in the context of the present review, cover the following thematic issues:

- a) Stabilization of traumatized children among refugee, asylum-seeking and immigrant families,
- b) Psycho-education and improving the skills for psycho- hygiene and self-care,
- c) Social work with refugees and migrants in different dimensions and institutional forms,
- d) Working with different categories of clients of social work with refugees and migrants,
- e) Assistance activities in practice with foreigners seeking asylum
- f) Social integration of refugees and migrants,
- g) Social work with specific groups of refugees and migrants as clients of social services - children and adults, with diseases, with disabilities, with special educational needs,
- h) Social protection, social assistance, social integration of refugees and migrants,
- i) Care for unaccompanied children and tackling specific issues related to psychological well-being, safety risks as well as work in the intercultural environment and cultural differences of unaccompanied migrant children,
- j) Child protection policy and process of determining the best interest of the child and the extent to which return to the country of origin is in the child's best interest if she/he lives there in less secure and materially unsecured conditions,
- k) Children's rights and embedding them in the daily practice of care professionals.

## Hungary

As already shown, the present review revealed the existence of 8 training programs in Hungary, targeting social and health care providers, psychologists, as well as, other general professionals working with migrants and migrant children. These professional categories seem to be offered training opportunities on the following issues:

- a) Training care professionals on how to implement a child rights approach in their daily practice,
- b) The use of two participatory methods- documentary and comic book- to involve youth in camps and allow them to express their thoughts and frustration, and develop a new way of communication through art,
- c) Support children's rights in the current and future national, regional and global processes,
- d) The New York Declaration for Refugees and Migrants and its effects,
- e) A number of fields like direct health assistance, healthcare/ health care system planning at a 'migrant sensitive' way, health policy, adapted sociology and economics/ health economics and the importance of intercultural competences, aiming to contribute to the smooth and successful integration of migrants and other populations who have landed on a social periphery.
- f) Migration health aspects in family medicine, Migration health aspects in occupational health, Health aspects of humanitarian assistance, Migration health and travel medicine, Special aspects in health assistance of Roma and ethnic minority communities, New migration health challenges in the EU health-care system,
- g) Organizational and management principles to challenges arising from the diversity in the health care and health promotion sector,
- h) The role of the global economy and legal and institutional framework for migration flows and addressing the implications for public health care systems,
- i) Knowledge in morbidity profiles and lifestyle-related as well as work-related diseases in migrant populations and application to everyday tasks,
- j) Enhancing capacities in multi-disciplinary professional work, understanding multicultural and multi-religious aspects of physical and mental health and developing adequate responses,
- k) Building up intercultural competence and communication skills, deepening work experience through practical training,
- l) Migration drivers, care systems for minors, education of foster care providers for underage migrants, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, training, long-term cooperation and monitoring.

## Greece

Many training opportunities were identified in Greece, with a small number targeting lawyers and interpreters. More specifically,

- A. There are two training programs targeting lawyers (and interpreters) with the aim of educating them to be able to handle and work with refugee women and girls who survived violent situations.
- B. Concerning educators/teachers, 8 training programs were found covering the following issues:
  - a) Conceptual Framework on issues related to Learning and Psychosocial Support of Refugee Children in the school community: Contemporary theoretical approaches, challenges and prospects,
  - b) Mental Health of Children and Adolescent Refugees,
  - c) The psychosocial integration of immigrants and refugees,
  - d) Psychosocial support of refugee children in educational frameworks,
  - e) Framework of Intercultural Education, Multicultural communication; Experiential learning in intercultural education; Human Rights; Refugee Characteristics-Unaccompanied Minors and Education Problems, needs and expectations of Refugees; Effective Embedded Refugee Practices; Reflective analytical programs and forms of Greek-language education; Methods of teaching Greek as a second/foreign language; Didactic strategies for the teaching of Greek; Design and implementation of Intercultural Educational Programs; Intercultural Counseling,
  - f) Understanding cultural standards, stereotypes, and prejudices,
  - g) Pedagogical Approaches to Teaching Migrants and Refugees,
  - h) Intercultural skills for teachers,
  - i) Work and social inclusion, Mediation, Conflict management techniques and
  - j) Emigration Trauma and the reception of children and adolescents.
- C. In addition, health and social care professionals are provided training opportunities on violence on women and children, how to conduct an appropriate examination, as well as, how to provide the appropriate psychosocial support and help. Furthermore, they are trained about designing, proposing and promoting effective and realistic migration policies, identifying the main causes of voluntary migration and forced migration, knowing the impact of the migration phenomenon in order to attend diligently, applying existing regulations in the different areas related to immigrant groups, anticipating crisis situations to act proactively, using intercultural mediation as a means of conflict resolution, as well as, developing awareness strategies to engage society with the migrant.

### 3. Main findings

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According to the present review, several training opportunities are available for professionals working with migrant/ refugee children and unaccompanied minors, which mainly focus on the following issues:

- a) **Trauma and post-traumatic stress disorders:** More specifically, professionals are offered training about how to deal with traumatized children, as well as, how to protect them from conditions leading to this situation, while training opportunities

are also available on communicating with children whose parents suffer from post-traumatic stress disorders.

- b) **Intercultural mediation & Conflict resolution**: Two more issues targeted by the identified training opportunities are mediation and conflict resolution, helping professionals, not only in order to be able to find solutions in such cases but also, in order to help migrant children and unaccompanied minors overcome the fear of conflict and getting out of the victim role.
- c) **Mental Health**: There is also a significant number of training opportunities targeting health care and social care professionals, whose main aim is to educate them with regard to migrants' mental health and the way to deal with mental illnesses that emerge during or after their arrival to Europe.
- d) **Psychological support**: In addition, there are some training programs focusing on the psychological support of migrants (in general), as well as, of migrant/refugee children, unaccompanied minors and women, while some professionals are also offered training on helping (psychologically) migrant children who have faced any sort of traumatic experiences, such as war, torture, sexual violence etc.

The thematic units (issues) presented above constitute the main issues on which a large number of training opportunities focus. However, in some countries there have been efforts in educating professionals about:

- 1) **Sex violence,**
- 2) **Children's abuse,**
- 3) **Family violence,**
- 4) **Treatment of chronic diseases in children,** as well as,
- 5) **Substance abuse.**

There are nevertheless, several gaps and needs in the field of training professionals with regard to the health and social care of this vulnerable population. In the list below, some issues are presented on which no or a small number of training opportunities have focused so far:

- i. Racism
- ii. Discrimination and xenophobia
- iii. Human trafficking
- iv. Children with physical and mental disabilities
- v. Sexual orientation & Gender identity
- vi. Age determination of migrant/ refugee children and unaccompanied minors

## 4. Discussion

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Results from the present review show the existence of several training programs and tools in all of the 28 European countries concerning care to migrant/refugee children and unaccompanied minors, yet their number is insufficient in many cases. The main professional groups addressed by the programs are social and health care professionals, while the gap in

educating lawyers and interpreters is highly significant in most of the reviewed countries. A special focus is given on educators/teachers, as they play a key role in the development and formulation of migrant/refugee children's personalities.

Unfortunately, except for lawyers and interpreters, little emphasis is given so far on training psychologists, which is a major disadvantage in all countries, since migrant minors and especially unaccompanied children may have multiple risk factors for potential mental health problems, including trauma, forced migration, and stressors associated with the settlement. More specifically, children are particularly sensitive in the accumulation of stressors that occurs in such contexts, and the detrimental developmental effects are not restricted to specific mental health diagnoses such as post-traumatic stress disorders and depression. Indeed, several surveys (Catani et al., 2008; Feidman & Vengrober, 2011) conducted among refugee children and young people have reported a varying prevalence of mental health symptoms and problems. In addition, the low number and availability of lawyers adequately trained in international and national human rights and refugee law and on the use of international human rights mechanisms is one of the main obstacles for migrants, refugees, and asylum-seekers when accessing legal services. Furthermore, based on the research conducted during the past years, language errors and misunderstandings are common when professional interpreters aren't used, while due to the lack of trained interpreters, patient satisfaction can fall sharply. Even more discouraging is the fact that there is a large number of health care professionals who do not feel adequately prepared to treat patients whose primary language is not English (Simon, Hum, & Nalliah, 2017), indicating that sufficiently trained interpreters should exist in order to facilitate such problematic situations.

As far as thematic units covered is concerned, racism, discrimination, and xenophobia were addressed only in Switzerland. It is a well-known fact, that when migrants and their children face racism, discrimination, and xenophobia, they may face reduced access to public services and healthcare entitlements based on race or ethnicity discrimination. In addition to these, human trafficking constitutes a major issue for the population of migrants and migrant children. According to a recent report of the International Organization of Migration (IOM) (Galos et al., 2017), males without education, primary or tertiary education, without close family in the country of destination, as well as, those traveling alone, are in a significantly higher danger of experiencing human trafficking. This indicates that unaccompanied minors constitute a high-risk group for becoming victims of trafficking. However, there is a huge gap with regard to educating health and social care professionals, psychologists, educators/teachers and other professionals concerning this specific issue.

Moreover, sexual orientation and gender identity constitute two issues of major concern in the subpopulation of migrants and migrant children. Only in Slovakia and Poland professionals are trained on these issues. However, there are a lot of migrants who face abuse, arbitrary arrest, extortion, violence, severe discrimination and lack of official protection because of their sexual orientation and/or gender identity. Even in more liberal societies, lesbian, gay, bisexual, and transgender (LGBT) migrants who obtained refugee or asylum status on the basis of sexual orientation or gender identity report extensive recollections of abuse by parents and caregivers, peers and school personnel. Therefore, there should be appropriate training targeted on professionals working with migrants, migrant children and youth, on issues

specific to displaced LGBTI populations, in order to be ensured that LGBTI refugees resettled in each European country receive the appropriate services and support.

Furthermore, migrant children have lower health access rates and lower-quality health care compared with children in nonimmigrant families (Mendoza, 2009; Yu, Huang & Kogan, 2008; Yun et al., 2013; Javier, Wise & Mendoza, 2007). This significant difference affects even more migrant children with special health care needs and disabilities, whose health conditions require greater interaction with the health care system. Regardless of how big their need to interact with the health care system is, only in Luxembourg, Slovakia, Poland and Bulgaria we found training programs for professionals (health and social care providers) who interact with this vulnerable population. This unfortunate gap should be fulfilled in all European countries since special care is needed for the specific subpopulation of migrant/refugee children.

## 5. Annex- Training opportunities and relevant information

EU country	Type of training	Title of training program	Provider organization	Target group	Training content (training program or thematic units covered)
AUSTRIA	INFORMAL	MORE LANGUAGE FOR MIGRANTS	ERASMUS	YOUNG PEOPLE WITH FEWER OPPORTUNITIES AND WORKERS IN SOCIAL FIELD	<p>TRAINING AS MULTIPLIERS TO SUPPORT ENTREPRENEURSHIP AMONG THE MIGRANT COMMUNITIES IN EUROPE AND DISADVANTAGED COMMUNITIES IN AFRICA.</p> <p>AS A DIRECT OUTCOME TO THE PROJECT 400 YOUNG PEOPLE IN EUROPE AND AFRICA WILL BE TRAINED WITH SKILLS AND RESOURCES NEEDED FOR ENTREPRENEURSHIP.</p> <p>THE PARTICIPANTS WILL BE CONNECTED WITH ORGANIZATIONS AND INSTITUTIONS FROM THE PRIVATE AND PUBLIC SECTOR TO MAGNIFY THEIR IMPACTS AS MULTIPLIERS BY SUPPORTING MIGRANT YOUTH ENTREPRENEURSHIP THIS FIRST PART OF MOBILITY APPLIED A METHODOLOGY OF NON-FORMAL LEARNING WITH LOTS OF INTERACTIVE DISCUSSION AND BRAIN-STORMING SESSIONS. THE OUTCOME OF THE TRAINING COURSE WAS FIRST AND FOREMOST A BETTER UNDERSTANDING OF THE DESIGN, OBJECTIVES AND COMPONENTS OF THE MOBILITY PROJECT. WE HAVE ALSO SHARED OUR GOOD PRACTICES IN INTERCULTURAL COMPETENCIES AND LEARNED HOW TO DEAL WITH PEOPLE COMING FROM DIFFERENT CULTURAL BACKGROUNDS.</p>
AUSTRIA	INFORMAL	BASICS OF ASYLUM AND ALIENS LAW	DIAKONIE EINE WELT - AKADEMIE GEM. GMBH	INTERESTED PERSONS	<p>DEFINITIONS OF TERMS AND BASICS</p> <p>PROCEDURE OF THE ASYLUM PROCEDURE</p> <p>OVERVIEW OF ADMINISTRATIVE REFORM AND</p>

					<p>AMENDMENTS</p> <p>SPECIAL ADMINISTRATIVE PROCEDURES FOR UNACCOMPANIED MINORS</p> <p>THE APPEAL PROCEDURE IN THE ASYLUM PROCEDURE</p> <p>PROCEEDINGS BEFORE THE FEDERAL OFFICE FOR ASYLUM AND MIGRATION, PROCEEDINGS BEFORE THE FEDERAL OFFICE FOR MIGRATION AND ASYLUM</p> <p>FEDERAL ADMINISTRATIVE COURT</p> <p>TASKS AND RESPONSIBILITIES OF THE BFA</p> <p>HEALTH SERVICES</p> <p>RESIDENCE PERMIT ACCORDING TO ASYLG</p> <p>RESIDENCE PERMIT FOR REASONS WORTH CONSIDERING</p> <p>PROCEDURE FOR APPEAL PROCEEDINGS</p> <p>FOREIGN POLE. RESPONSIBILITIES OF THE BFA AND COMPETENCE OF THE</p> <p>STATE POLICE DEPARTMENTS</p>
AUSTRIA	INFORMAL	HEALTH PROMOTION FOR MIGRANTS IN THE PROVINCE OF SALZBURG	AVOS GESELLSCHAFT FÜR VORSORGE-MEDIZIN GMBH. FGÖ	EXPERTS / MULTIPLIERS IN THE HEALTH, HEALTH PROMOTION AND VARIOUS INSTITUTIONS FOR MIGRANTS. KEY PERSONS OF THE TURKISH COMMUNITY	EXPERT INTERVIEWS THEME EVENINGS FOR THE KEY PERENNIALS OF THE TURKISH COMMUNITY (THEMES: MEN'S HEALTH, WOMEN'S HEALTH, KINDER'S HEALTH, PSYCHIC HEALTH, HEALTHY NUTRITION AND MOVEMENT), WHICH SHOULD ATTAIN SPECIFIC CHANGES IN LIFESTYLE AND PREVENT DISEASES



					DISTRIBUTION OF INFORMATION MATERIALS AT THE EVENTS
AUSTRIA	FORMAL	TRAUMA PEDAGOGY AND TRAUMA-CENTERED SPECIALIST COUNSELLING	ZENTRUM FÜR PSYCHOTRAUMATOLOGIE E.V.	PSYCHOSOCIAL SPECIALISTS, SUCH AS FAMILY DOCTORS, EMERGENCY DOCTORS, SOCIAL WORKERS, SOCIAL PEDAGOGUES, CURATIVE EDUCATORS, ALTERNATIVE PRACTITIONERS, EDUCATORS, TEACHERS, NURSES, RESCUE AND EMERGENCY SERVICES, PASTORS, VOLUNTEERS.	<p>BASIC MODULE:</p> <p>1. BASICS I</p> <ul style="list-style-type: none"> <li>- TRAUMA DEFINITION, PTSD</li> <li>- ACUTE TRAUMA</li> <li>- NEUROBIOLOGICAL BASICS</li> <li>- PROTECTION AND RISK FACTORS</li> <li>- TESTING OF DISTANCE AND REORIENTATION EXERCISES</li> </ul> <p>2ND FUNDAMENTALS II</p> <ul style="list-style-type: none"> <li>- CHRONIC TRAUMATIZATIONS AND THEIR CONSEQUENCES</li> <li>- POSTTRAUMATIC DIAGNOSES</li> <li>- NEUROBIOLOGICAL CONSEQUENCES OF TRAUMATISATION</li> <li>- BINDING DISORDERS</li> </ul> <p>3. CONSULTING COMPETENCIES I</p> <ul style="list-style-type: none"> <li>- ASPECTS OF POSTURE IN COUNSELLING TRAUMATISED PEOPLE</li> <li>- DIFFERENCES IN APPROACH COMPARED TO OTHER CONSULTING SETTINGS</li> <li>- DIFFERENT METHODS / TECHNIQUES FOR THE INDIVIDUAL PROCESSING PHASES</li> <li>- PRINCIPLES OF STABILISING ACCOMPANIMENT</li> <li>- FIRST BASIC METHODS FOR STABILIZING ACCOMPANIMENT</li> <li>- WHEN TO TRANSFER TO TRAUMA THERAPY?</li> <li>- THE MOST IMPORTANT APPROACHES IN TRAUMA EXPOSURE TREATMENT</li> </ul>

					<p>4. SOCIAL QUESTIONS ABOUT PSYCHOTRAUMA -        SELF-CARE FOR BURNOUT PREVENTION        THEORY AND SELF-AWARENESS</p> <ul style="list-style-type: none"> <li>- REFLECTION ON VALUE SYSTEMS / GOOD AND EVIL</li> <li>- VIOLENCE - POWER - POWERLESSNESS - LIMITS</li> <li>- DEALING WITH ONE'S OWN LIMITATIONS</li> <li>- STRESS, BURNOUT, COMPASSION CREATION</li> <li>- SELF-CARE STRATEGIES / RESILIENCE AND RESOURCES PERCEIVE AND EXPAND</li> </ul> <p>5. CONSULTING COMPETENCIES II</p> <ul style="list-style-type: none"> <li>- DEEPENING DIFFERENTIAL DIAGNOSTIC ASPECTS OF COMPLEX TRAUMA SEQUEL DISORDERS</li> <li>- THE CONSULTING FOCUS AND ITS METHODS FOR EACH OF THE DIFFERENT FORMS OF COMPLEX PTSD</li> <li>- DETAILED CASE VIGNETTES FOR THE INDIVIDUAL FORMS OF EXPRESSION</li> <li>- APPROACHES TO CHANGE, BASIC RULES, STEP GOALS AND THE MOST DIFFICULT TOPICS OF STABILISING ACCOMPANIMENT: DEALING WITH NIGHTMARES, SHAME AND DISGUST, FEELINGS OF GUILT, SUICIDAL TENDENCIES, LEAVING OFFENDER CONTACT</li> </ul> <p>6. TRAUMA-RELEVANT LEGAL BASICS / DOMESTIC VIOLENCE</p> <ul style="list-style-type: none"> <li>- FUNDAMENTALS OF THE LEGAL SYSTEM: CRIMINAL, CIVIL AND SOCIAL LAW</li> <li>- VICTIM PROTECTION (PROTECTION AGAINST VIOLENCE LAW, CRIMINAL LAW)</li> <li>- VICTIM COMPENSATION LAW IN THEORY AND PRACTICE</li> <li>- RIGHTS AND DUTIES OF VICTIMS AND COUNSELLORS / THERAPISTS</li> <li>- FREQUENCY, FORMS AND CONSEQUENCES OF</li> </ul>
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					<p>DOMESTIC VIOLENCE</p> <ul style="list-style-type: none"> <li>- WHY DO PEOPLE REMAIN IN A VIOLENT RELATIONSHIP?</li> <li>- INTERVENTION STRATEGIES, CONVERSATION LEADERSHIP</li> </ul> <p>7. SOCIAL QUESTIONS CONCERNING PSYCHOTRAUMA THEORY AND SELF-AWARENESS</p> <ul style="list-style-type: none"> <li>- SELF-CARE FOR BURNOUT PREVENTION</li> <li>- TRAUMA-THEORETICAL FINDINGS FOR THE EMERGENCE OF VIOLENCE</li> <li>- PERPETRATOR / VICTIM PERCEPTION</li> <li>- TRANSGENERATION OF TRAUMA / WAR TRAUMATIZATION</li> <li>- REFLECTION OF OWN VALUE SYSTEMS AND WORKING POSTURE</li> <li>- MOTIVATION TO WORK WITH THE TOPIC TRAUMA</li> <li>- GUILT - RESPONSIBILITY - QUESTIONS OF MEANING</li> <li>- MINDFULNESS AND IMAGINATION EXERCISES FOR SELF-CARE</li> </ul>
AUSTRIA	INFORMAL	VALUE WORKSHOPS FOR MULTIPLIERS	DER ÖSTERREICHISCHE INTEGRATIONSFONDS (ÖIF)	VOLUNTEERS AND PROFESSIONAL GROUPS WORKING WITH PEOPLE WITH A REFUGEE BACKGROUND	<p>TRAINERS EXPLAIN THE CONTENTS OF THE ÖIF'S VALUE AND ORIENTATION COURSES AND SHARE EXPERIENCES FROM THEIR WORK WITH REFUGEES. IN THE WORKSHOP YOU WILL GAIN AN INSIGHT INTO THE WORK OF THE ÖIF, THE CENTRAL CONTENTS OF THE VALUE AND ORIENTATION COURSES AND WORK OUT PRACTICAL TIPS AND TRICKS FOR YOUR OWN WORK WITH REFUGEES TOGETHER WITH THE TRAINERS.</p>
AUSTRIA	FORMAL	TRANSCULTURAL MANAGEMENT (TKM)	DER ÖSTERREICHISCHE INTEGRATIONSFONDS (ÖIF)	INTERESTED PEOPLE FROM THE FIELDS OF SOCIAL WORK/HEALTH, SCHOOL/EDUCATION/YOUTH, COMMUNITY/ADMINISTRATION, SECURITY OR BUSINESS CAN	<p>MODULE 1: INTRODUCTORY MODULE</p> <p>TRANSCULTURALITY /MULTI- /AND</p>

				<p>CONTINUE THEIR EDUCATION IN A TAILOR-MADE, PART-TIME WAY USING THE FLEXIBLE MODEL.</p>	<p>INTERCULTURALITY CULTURAL CONCEPTS, CULTURAL PERCEPTION, CULTURE SHOCK VALUES, SKILLS, ATTITUDE, CULTURAL SELF-TEST INTERCULTURAL COMPETENCES</p> <p>MODULE 2: CULTURAL DIMENSIONS</p> <p>CULTURAL DIMENSIONS INFLUENCE HOW WE TREAT OTHERS AND HOW THEY TREAT US - AND ARE USUALLY UNCONSCIOUS TO THOSE INVOLVED. IN THIS MODULE, THE COURSE PARTICIPANTS LEARN TO UNDERSTAND HIDDEN PATTERNS OF ACTION AND CONTEXTS AND TO APPLY TRANSCULTURAL SKILLS IN THEIR PRACTICE.</p> <p>MODULE 3: TRANSCULTURAL AND INTERCULTURAL COMMUNICATION</p> <p>COURSE PARTICIPANTS LEARN THE CENTRAL THEORIES, MODELS AND METHODS OF TRANSCULTURAL COMMUNICATION AND UNDERSTAND THEIR OWN CULTURAL IMPRINTS. THEY LEARN TO DEAL SENSITIVELY WITH INTERCULTURAL SITUATIONS AND TO ANALYSE THEM AT WORK AND IN SOCIETY AND TO DEVELOP AND IMPLEMENT APPROPRIATE COMMUNICATION STRATEGIES.</p> <p>MODULE 4: NONVIOLENT COMMUNICATION</p> <p>THIS MODULE TEACHES THE ATTITUDE IN NON-VIOLENT COMMUNICATION, THE METHOD AND THE COMMUNICATION TECHNIQUE.</p> <p>MODULE 5: KIK - CONSTRUCTIVE INTERCULTURAL CONFLICT MANAGEMENT</p>
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					<p>THIS MODULE IMPARTS PRACTICAL, SCIENTIFICALLY PROVEN METHODS FOR CONSTRUCTIVE CONFLICT MANAGEMENT, PREVENTIVE HANDLING OF DIFFICULT SITUATIONS AND SECURING SUSTAINABLE RELATIONSHIPS IN OR AFTER A CONFLICT. THE COURSE WILL BE DEVELOPED: MEDIATION, COACHING, SELF COACHING, MODERATION, LARGE GROUP INTERVENTIONS</p> <p>MODULE 6: INTERCULTURAL TEAMBUILDING AND LEADERSHIP</p> <p>IN THIS MODULE THE CENTRAL QUESTIONS ARE ANSWERED: HOW CAN WE WORK WELL TOGETHER IN AN INTERCULTURAL TEAM? WHICH MODERN METHODS OF VIRTUAL TEAM LEADERSHIP CAN I USE? HOW DO I LEAD A MEETING WITH PARTICIPANTS FROM DIFFERENT CULTURES? HOW DO I USE SOCIAL NETWORKS AND DIGITAL MEDIA EFFICIENTLY? HOW CAN I ADAPT MY COMMUNICATION TO THE CULTURAL ENVIRONMENT AND STILL REMAIN AUTHENTIC?</p> <p>MODULE 7: MANAGING DIVERSITY</p> <p>THIS MODULE USES A PROJECT SIMULATION TO TEACH PARTICIPANTS HOW TO SEE THE WORLD THROUGH MANY PAIRS OF GLASSES AND HOW TO WORK AND LIVE WITH PEOPLE OF ALL SHAPES AND SIZES - AS THE COMPETENCE OF THE FUTURE.</p> <p>MODULE 8: PRESENTATION OF THE PRACTICE CASE AND DIPLOMA AWARD</p>
BELGIUM	INFORMAL	Dignified & Non-Discriminatory Healthcare	Summer School Health & Migration - Belgium (BeMSA)	migrants and refugees-, medical students	Encourage the intercultural discussion, exchange of information and collaboration with respect to each other's beliefs and grounds, emphasizing the relation

					between migration and health by clarifying the influence of both migration on health and vice versa
BELGIUM	FORMAL	Exchange of Information and Best Practices on First Reception, Protection, and Treatment of Unaccompanied Minors (EUAM I & II)	IOM(Organization for Migration) Belgium-European Commission-DG Justice, Freedom and Security.	national agencies and service providers	Improve the efficiency of national agencies and service providers in relation to the treatment of unaccompanied migrant children in full compliance with EU law. With Austria, Belgium, Bulgaria, the Czech Republic, Poland and Romania, six countries were directly targeted by the project.
BELGIUM	FORMAL	Assessing Public Health in Emergency Situations - APHES Summer Course	Centre for Research on the Epidemiology of Disasters	middle-career professionals with some experience in the humanitarian and emergency sectors	Familiarize health professionals and students with epidemiological techniques to assess the health impact of disasters and conflicts on affected communities
BELGIUM	FORMAL	NOHA Advanced Training in Humanitarian Mediation 2019	NOHA Network on Humanitarian Action	humanitarian aid workers	provide humanitarian aid workers operating in conflict context with practical knowledge, tools, and skills to design, plan and conduct humanitarian mediation and dialogue facilitation processes aiming at: preventing or mitigating episodes of violence, preventing forced displacement and facilitating returns, improving humanitarian access and acceptance, enhancing respect for affected population's basic rights. The processes presented during the training will also be useful for personnel involved in safe and good quality programming activities such as: protection mainstreaming, participation and community-based approaches, communication with beneficiaries and Community Engagement, accountability to Affected Population (AAP) processes, do No Harm.
BELGIUM	FORMAL	1st Annual CESSMIR Conference: Needs and Care Practices for Refugees and Migrants at Ghent University.	The Ghent University	scholars, policymakers and practitioners	Lectures focused on European challenges on the treatment of children on the move, Foster care for unaccompanied children, mapping the needs of Flemish non-kinship foster parents who take care of unaccompanied refugee minors, Implementation of Alternative Family Care (ALFACA) for unaccompanied children (UAC) in Flemish foster care, School and early childhood and education

BULGARIA	FORMAL	EVIDENCE-BASED TRAUMA STABILIZATION (EBTS). TWO TRAINING PROGRAMS FOR STABILIZATION OF TRAUMATIZED CHILDREN AMONG REFUGEE, ASYLUM SEEKING AND IMMIGRANT FAMILIES. Project	1	psychologists, social workers, educators and other professionals that work with refugee families. refugee, asylum-seeking and immigrant families who will participate in the EBTS-Program	The project focuses on the stabilization of traumatized children among refugee, asylum-seeking and immigrant families, including the design and training on EBTS. In addition, the training includes familiarization with EBTS-Program, psycho-education and improving the skills for psycho hygiene and self-care, while it is based on a combination between the treatment of adult and child trauma simultaneously and building of basic skills how to deal with trauma.
BULGARIA	FORMAL	Master Degree "Social work with refugees and migrants"	Sofia University	Graduates of the Social Work and Related Group who work or wish to work in the field of social work with refugees and migrants. Graduates with a specialty other than Social and related activities who work or wish to work in the field of social work with refugees and migrants	The foci of the project are as follows: to obtain specialized theoretical training in the field of social work with refugees and migrants in its different dimensions and institutional forms; to form skills and attitudes to work with different categories of clients of social work with refugees and migrants.; to provide methodological preparation for the implementation of the main assistance activities in practice with foreigners seeking asylum and refugees; to form knowledge and skills to deliver activities aimed at optimal social integration of refugees and migrants; to find: knowledge of the specifics of social work with specific groups of refugees and migrants as clients of social services - children and adults, with diseases, with disabilities, with special educational needs; knowledge of institutions involved in social protection, social assistance, social integration of refugees and migrants; knowledge of approaches and methods of social work with refugees and migrants; Interviewing skills; elaborating an assessment of integration needs and an integration plan; knowledge and skills to provide support through group work, etc.

BULGARIA	NON-FORMAL	FOSTER CARE FOR UNACCOMPANIED MIGRANT CHILDREN	National Foster Care Association	social workers and foster care experts	Alternative Family Care (ALFACA) model. The project deals with unaccompanied refugees and their specific situation develop of care for unaccompanied children and tackle specific issues related to psychological well-being, safety risks as well as work in the intercultural environment and cultural differences of unaccompanied migrant children
BULGARIA	NON-FORMAL	Protection of unaccompanied children - foreigners	Lumos	institutions responsible for migrants and refugees in Bulgaria	The focus of the training was the networking of all responsible parties in dealing with cases of unaccompanied children and the specific child protection policy that each of them should apply. Of particular interest were the discussions on the process of determining the best interest of the child and the extent to which return to the country of origin is in the child's best interest if he lives there in less secure and materially unsecured conditions.
BULGARIA	FORMAL	Security and Support for Children	Association for Social and Pedagogical Support FICE-Bulgaria	professionals providing social services for unaccompanied minors and juveniles	FICE presented at the seminar their work on a project to create a mobile center for working with unaccompanied refugee children. A Handbook for Professionals providing social services for unaccompanied minors and juveniles was also presented at the seminar. The handbook focuses on practical methods for individual assessment of the situation and the prospects for any unaccompanied minor, the stages of care, monitoring and evaluation.
BULGARIA	NON-FORMAL	Capacity Development and Support of Working Assistants of Refugee and Migrant Children on the Borders in Southeastern Europe",	Child Protection Hub	social workers, professionals, and people working at the borders	The purpose of this webinar is to bring together social workers from the region to share experience, knowledge and good practice and to create an online platform for border professionals from different countries to achieve future mutual assistance and support on issues related to the crisis.
BULGARIA, CROATIA, ESTONIA, FRANCE, HUNGARY, ITALY AND ROMANIA (IN THE CONTEXT OF THE EUROPEAN PROJECT "TRAINING PROFESSIONALS	FORMAL	REALISING CHILDREN'S RIGHTS – EMBEDDING CHILD RIGHTS IN THE DAILY PRACTICE OF CARE PROFESSIONALS (CHILDHUB WEBINAR)	Julia Kovalenko, Advocacy and Child rights Advisor, SOS Children's Villages Estonia, Krešimir Makvić, National Advocacy Advisor, SOS Children's	Health care professionals	In this project, the results of the project "Training Professionals Working with Children in Care" are presented in a webinar and a training handbook was developed to train professionals about integrating a child rights-based approach into their daily work in order to understand children's needs adequately.



WORKING WITH CHILDREN IN CARE" (2015-2016))			Villages Croatia, Florence Treyvaud Nemtzov, International Project Manager, SOS Children's Villages International		
CZECH REPUBLIC	FORMAL	IOM Summer school on Migration Studies	International Organization of Migration (IOM) Prague, Faculty of Science, Charles University Prague (Geographic Migration Centre), United Nations Information Centre (UNIC) Prague.	open for university students (both graduate and undergraduate) as well as young professionals	The program is in the form of a summer school that offers lectures, workshops, and discussions with experts on the topics of migration and development, integration of migrants, trafficking in human beings, environmental migration, migration and gender and others. The program is open to undergraduate and graduate students, as well as young professionals.
DENMARK	NON-FORMAL	New Refugee Children and Families	Danish Refugee Council	Care professionals working in municipal setting	Professionals are trained with regard to children's reactions to violence, war and flight, trauma and PTSD, as well as how to work with refugee children and their families in practice
DENMARK	NON-FORMAL	Children in families with traumas/PTSD	Danish Refugee Council	Child care workers	Child care workers are trained about trauma and PTSD in the family, how to screen children for trauma and how to support their inclusion
DENMARK	NON-FORMAL	How to support parents and children that have experienced trauma	Danish Refugee Council	Professionals in care-settings	Professionals are educated about the risk factors of trauma for refugee children and how to support systems for refugee children and families who experienced trauma
DENMARK	NON-FORMAL	Refugee children and youth	Danish Refugee Council	Children and Youth Department in Municipality	1. Trauma and PTSD. 2. Trauma in refugee families. 3. Presentation of the STROF model (model to create stability in the everyday of refugee children)
DENMARK	NON-FORMAL	Reception of refugee children and families	Danish Refugee Council	Professionals in care-settings	Professionals are trained about children's reactions to violence, war and flight, trauma and PTSD, as well as, the challenges and tools in working with refugee families
DENMARK	NON-FORMAL	Work with refugee children and children of refugees in practice	Danish Refugee Council	Social pedagogs	Social pedagogs are educated about children with trauma, children in traumatised families, and secondary traumatisation with a special focus on the Danish system

DENMARK	NON-FORMAL	Refugee children and families in the school system	Danish Refugee Council	Teachers and staff in the education sector	Teachers and staff in the education sector are trained about: 1. Life circumstances for refugees. 2. Risks and traumas. 3. Reactions to trauma. 4. Referral mechanisms
DENMARK	NON-FORMAL	Pedagogy for vulnerable refugee children	Tørring UddannelsesCenter.	Pedagogs and other professionals	Professionals are trained about how war and trauma can affect a young person, how to support a young person with trauma, as well as, the cultural barriers and effective ways to communicate with migrant children
DENMARK	NON-FORMAL	Educational counselling for young refugees	Tørring UddannelsesCenter.	Educational counsellors	Educational counsellors are trained about : 1. Municipal reception of refugees. 2. Trauma and how counselling is affected. 3. Cultrual difference and understanding. 4. Communication
ESTONIA	FORMAL	Immigration to the Nordic-Baltic Region: New Trends and Integration Challenges	Nordic Council on Ministers' Office in Estonia, University of Tartu, EMN Estonian Contact Point	Not mentioned	Ran a conference to discuss trends and challenges of migration to the Nordic-Baltic region. The following were panel topics: New trends of Immigration: Integration of Newly Arrived Migrants, Social integration of recent immigrants, economic integration of recent immigrants (especially the integration of unaccompanied refugee children in the Swedish Labour Market), receiving the beneficiaries of international protection: experiences from the nordic-baltic region, and experiences of estonia in receiving the beneficiaries of international protection.
ESTONIA	FORMAL	Enhancing the competence of teachers and youth workers in migration and refugee issues and activating schoolchildren to talk about migration issues	Estonian Refugee Aid	Teachers, school leaders, hobbyists, school psychologists and social pedagogues, youth workers, and others who work with young people in their work	The purpose of this project is to support the education of children with a migration background, provide students with interesting and young ways of reflection and discussion on migration and refugee issues, and empower Estonian educators in dealing with both migration and refugee issues related to young people.
ESTONIA	FORMAL	Open Start: Increasing the readiness of Estonian kindergartens to receive children with a migrant	Estonian Refugee Aid	Kindergarten teachers	The project seeks to prepare schools to create comfortable and safe environments to receive multi-cultural kindergartners. As described by the organization, the goals of the project are to

		background and to support a culturally and religiously diverse and tolerant learning environment			assemble a study-network of seven kindergarten for the sharing of best practices and continuing education, etc, to develop a network of experts from multiple stakeholders to support the project team in meeting project goals, to develop methodological study materials, to train kindergarten teachers from across Estonia, and to organize a conference about the challenges and possibilities of multicultural kindergarten groups.
ESTONIA	FORMAL	Launching mobile advisory groups in educational institutions to address issues related to the education of children with refugee backgrounds	Estonian Refugee Aid	Educators (school teachers, kindergarten teachers, youth workers, support staff)	The project targets the topic of educating children with a migration and refugee background by launching mobile advisory groups that seek to enhance the professional confidence of educators (school teachers, kindergarten teachers, youth workers, support staff) in teaching children with a migration and refugee background.
ESTONIA	FORMAL	Training of substitute care professionals	SOS Children's Villages Estonia	Family caregivers, substitute home workers, child protection workers and social workers	The project developed a handbook titled "Realizing Children's Rights: A training manual for care professionals working with children in alternative care" about how to work with children living in adoptive foster homes.
ESTONIA, FINLAND	FORMAL	REGI - Reacting to Growing Immigration - Strengthening social inclusion of Estonian migrant families in Finland and Estonia	Interreg Central Baltic Programme 2014-2020	Training the social work professionals and volunteers to notice challenges related to work migration before they grow to be problems.	This project tackles problems related to work migration that are faced by families that immigrate from Estonia to Finland. A methodology was developed as a result of this project, which sought to both support and learn from migrant families about their families, and train social workers and volunteers to identify work migration problems.
EU	FORMAL	Migration and Health Knowledge Management (MIHKMA) Webinar; Migration and Health Webinar Five: Health care of pregnant migrant and refugee women and newborn children	WHO Regional Office for Europe with the support of the Ministry of Health of Italy and Regional Health Council of Sicily.	N/A	<p>The webinar will discuss:</p> <ul style="list-style-type: none"> <li>· the current epidemiological picture of maternal and newborn health, and discrepancies between migrant and native-born populations;</li> <li>· the specific health challenges faced by pregnant migrant and refugee women, their increased vulnerabilities and the barriers they face</li> </ul>

					<p>to achieving reproductive health;</p> <ul style="list-style-type: none"> <li>· how wider determinants such as gender-based violence, asylum procedures, health-seeking behaviours and uncertainty about legal status impact entitlement to, and utilization of, care; and</li> <li>· the tools and policies that have been implemented throughout the WHO European Region to address this challenge.</li> </ul>
EUROPEAN PROJECT (PARTNER: GREECE, CROATIA)	FORMAL	EUR- HUMAN project	EUR- HUMAN project	healthcare professionals	<ol style="list-style-type: none"> <li>1. Excursus: Violence against women and children?,</li> <li>2. Promoting recovery, 3. General recommendations for a basis examination of children in a practitioner's office, 4. Child health, 5. Link collection for psychosocial support for refugees</li> </ol>
EUROPEAN PROJECT (PARTNER: GREECE, CROATIA)	FORMAL	EUR- HUMAN project	EUR- HUMAN project	healthcare professionals	The project aims to discuss violence against women and children, promote recovery, provide general recommendations for a base examination of children in a practitioner's office, educate about child health, and provide a collection of courses on the psychosocial support of refugees.
FINLAND	INFORMAL	Paloma Training	PALOMA Training has been produced in cooperation with THL's PALOMA project and the Sylvia project of the Ministry of Economic Affairs and Employment of Finland. The projects are funded by the Asylum, Migration and Integration Fund (AMIF).	Educational institutions and students, professionals from distinct disciplines, voluntary workers and anyone interested in this theme	The training consists of 16 variously themed videos, with the one being focused on children's, Young People's and Families' Viewpoints.
FRANCE	FORMAL	Group 1: "asylum law and aliens law" with 17 different formations, e.g.: "the basics of asylum law"	France terre d'asile - Centre de formation	professionals working with asylum seekers	<ul style="list-style-type: none"> <li>• Introduction of the asylum application in France, examination of the application in normal or accelerated procedure, situation of persons placed under Dublin procedure</li> <li>• Steps in the asylum application procedure and</li> </ul>

					<p>associated rights (admission to stay, material reception conditions, universal health protection)</p> <ul style="list-style-type: none"> <li>• Criteria for obtaining asylum protection: refugee status and subsidiary protection</li> <li>• Consequences of obtaining protection on the stay in France and the final rejection of an asylum application</li> </ul>
FRANCE	FORMAL	Group 2: "accompaniment of minors and young foreign adults" with 7 different formations, e.g.: "unaccompanied minors and young adults"	France terre d'asile - Centre de formation	professionnels working with unaccompanied minors and isolated young migrants	<ul style="list-style-type: none"> <li>• Conditions for admission to residence for unaccompanied minors reaching the age of majority</li> <li>• Specific situation of minor asylum seekers</li> <li>• Different ways of accessing French nationality</li> <li>• Deportation of foreign minors who have reached the age of majority</li> </ul>
FRANCE	FORMAL	Group 3: "reception, accommodation and social support" with 9 different formations, e.g.: "support of the victims of domestic and family violence"	France terre d'asile - Centre de formation	professionnels working with foreigners	<ul style="list-style-type: none"> <li>• Know and identify the different forms of abuse</li> <li>• Detection of situations of domestic or family violence and consequences on physical and psychological health</li> <li>• Reception, support and orientation of the families concerned</li> <li>• Legal provisions for access to residence for foreign victims <ul style="list-style-type: none"> <li>• Obstacles to the application</li> </ul> </li> </ul>
FRANCE	FORMAL	Group 4: "supervision and management of social work" with 4 different formations, e.g.: "Responsibilities of professionals of social sector"	France terre d'asile - Centre de formation	Professionals in charge of supervising a structure of the social sector	<ul style="list-style-type: none"> <li>• Responsibility of institutions and professionals <ul style="list-style-type: none"> <li>• Criminal liability</li> <li>• Civil and contractual liability</li> <li>• Disciplinary liability</li> </ul> </li> </ul>
FRANCE	FORMAL	Group 5: "tools and practices of social work" with 9 different formations, e.g.: "intercultural mediation"	France terre d'asile - Centre de formation	All professionals	<ul style="list-style-type: none"> <li>• Definition and characteristics of the conflict <ul style="list-style-type: none"> <li>• Mediation: definition, presentation, specificities, scenarios</li> </ul> </li> <li>• The purpose of mediation: from linking to conflict management</li> <li>• Interculturality in social work and mediation</li> </ul>

		and conflict management"			practice <ul style="list-style-type: none"> <li>• Analysis of conflict situations due to cultural differences</li> </ul>
FRANCE	FORMAL	Group 6: "migrant's health" with 4 different formations, e.g.: "Psychotraumatism among refugees"	France terre d'asile - Centre de formation	professionals working with a group of asylum seekers, recognised as a refugee or rejected	<ul style="list-style-type: none"> <li>• Psychological impact of traumatic experiences related to war, torture, migration and sexual violence</li> <li>• Psychological difficulties in children exposed to war and violence <ul style="list-style-type: none"> <li>• Impact of violence on family dynamics</li> <li>• Medical and social-psychological support for refugees</li> </ul> </li> <li>• Positioning social workers in the helping relation</li> </ul>
FRANCE	FORMAL	Group 7: "housing, employment and integration" with 4 different formations, e.g.: "Mobilize the actors of professional integration"	France terre d'asile - Centre de formation	professionals working with refugees or beneficiaries of subsidiary protection	<ul style="list-style-type: none"> <li>• Practices of searching for information in a work field</li> <li>• Identification of key actors and essential relays <ul style="list-style-type: none"> <li>• Modes de rapport entre le conseiller d'insertion, les employeurs et les autres structures d'insertion</li> <li>• CV and communication with the potential employer: matching the proposal with the request</li> </ul> </li> </ul>
GERMANY	INFORMAL	JOUR FIXE - RESEARCH WORKSHOP FOR UNDERSTANDING PEOPLE SOCIAL WORK	AIICE SALOMON HOCHSCHULE BERLIND ZENTRUM FÜR WEITERBILDUNG	COLLEAGUES FROM PRACTICE AND/OR RESEARCH IN THE SOCIAL SECTOR WORK AND PEDAGOGY	SOCIAL WORK AND PEDAGOGY FOCUSED IN MIGRANT CHILDREN. MANAGEMENT, EFFECTIVENESS AND QUALITY ASSURANCE. TRAINING IN REDUCING THE PERCEPTION OF COMPLEX LIFE AND PROBLEM CONTEXTS. BIOGRAPHICAL ORIENTED AND SELF-REFLEXIVE ACCESS TO THE TOPICS AND PROBLEMS OF ADDRESSEES WITHIN SOCIAL WORK CAN TAKE A NEW LOOK AT THE CONTEXTS AND THE EMERGENCE OF INDIVIDUAL AND SOCIAL SYMPTOMS AND RESOURCES. STRESSFUL PROBLEM SITUATIONS IN EVERYDAY WORKING LIFE IS PRACTISED.
GERMANY	NON FORMAL	ASYLUM PROCEDURES AND HUMANITARIAN STAYS	AIICE SALOMON HOCHSCHULE BERLIND ZENTRUM FÜR WEITERBILDUNG	INTERESTED PARTIES FROM SOCIAL AND PSYCHOSOCIAL FIELDS OF ACTIVITY	Among other topics, social and psychosocial aid workers were trained about the asylum procedures for unaccompanied minors

GERMANY	INFORMAL	TRAUMA-INFORMED CARE/TRAUMA PEDAGOGY - AN INTRODUCTION	AIICE SALOMON HOCHSCHULE BERLIND ZENTRUM FÜR WEITERBILDUNG	SOCIAL WORKERS, HEALTH CARE AND NURSES,  GERIATRIC NURSES	Among other topics, social workers, healthcare workers, nurses and geriatric nurses were trained with regard to the way they should protect migrant children from trauma
GERMANY	INFORMAL	WORK WITH VOLUNTEERS AND VOLUNTEERS IN THE ESCAPE AID	AIICE SALOMON HOCHSCHULE BERLIND ZENTRUM FÜR WEITERBILDUNG	PROFESSIONALS WHO WANT TO SUPPORT THE WORK OF VOLUNTEERS  ORGANISE OR COORDINATE AID TO POULTRY	Except for the general population of migrants and refugees, professionals were trained about how they should communicate in work with volunteers and migrant children
GERMANY	FORMAL	MEDIATION - PROFESSIONAL CONFLICT RESOLUTION	AIICE SALOMON HOCHSCHULE BERLIND ZENTRUM FÜR WEITERBILDUNG	1. A UNIVERSITY DEGREE, PARTICULARLY IN THE FIELDS OF SOCIAL WORK, EDUCATION, HEALTH, PSYCHOLOGY OR LAW  2. AS A RULE, PRACTICAL PROFESSIONAL EXPERIENCE IN PSYCHOSOCIAL/  CLIENT-RELATED CONSULTING  3. ADDITIONAL APPROVALS AFTER INDIVIDUAL CASE EXAMINATIONS POSSIBLE	TOPICS - GETTING TO KNOW MEDIATION, EXPERIENCING THE ROLE OF THE MEDIATOR, DISCUSSION STRUCTURE AND PROCESS MANAGEMENT - DEALING WITH EMOTIONS AND NEEDS, RESOURCE WORK - SOLUTION SEARCH AND PROPOSAL NEGOTIATION - ROUNDING OFF OF THE BASICS, LEGAL POSITIONING AND DIFFERENTIATION TO OTHER FORMS OF CONSULTING - DEALING WITH VIOLENT EMOTIONS AND BLOCKAGES/DIFFERENT APPROACHES IN MEDIATION - SPECIAL FEATURES OF PROCESS CONTROL - CULTURE-SENSITIVE CONFLICT MANAGEMENT AND CREATIVITY IN MEDIATION - MEDIATION IN THE FIELD OF WORK, GROUP AND TEAM MEDIATION - FAMILY MEDIATION - MIO - MEDIATION IN ORGANIZATIONS
GERMANY	FORMAL	MEDIATION AND CONFLICT MANAGER	INEKO INSTITUT AN DER UNIVERSITÄT ZU KÖLN	PSYCHOLOGY JURISPRUDENCE PEDAGOGY SOCIAL PEDAGOGY AND WORK ECONOMICS SOCIAL SCIENCES	The training consisted of 8 modules, one of which focused on intercultural mediation about migrants' families and migrant children

				MEDICINE AND OF ALL NEIGHBOURING STUDY PROGRAMMES	
GERMANY	FORMAL	PUBLIC HEALTH SPECIALIST	AKADEMIE FÜR ÖFFENTLICHES GESUNDHEITSWESEN IN DÜSSELDORF	HEALTH CARE PROFESSIONALS	The training aimed to educate public health specialists with regard to youth and children health services
GERMANY	FORMAL	SPECIALIST IN PUBLIC HEALTH DENTISTRY	AKADEMIE FÜR ÖFFENTLICHES GESUNDHEITSWESEN IN DÜSSELDORF	DENTIST	<p>ASSESSMENT OF THE HEALTH STATUS OF THE POPULATION ON THE BASIS OF COLLECTED AND ANALYSED DATA</p> <p>ORGANISATION AND IMPLEMENTATION OF GROUP PROPHYLACTIC MEASURES</p> <p>ORGANISATION AND IMPLEMENTATION OF HEALTH PROMOTION, HEALTH EDUCATION AND PREVENTIVE DENTAL HEALTH CARE MEASURES FOR DIFFERENT AGE GROUPS AND POPULATION GROUPS</p> <p>IDENTIFICATION OF HEALTH HAZARDS (CHILD HEALTH PROTECTION)</p> <p>ADVISING AND EDUCATING THE POPULATION</p> <p>EPIDEMIOLOGY, STATISTICS AND HEALTH MONITORING</p> <p>DENTAL EXPERT AND EXPERT WITNESS ACTIVITY</p> <p>LAW AND ADMINISTRATION</p> <p>INFECTIOUS HYGIENE MONITORING OF DENTAL PRACTICES ACCORDING TO § 36 ABS.2 INFektionSSCHUTZGESETZ (PROTECTION AGAINST INFECTION LAW)</p>



					AND MUCH MORE
GERMANY	INFORMAL	INTEGRATION, MIGRATION AND REFUGEES TRANSCULTURAL COMPETENCE AND EVERYDAY LIFE	AKADEMIE FÜR ÖFFENTLICHES GESUNDHEITSWESEN IN DÜSSELDORF	NO INFORMATION	TRANSCULTURAL COMPETENCE IN THE PUBLIC SECTOR. PUBLIC HEALTH SERVICE FOR PERSONS WITH MIGRATION BACKGROUND: CULTURE, RELIGION AND WAY OF LIFE. INTERCULTURAL COMPETENCE COUNSELLING OR ASSESSMENT CONTACTS. OFFICIAL MEDICAL EXAMINATION UNDER THE ASPECTS OF TRANSCULTURAL MEDICINE: DIAGNOSTICS (LABORATORY, FINDINGS) AND ASSESSMENT UNDER CONSIDERATION OF THE SPECIAL DISEASES OF THE ASYLUM SEEKERS/REFUGEES TO BE EXAMINED AND IN THE CONTEXT OF PROFESSIONAL INTEGRATION. SOCIAL PSYCHIATRIC QUESTIONS WITH REGARD TO THE TRANSCULTURAL PERSPECTIVE.
GERMANY	NON FORMAL	INTEGRATION, MIGRATION AND REFUGEES MIGRATION AND SEXUAL HEALTH	AKADEMIE FÜR ÖFFENTLICHES GESUNDHEITSWESEN IN DÜSSELDORF	NO INFORMATION	RESPONSIBILITY OF THE PUBLIC HEALTH SERVICE. SEXUALLY TRANSMITTED INFECTIOUS DISEASES ARE PREDOMINANTLY RELATED TO PROSTITUTION IN INTERNAL AND EXTERNAL PERCEPTION. ADVISING AND ACCOMPANYING PEOPLE WITH A MIGRATION BACKGROUND, TAKING INTO ACCOUNT LANGUAGE AND CULTURAL BARRIERS, POSES A GREAT CHALLENGE TO COUNSELLORS. MAIN TOPICS ARE AMONG OTHER THINGS  TOPIC: CONTRACEPTION  UNWANTED PREGNANCY  THE QUESTION OF SHAME  HIV INFECTIONS OR OTHER SEXUALLY TRANSMITTED DISEASES

					THE COMMANDMENTS OF CULTURES IN DEALING WITH SEXUALITY AND SENSITIVE ISSUES IN A TRANSCULTURAL CONTEXT
GERMANY	FORMAL	THE MASTER OF HEALTH AND DIVERSITY IN PART-TIME WORK	DIE HOCHSCHULE FÜR GESUNDHEIT	COMPLETED UNDERGRADUATE STUDIES WITH AT LEAST 180 ECTS: PROOF OF KNOWLEDGE IN THE FIELD OF RESEARCH METHODS (E.G. STATISTICS, QUANTITATIVE/ QUALITATIVE RESEARCH, EVALUATION) TO THE EXTENT OF AT LEAST 6 ECTS CREDITS	<p>PEOPLE AND HEALTH AT WORK</p> <p>OPERATIONAL PROCESSES AND HEALTH</p> <p>DIVERSITY IN WORK AS AN OPPORTUNITY</p> <p>RESEARCH MODULE HEALTH AND DIVERSITY IN WORK</p> <p>MODERATION AND COMMUNICATION</p> <p>WORK AND ORGANISATION IN SOCIETY</p> <p>EMPLOYEE LEADERSHIP AND DEVELOPMENT</p> <p>PARTICIPATION IN WORKING LIFE</p> <p>OPTIONAL RESEARCH MODULE</p> <p>TEAM MANAGEMENT AND CONSULTING</p> <p>LAW IN WORK AND SOCIETY</p> <p>ADVANCED MODULE MANAGEMENT</p> <p>APPLICATION-ORIENTED RESEARCH PROJECT</p>
GREECE	FORMAL	Psychosocial support for refugee children	Department of Psychology and the Center for Research and Applications of School Psychology of the	Educators, Mental health professionals, Professionals working with vulnerable groups of children and adolescents,	1. Conceptual Framework for the Learning and Psychosocial Support of Refugee Children in school community: Contemporary theoretical approaches, challenges and prospects, 2. Mental Health of Children and Adolescent Refugees, 3. The other face

			National and Kapodistrian University of Athens	Undergraduate and Postgraduate students	of the refugee, 4. The psychosocial integration of immigrants and refugees as reciprocal batch process, 5. Psychosocial support of refugee children in educational frameworks, 6. Teacher experience intercultural schools for the adaptation of children refugees.
GREECE	FORMAL	Training in Refugee Education	I. IEK. Enosi	To any interested person such as, primary and secondary school teachers, special education staff, kindergarten staff, nursery school pupils, psychologists, as well as other specialists involved in the educational process (Graduates of Pedagogical Departments, Teaching Schools, TEI Social Work, Pre-school Education, Preschool Education), School Counselors, Seconded Teachers Abroad, Teachers in Intercultural Schools and Specialized Schools Sociologists and Social Workers, Lawyers. Interpreters and those who want their dynamic integration into refugee structures and "Asylum Seekers' Hospitality Centers").	Conceptual Reference; Framework of Intercultural Education; Multicultural communication; Experiential learning in intercultural education; Human Rights; Refugee Characteristics- Unaccompanied Minors and Education Problems, needs and expectations of Refugees; Effective Embedded Refugee Practices; Reflective analytical programs and forms of Greek-language education; Methods of teaching the new Greek as a second / foreign language; Didactic strategies for the teaching of Greek as a language; Design and implementation of Intercultural Educational Programs; Intercultural Counseling
GREECE	FORMAL	Intercultural education & support for refugee immigrants	Employ - Education and Career Advisor	Teachers, executives and scientists interested in gaining knowledge and skills that will assist him / her in the future in the staffing of structures, institutions etc	Aim: The education of children from migrant or refugee families is still underdeveloped and inadequate. The aim of the program is to provide any interested person with knowledge and skills that will assist him / her in the future in the staffing of structures, institutions etc. which have been created or formed in the context of that particular situation.
GREECE	FORMAL	The survivor project: Enhancing services for	Centre for Research on Women's Issues (CRWI),	about 500 professionals, including social workers; law	Expand and train female cultural mediators; Train public social services staff on specialised support for

		refugee and migrant GBV survivors	Diotima, International Rescue Committee (IRC), General Secretariat for Gender Equality (GSGE, Ministry of Internal Affairs), and Research Center for Gender Equality (KETHI). Centre Diotima is the leader of this project. Funding: DG Justice.	enforcement; NGOs/ CSOs; child protection professionals; mediators; civil servants; gender quality experts; and a wider audience.	GBV survivors; Establish SOPs and a community referral mechanism for GBV services; Design and implement pre-service seminars for professionals; Produce communications and information materials in appropriate languages; Create a regional online platform for resource sharing; Conduct exchange visits to boost cross-border learning, and European skills sharing on GBV best practices; Conduct an interactive, action-oriented Regional GBV Workshop.
GREECE	FORMAL	Training on Migration Health for Cultural Mediators	IOM MHD RO Brussels (IOM's Re-Health project)	Health and cultural mediators on working with refugees and migrants, particularly with vulnerable groups and children	Cultural mediators working with migrants
GREECE	FORMAL	Mental health and psychosocial support services for refugee and migrant children and their families and support for professionals working with children and families of migrants and refugees.	BABEL, migrants' mental health	Professionals working in places of refugee minors' accommodation	Support and development of skills of employees in the fields: training for evaluation and mental health first aid; training for facilitation and individual counseling; supervision of mental health professionals
GREECE	FORMAL	Free Seminar on Intercultural Education in Rethymnon	European Education & Learning Institute	Teachers and professionals working or intending to work with migrants, refugees and asylum seekers. Graduate students in the relevant disciplines are welcome to participate.	Definition of culture. Pluralism, Multiculturalism and Interculturalism. Understanding the ambiguity. Understanding cultural standards. Stereotypes and prejudices. Case study: ideas, models, strategies and results. Cultural shock: meaning and symptoms. U & W Curve Model. Odysseus Syndrome: meaning, causes, symptoms and prevention measures. Communication, general aspects. Multicultural communication? Verbal and non-verbal communication. Experiences and active listening: meaning, levels, obstacles to empathy. Communication and assurance style: yes and no. Teaching: Pedagogical Approaches to Teaching

					<p>Migrants and Refugees. The role of the mentor / language instructor. Intercultural skills for teachers.</p> <p>Limits in terms of responsibilities and responsibilities. Networking: The Hofstede Cultural Dimension Theory. Advisory and legal information. Rights and duties of migrants, refugees and asylum seekers in the European Union. Legal support and guidance. Counseling. Work and social inclusion: approaches that can be used to interact with foreigners. Mediation: empathy and active listening.</p> <p>How to build trust? Verbal and non-verbal communication. Understanding underlying topics.</p> <p>Enable appropriate conflict management techniques. Monitoring the main outcomes and impacts of guidance. Assessment of achievement of objectives.</p>
GREECE	NON-FORMAL	Working with young immigrants and refugees: The challenge of diversity	Symbiosis & Youth against Violence	Professionals working with migrants, refugees and new asylum seekers - social workers, those involved in social protection, health care, education, health, mental support, legal aid, as well as those working in the field in formulating the proposals, interventions and initiatives needed to tackle racism, xenophobia and anti-discrimination.	<p>Emigration Trauma and the reception of children and adolescents.' 'Presentation of the Norwegian context on refugees, asylum seekers and migrants.' 'Community psychology.' 'Are they like us? Ascertainments through the experience of the Vavel Center.' "Preparing asylum seekers" "Working with institutions and organizations" "Working with children of the streets".</p>
GREECE	NON-FORMAL	Resolving communication difficulties and approaches to dialogue with refugees, adults and minors, on an intercultural basis	ANTIGONE - Information and Documentation Centre on Racism, Ecology, Peace and Non Violence	Intercultural mediators, Psychologists, sociologists, volunteers working with refugees, interpreters & translators.	Not specified

GREECE	FORMAL	Children and Traumatic Stress	humanitycrew	Mental health professionals and field workers with a strong understanding of the refugee's cultural background and the tools necessary to address severe mental health issues resulting from violence, displacement and trauma.	
GREECE	FORMAL	Promoting the Health of Children and Adolescents-School Health	National school of public health	Pediatricians, doctors, teachers, Public Health Officers, nurses, social workers, speech therapists, occupational therapists, psychologists and other professionals wishing to take care of children's health.	Theoretical training and acquisition of skills on the part of students in pediatrics, prevention, education and health promotion.
GREECE	FORMAL	Following their steps	BABEL, migrants' mental health	Professionals working with unaccompanied minors	Professionals were trained in counseling support during a period of mourning, as many children are orphaned or have recently lost a loved one. In addition, two monitoring teams were set up on a monthly basis to support professionals
GREECE	FORMAL	Free training program for teachers involved in refugee children's education	UNICEF + NKUA	Teachers who teach in refugee classes, refugee education classes and refugee education reception structures, and refugee education coordinators to take part in the eLearning Educational Linguistics physics training) for Linguistic and Psycho-Pedagogical Management in Multicultural and Multilingual Classes.	
GREECE	FORMAL				Τα μουσεία ταξιδεύουν με τα παιδιά των προσφύγων»: εμπειρίες και προβληματισμοί από μια πιλοτική δραστηριότητα με παιδιά της Δομής Φιλοξενίας του Ελαιώνα; Να θυμάσαι τα παιδιά». Τα παιδιά στη δίνη του πολέμου

GREECE	FORMAL		Ιατροί του Κόσμου	ομάδες των Γιατρών του Κόσμου που δραστηριοποιούνται στους καταυλισμούς της Καβάλας και της Δράμας στη Βορειοανατολική Ελλάδα	διερεύνηση των εννοιών του φύλου, της σεξουαλικότητας και του γένους και προχώρησε σε πρακτικές μεθόδους για τον εντοπισμό πιθανών κρουσμάτων βίας ή κακοποίησης
GREECE, CROATIA	FORMAL	CARE Project training material	CARE - Common Approach for REFugees and other migrants' health. The project "717317/CARE" received funding from the European Union's Health Programme (2014-2020). WP Leader: INMP WP Partners: ESDY, CIPH, PRAKSIS, MINSALUTE, NIJZ, OPBG, ISS	Paediatrician, nurse, developmental psychologist and transcultural mediator	1. Holistic protocol for age determination, 2. Health promotion and health care of migrants, 3. Reducing the burden of chronic noncommunicable diseases and early detection of diseases in migrants, 4. Communicable diseases – surveillance and response
GREECE, CROATIA	FORMAL	CARE Project training material	CARE - Common Approach for REFugees and other migrants' health. The project "717317/CARE" received funding from the European Union's Health Programme (2014-2020). WP Leader: INMP WP Partners: ESDY, CIPH, PRAKSIS, MINSALUTE, NIJZ, OPBG, ISS	Paediatrician, nurse, developmental psychologist and transcultural mediator	The project is interested with creating a holistic protocol for age determination, education about health and healthcare of migrants, reducing the burden of chronic noncommunicable diseases and increasing early detection of diseases in migrants, and surveying and responding to communicable diseases/=.
GREECE, SPAIN, CZECH REPUBLIC, GERMANY	FORMAL	Q-SER e-learning	Erasmus+ : 7 international partners (Municipality of Egaleo, FAMSI, M.C. 2020, Drosostalida, Greek-orthodox metropolis of	Municipality employees, public officials, NGOs, social enterprises, educational providers etc	1. Intercultural training of 100 municipality employees in various sectors in order to acquire the skills and knowledge they need to perform to the highest standards and serve the immigrants equally, according to their needs. 2. Creation of 2 interactive models integrated within an online system allowing the target audience to interact and learn. Pilot

			Germany, InTraCoMe, IOM Mission in Prague)		testing will be followed by job shadowing, dissemination events and actions. Finally, a learning activity will be realized in order to promote uptake of the models and system, thus, reach the needs' addressed.
GREECE, SPAIN, CZECH REPUBLIC, GERMANY	FORMAL	Q-SER e-learning	Erasmus+ : 7 international partners (Municipality of Egaleo, FAMSI, M.C. 2020, Drosostalida, Greek-orthodox metropolis of Germany, InTraCoMe, IOM Mission in Prague)	Municipality employees, public officials, NGOs, social enterprises, educational providers etc	The project seeks to provide multicultural training for 100 municipality employees in various sectors of care provision for refugees in order for them to acquire the skill needed to perform to the highest standards and serve immigrants equally and according to their needs. Further, the project aims to create 2 interactive models integrated with an online system to allow the target audience to interact and learn about how to equally cater to immigrants' needs. There will be pilot testing, job shadowing, dissemination events and actions, and a final learning activity that will promote the uptake of this model and system.
HUNGARY	FORMAL	Psychosocial Support for Children on the Move: Art as a Way of Expression	Child Protection Hub	This webinar is addressed to all the actors providing psychosocial support and life skills activities to children and youth.	A webinar was designed about the use of two participatory methods- documentary and comic book- to involve youth in camps and allow them to express their thoughts and frustration, and develop a new way of communication through art.
HUNGARY	FORMAL	Initiative on Child Rights in the Global Compact on Refugees and the Global Compact on Safe, Orderly, and Regular Migration	Child Protection Hub (Lecturer: Daniela Reale, Save the Children Ignacio Packer, Terres des Hommes Michele Klein Solomon, IOM's Director of Migration Policy and Research Department Ellen Hansen, Senior Policy Advisor, UNHCR)	Not mentioned	On the webinar, Save the Children's Daniela Reale and Terres des Hommes' Ignacio Packer will provide an update on the Initiative and its work to date with a view of exploring how its work can be catalytic to a broader action for the support of children's rights in the upcoming national, regional and global processes
HUNGARY	FORMAL	Destination Unknown campaign and the	Child Protection Hub and Terre des hommes (Lecturer: Vincent		The project consists of a webinar that discusses the New York Declaration for Refugees and Migrants and its effects, and provide information on the initiatives



		Initiative on Child rights in the global compacts	Tourneueillert, Regional Migration Programme Manager - Europe, Terre des Hommes Amy Hong, Research and Policy Officer, Terre des Hommes)		of Destination Unknown Campaign and the Initiative for Child Rights Global Compacts. The organization Destination Unknown Campaign does many activities for the protection of migrant/refugee children, but this webinar is not specific.
HUNGARY	FORMAL	SPECIALIST IN MIGRATION HEALTH	University pf Pecs medical school	professionals empowering them with a multidisciplinary knowledge and skills around the health/ public health aspects of migration	The course covers a number of fields like direct health assistance, healthcare/ health care system planning at a 'migrant sensitive' way, health policy, adapted sociology and economics/ health economics and the importance of intercultural competences. The knowledge and competences obtained during the training are sufficient to fulfil and solve the special healthcare needs of migrant individuals and communities (foreign workers, asylum seekers, victims of trafficking in human beings, ethnic minorities, etc.) The training course aims to contribute to the smooth and successful integration of migrants and other populations who have landed on a social periphery.
HUNGARY	FORMAL	Undergraduate medical training	University pf Pecs medical school	Undergraduate, Graduate, and medical students	The University offers the following courses under its medical training programs: Migration health aspects in family medicine, Migration health aspects in occupational health, Health aspects of humanitarian assistance, Migration health and travel medicine, Special aspects in health assistance of Roma and ethnic minority communities, New migration health challenges in the EU health-care system
HUNGARY- AUSTRIA	FORMAL	CHANCE - MSc in Migrant Health - Msc in Migration Health	Danube University Krems, Austria (Modules 1, 3, 4 and 6) and University of Pécs, Hungary (Modules 2 and 5)	Students with a Bachelor's degree in health sciences, humanities, social sciences as well as economics and business studies, who want to work in the public health sector with a focus on migrant health	The Masters program has the following objectives: applying organizational and management principles to challenges arising from the diversity in the health care and health promotion sector, understanding the role of the global economy and legal and institutional framework for migration flows and addressing the implications for public health care

				<p>Health professionals in mid-career positions who want to complement their knowledge and competencies by focussing on migrant health needs</p> <p>Public health administrators, government officials, persons managing migration flows, in particular refugee flows</p>	<p>systems, establishing a firm theoretical foundation in research methodology and epidemiology and the competence to apply it in original research, gaining knowledge in morbidity profiles and lifestyle-related as well as work-related diseases in migrant populations and application to everyday tasks, enhancing capacities in multi-disciplinary professional work, understanding multicultural and multireligious aspects of physical and mental health and developing adequate responses, building up intercultural competence and communication skills, deepening work experience through practical training.</p> <p>The program consists of the following modules: Research methodology and epidemiology (Module 1), Environmental medicine and occupational health (Module 2), Economics and Migration Health (Module 3), Migrant sensitive health care (Module 4), Clinical and public health assessment (Module 5), and Behavioral and psycho-social aspects of migration (Module 6).</p>
ITALY	FORMAL	Convegni annuali (Annual Scientific Congress)	CCM	Health workers	Health context in developing world and comparison with Italy (migrants included). Special focus on minor migrants in 2013 and 2015 editions.
ITALY	FORMAL	Health: from the Local to the Global	CCM	Medicine and Surgery University students (II year)	University course "Health: from the Local to the Global" presents the actors and the dynamics of health in a globalized world and focuses on the role of social determinants on the state of individuals and communities. Migrants health is included.
ITALY	FORMAL	Medical Humanities (I year) and Discrimination and Health (II year)	CCM	University students nursing sciences	University course I year "Medical humanities" aims to provide tools and data useful to understanding the migratory phenomenon, placing emphasis on the importance and central role that the nurse has in the health services as a professional. The CCM intervention concerns the health vulnerabilities and health profile of migrants, with a particular focus on the tools of aid relationship with the patient "foreign". University course II year "Discrimination

					and Health" addresses the right to health and the link between poverty/marginalisation/discrimination and vulnerability/health risks. A group of students is offered the opportunity to carry out a short extra-curricular internship with the CCM within the paths of health promotion and combating discrimination on the Piemonte Region territory.
ITALY	FORMAL	Global Health (Course)	CCM (with World Friends and University Piemonte Orientale)	Health workers	Session on right to health with focus on migrants' health.
ITALY	FORMAL	Training laboratories	CCM	Social workers	Training in relationship with migrants and health themes.
ITALY	FORMAL	Training courses migrants health	CCM	Health workers	Training on migrants health themes. Focus on mother and child health and management migrant mother and newborn
ITALY	FORMAL	Health and migration: care and take care (Salute e migrazione: curare e prendersi cura)	Sanità di frontiera-Osservatorio Internazionale per la salute	Health workers, Physicians	The courses offer an overview of the issues related to migration medicine, also thanks to the participation of the main Organizations which are involved in Italy.
ITALY	FORMAL	IN & OUT: Boosting disadvantaged youth and migrant integration through cultural and volunteering activities	BEE.com; CESIE (for Italy)	European and Caraibi Young people; migrant young people --> Please provide the information about the professionals' target group	<ul style="list-style-type: none"> <li>- International training for professionals with theoretical and empirical contributions on the issue of migration and of the accompaniment of young migrants through the voluntary and cultural activities.</li> <li>- Involvement of young migrants and migrants from disadvantaged contexts through workshops of narration, dance and art to improve participation and integration and combat prejudice promoting respect for human rights.</li> </ul>
ITALY	FORMAL	Executive Master on Global Health and Migration (7 Edition) (Executive Master in	Caritas Diocesana di Roma, Fondazione Identità di Studi e di	Health and social workers	Seventh edition of the first Master's degree realized in Italy on the medical and socio-sanitary aspects of assistance to immigrants and those suffering from social trauma.

		Salute Globale e Migrazioni)	Ricerca, Rielo Institute for Integral Development		
ITALY	FORMAL	Master of I level at distance in Reception and inclusion of asylum seekers and refugees (Accoglienza e inclusione dei richiedenti asilo e rifugiati)	Department of Education Sciences - Università degli Studi Roma Tre in partnership with the Central Service of the Asylum and Refugee Protection System (SPRAR) and in collaboration with the United Nations High Commissioner for Refugees (UNHCR)	People working with migrant	The training activities are divided, in an interdisciplinary perspective, in the following areas: juridical, sociological, educational, psychological, service management. Within each area, a basic module (designed to provide a theoretical frame of reference with respect to the area and entrusted to an academic) and an advanced module (to provide the link between the issues dealt with and the field of services to asylum seekers and refugees, entrusted to an expert of the services).
ITALY	FORMAL	TRAIN4M&H "Provision of training for first-line health professionals and law enforcement officers working at local level with migrants and refugees and training of trainers" (Chafea/2016/Health/12)	International Organization for Migration; SIMM (Società Italiana di Medicina delle Migrazioni-Italian Society Migration Health). (at European level: ISS (Istituto Superiore di Sanità-Superior Institute for Health), University La Sapienza of Rome, EHESP (École des hautes études en santé publique), ISPU (The Institute of Public Health of the University of Porto), ASPHER (Association of Schools of Public Health in the European Region)	Health Professionals, Social Workers and Law Enforcement Officers	Context migration; Right to Health; Communicable Diseases; Access to Health Services; Mental Health; Vulnerabilities; PFA Stress management; Occupational Health; The meaning of culture and diversity; Interpretation and cultural mediation Intercultural communication

ITALY	FORMAL	Migration medicine	Cuamm, SISM	Medicine and Surgery University students	Modules organised during Global Health courses in many Italian University, focusing on different themes concerning migration medicine. Palermo, 11-13/09/2018: Migrations and Health; Milan (University Bicocca), 17/10/2018, Migrations medicine; Florence, 18-19/03/2019, Etnopsyochoatry. Mental health in migrants patients; Genova, 25-26/03/2019, Migration medicine: from evidence to equity; Padova, 18/04/2019, Migration medicine.
ITALY	INFORMAL	Voices of border. Social-healthcare and territorial services in a perspective of equity	AMREF Italia, SIMM	Health workers	Provide practitioners knowledge, interpretation, relational and operational tools in the area of equity and health inequalities.
ITALY	FORMAL	The health of the migrant child: clinical-care experience and networking work	SIMM	Health workers	The aim is to discuss the issue of health care, especially for those girls/girls/girls who come from a recent migration path, but not necessarily. All will be addressed with the will to reread and possibly revise the SIP GLNBM Indications (2013) in the light of the latest national and international guidelines and recommendations and the experience of recent years with regard to changes observed in migratory flows (in terms of numbers, routes, people, etc.).
ITALY	FORMAL	Training course "Minori Stranieri non Accompagnati e vulnerabilità. Profili sanitari e legali" (Unaccompanied Foreign Minors and vulnerabilities. Health and legal profiles)	Terre des Hommes, ASP of Siracusa	Health workers	The course, with the aim of strengthening the quality of the assistance service and taking charge of unaccompanied foreign minors in Sicily, is intended for healthcare workers from the various areas where the reception of unaccompanied foreign minors takes place, from the disembarking at first reception centers, hospitals and will deal with the double area of legal and health issues that have always been involved in protecting this vulnerable migrant target.
ITALY	FORMAL	Health dynamics and migration between continuity and new needs (XV SIMM National	SIMM	Health workers	SPECHEES: - Migration flows and protection of the interests of minors, Giuseppe Lococo, UNHCR - Health profile of migrant minors: what has changed? , Gianni Bona, Università del Piemonte

		Congress 2018) (Diminamiche di salute e migrazioni tra conitnuità e nuovi bisogni)			<p>Oriente – SIP (Italian Society of Pediatrics)</p> <ul style="list-style-type: none"> <li>- Reception MSNA to a year from the promulgation of the Law n.47/2017, Alessandra Granata, Association for the Legal Studies on Immigration (ASGI)</li> <li>- Determination of the minor age: the state of the art, Simona La Placa, Italian Society of Pediatrics – GLBM, SIMM</li> </ul> <p>COMMUNICATIONS</p> <p>Unaccompanied foreign minors victims of violence: a comparison between new and old arrivals</p>
ITALY	FORMAL	<p>MIG – H Training</p> <p>“Development of specific training modules for health professionals, law enforcement officers and trainers, on migrants' and refugees' health, addressing communicable diseases and mental health problems”</p> <p>(Chafea/2016/Health/03)</p>	<p>International Organization for Migration; SIMM (Società Italiana di Medicina delle Migrazioni-Italian Society Migration Health); INMI (Istituto Nazionale Malattie Infettive-National Institute for Infectious Diseases); Medical Doctors Associations of the Province of Palermo. (at European level: GIZ (German Agency for International Cooperation), ASPHER (Association of Schools of Public Health in the European Region), LSHTM (London School of Hygiene &amp; Tropical Medicine))</p>	Health Professionals and Law Enforcement Officers	<ul style="list-style-type: none"> <li>- Migration and Mental Health; - MHPSS assistance to migrants; - Access to Mental Health Services; - Migrants self-support and coping mechanism; - Psychological First Aid (PFA); - Communication skills;</li> <li>- Interpretation and Cultural Mediation; - Migration and Substance Abuse Linkages; - Sexual and Gender Based Violence (SGBV); - Occupational health and self-care; - Infectious diseases in the refugee context; – HIV, hepatitis B, and hepatitis C; - TB and acute respiratory infections; - History taking; – Gastrointestinal parasitic diseases;– Malaria; - Skin infections; - Sexually-transmitted infections; - Infection prevention and control; - High-consequence pathogens and multi-resistant organisms; - OSIR; - Mock OSIR scenario; - Infectious diseases and transmission; - Recognizing and triaging the unwell person; - Infection prevention and control; - Disease outbreaks</li> </ul>

ITALY	FORMAL	Tutela della salute dei Minori Stranieri Non Accompagnati accolti nel sistema di prima accoglienza (Protection of the health of Unaccompanied Foreign Minors welcomed in the first reception system)	National Institute for Health, Migration and Poverty (NIHMP)	The multidisciplinary teams of the 62 reception centers for Unaccompanied Foreign Minors; the representatives of the competent territorial health structures; the relevant stakeholder representatives in the territories	Strengthening of the skills and information capacities of the multidisciplinary teams operating at the reception centers for Unaccompanied Foreign Minors.
ITALY	FORMAL	Training course: guidelines for health planning and the promotion of good practice. The border of control, the control of border (I controlli alla frontiera - La frontiera dei controlli)	SIMM, GRIS Tuscany, Centro di Salute Globale Tuscany	Health workers	Discussion and training, with working group, concerning guideline addressed to all the stakeholders and health workres working with migrants.
ITALY	FORMAL	Training course in transcultural clinic on the health of forced migrants	GRIS Trentino, SIMM	Health workers, social workers, administrative workers, volunteers	Transcultural training for volunteer health professionals responsible for the health of refugees and asylum seekers in the Province of Trento. The course aims, on the one hand, to examine the factors hindering access to health services for applicants/holders of international protection and the critical elements found in the provincial context, on the other hand, to train health professionals on the Guidelines concerning "Health checks upon arrival and protection pathways for migrant guests in reception centres"
ITALY	FORMAL	XXVI Basic Course of Migration Medicine	Caritas, SIMM	Physicians, nursing staff, social workers, socio-health workers, cultural mediators and other professionals interested in improving their knowledge in migration medicine	The course, coordinated by operators with many years of experience in the field of health of migration, represented a basic, first-level course to share some indispensable acquisitions to reduce knowledge, relational, organizational barriers and promote a real exercise of the right to health for all.
ITALY	FORMAL	Training course "Foreign minors in Italy. Health,	GRIS Marche, SIMM	Physicians, nursing staff, social workers, socio-health workers,	The course aims to deepen the issues related to the rights of foreign minors, with a focus on

		protection and social inclusion"		cultural mediators and other professionals interested in improving their knowledge in migration medicine	unaccompanied foreign minors; the regularization of the legal status of the minor, with a view to preventing conditions of risk and weakness; measures to initiate the child towards autonomy and inclusion in the light of its higher interest; the possible psychological fragilities. Part of the training event focused on identifying models of approach to build interventions capable of“(re)think differences” both in the health and social and educational fields, with the aim of increasing the effectiveness of the interventions themselves, to promote the building of alliances with the other institutional actors of the territory involved in various ways, to facilitate a professional and multidimensional take-over of the minor for an adequate socio-psychological and health care from the moment of taking charge and for the whole time of the reception.
ITALY	FORMAL	Training course "Accoglienza, tutela ed assistenza ai minori stranieri non accompagnati" (Reception, protection and assistance to unaccompanied foreign minors)	Unicef Italia, University of Reggio Calabria	People involved in the reception of migrants	The course aims to create a training course aimed at the training and/or specialization of highly qualified professionals in the area of reception and planning of reception paths and assistance for migrant children through an integrated training that takes into account the different profiles legal, health, psychological, social security of the phenomenon. To this end, the course avails itself of a series of specialist contributions from university professors, representatives of the Prefecture and the Police Forces, health specialists, voluntary organizations, in the awareness of the multiform nature of the immigration phenomenon.
ITALY	FORMAL		EU project "CARE - Common Approach for REfugees and others migrants' health"	Professionals involved in project activities	All professionals involved in project activities were trained on the issues of migration, tropical medicine, transculturality and relationships with children, on the basis of a training programme that was specifically developed for the purposes of the CARE project.



					<p>Training was provided both directly to health professionals and using a training for trainers approach, in the Member States involved. Health professionals received specific training on the use of operational and clinical forms, such as the health record and the syndromic surveillance form, as well as with basic instructions on clinical DB management. Competencies on the health needs of people from different cultural contexts were developed and strengthened to ensure appropriateness, effectiveness and respect for the sense of suffering of migrants (i.e. culture-bound syndromes). This macro-activity provided the way to complement and sustain the work of all professionals involved in project activities for the benefit of migrants' health.</p> <p>Overall, the CARE training programme aimed at ensuring a common approach in migrants' health management, taking into account context specificities. In particular, training provided one basic module addressed to the whole multidisciplinary team, on migration medicine and transculturality, as well as five specialist modules for the team members who were directly interested (holistic protocol for age assessment, communicable diseases, clinical database management, infectious diseases and dermatology). Training planning ensured replicability and flexibility given the adaptation constraints that the different contexts do show.</p>
ITALY	FORMAL	Health and migration course: Guidelines for health planning and the promotion of good practices (Corso salute e	SIMM	Health workers	The aim of the course was the application of evidence-based practice principles and procedures in daily practice. The course would provide the basic tools that refer to the rationale and methodology of the guidelines to answer clinical care and organizational questions, and health planning,

		migrazione: linee guida per la programmazione sanitaria e la promozione delle buone prassi)			through the consultation of the available literature, through lectures, comparison and working group; critical evaluation of scientific literature on topics of interest; collaborating in the development of guidelines with a critical role in the drafting of guidelines, with a view to acquiring the capacity necessary for the construction of the search questions, the investigation and summary of the efficacy tests and their critical evaluation, focusing both on the approach to scientific testing along the traditional line of the EBM and on methods for obtaining expert consent.
ITALY	FORMAL	Unaccompanied foreign minors: models of integrated social-health response (Minori stranieri non accompagnati: modelli di risposta integrata socio-sanitaria)	SIMM, Centro di Salute Globale Tuscany	Health workers	<p>The course had the following objectives:</p> <ul style="list-style-type: none"> <li>- to analyse the complexity of the phenomenon of unaccompanied foreign minors, focusing on the following issues: the rights of the unaccompanied foreign minor according to national and international law; the regularisation of the legal status of the child with a view to preventing conditions of risk and weakness;</li> <li>measures to initiate the child towards autonomy and inclusion in the social fabric of the territory with a view to its higher interest;</li> <li>- to identify models of approach for constructing interventions capable of “thinking about differences” in health and social and educational systems, with a view to increasing the effectiveness of interventions, promote the building of alliances with the other institutional actors of the territory involved in various ways, encourage a professional and multidimensional take-over of the minor for an adequate socio-psychological and health care from the time of taking charge and throughout the period of the reception;</li> </ul>

					<p>- to know the network of subjects that cooperate, with different approaches, to the reception of the unaccompanied foreign minors and the organization of</p> <p>social-health intervention in order to promote their well-being and to integrate them with particular reference to territorial networks, with a view to horizontal subsidiarity.</p>
ITALY	FORMAL	<p>The psycho-physical health of migrant and caregiver: migration paths and treatment paths (La salute psicofisica del migrante e del caregiver: percorsi di migrazione e percorsi di cura)</p>	SIMM, GrIS Liguria	Physicians and psychologists	<p>The aims of the course were:</p> <ul style="list-style-type: none"> <li>- to identify models of approach to build an intervention capable of “thinking the differences” in health, social and educational area, to increase the effectiveness of interventions, to promote the construction of therapeutic alliances, to facilitate compliance and the active use of their resources by the people received;</li> <li>- to provide theoretical and practical information on the complexity of migratory dynamics (historical, political, religious, economic, social, psychological, etc.) and on the impact of these processes on the migrant - operator relationship;</li> <li>- to identify appropriate tools to enable migrants to rethink their uprooting and related traumatic experiences, stimulating crystallized situations, in order to foster the emergence and recognition of vulnerabilities, simultaneously increasing the effectiveness of taking charge of states of discomfort that manifest with bodily symptoms without apparent organic cause. In addition, exploration of the emotional resonances experienced by those receiving, both as a tool for taking charge, and as a garrison against the phenomena of stress or burnout of the caregiver.</li> </ul>

ITALY	FORMAL	Transcultural childhood and adolescence (Infanzia e adolescenza transculturali)	SIMM, GrIS Trento	Health workers, social workers, administrative workers, volunteers	<p>The aims of the course were:</p> <ul style="list-style-type: none"> <li>- to identify appropriate approaches, interventions and methodologies aimed at ensuring specific social and health care pathways for foreign minors and their families, also in the context of a more general function of advocacy and combating inequalities;</li> <li>- to know the socio-economic-cultural factors that can influence accessibility, acceptability and adherence to care, deepening the modalities of involvement of minors and their families, as well as of communities in health processes;</li> <li>- to know the network of partners working together, with different approaches, on the reception of migrants and on the organisation of social and health interventions aimed at their well-being and integration, with particular reference to territorial networks with a view to horizontal subsidiarity.</li> </ul>
ITALY	FORMAL	“Intercultural competence training of trainers and roll out training sessions for health professionals in Lazio, Lombardy and Campania” within the framework of the project EQUI-HEALTH “Fostering health provision for migrants, the Roma, and other vulnerable groups”	International Organization for Migration; SIMM – Società Italiana di Medicina delle Migrazioni (Italian Society Migration Health); Caritas Roma; ISS – Istituto Superiore di Sanità (National Institute of Health); Lazio Region – Department for Health Protection and Social Integration; Campania Region – Department for Health Protection and Coordination of the Regional Health System; Lombardy Region –	Health Professionals	Migration and Health: rights and local regulations; Women Health; Vulnerable Migrants; Mental Health and care; FGM; Unaccompanied minors and special needs; Migration patterns and vulnerability; Methodological trainings for health professionals; Evaluation of the ToTs and roll out trainings activities

			Department for Health Protection		
ITALY	FORMAL	Three cups of tea. The psychophysical health of the migrant and asylum seeker (Tre tazze di tè. La salute psicofisica del Migrante e Richiedente Asilo)	SIMM, GrIS Marche	Health workers, social workers, administrative workers, volunteers	<p>The aims of the course were:</p> <ul style="list-style-type: none"> <li>- identification of appropriate approaches, interventions and methodologies to ensure specific health protection pathways for different types of potentially vulnerable migrant persons (asylum seekers and refugees, victims of torture, children), also in the context of a more general function of advocacy and combating inequalities;</li> <li>- knowledge of socio-economic and cultural factors which may influence accessibility, acceptability and adherence to the proposed care;</li> <li>- deepening the ways in which communities are involved in health processes; - knowledge of the network of partners with different approaches to the reception of migrants and the organization of social and health interventions aimed at their well-being and integration, with particular reference to territorial networks in a horizontal subsidiarity perspective.</li> </ul>
ITALY	FORMAL	Basic Course in Migration Medicine. Socio-demographic, epidemiological, regulatory and relational aspects	SIMM, GrIS Friuli venezia Giulia	Health and social workers	First level course to share some acquisitions in order to reduce cognitive, relational, organizational barriers and to promote a real exercise of the right to health for all. Through the analysis of different realities and experiences, the course intended to offer tools, in order to plan an integration path also in the health field without prejudices and simplifications with some deepening on the factors of risk for the health of the groups of more fragile migrants.
ITALY	FORMAL	Responsibility and equity for the health of migrants: a commitment to be shared (XIII National Congress SIMM)	SIMM	Health and social workers	The Congress focused on various themes concerning migrant health, experiences, network and work, including children.

		(Responsabilità ed equità per la salute dei migranti: un impegno da condividere)			
LATVIA	INFORMAL	TRAINING FOR CIVIL SERVANTS "MIGRATION, DEVELOPMENT AND HUMAN RIGHTS"	THE LATVIAN CENTRE FOR HUMAN RIGHTS	CIVIL SERVANTS	MIGRATION, DEVELOPMENT AND HUMAN RIGHTS. "AMITIE CODE – AWARENESS ON MIGRATION, DEVELOPMENT AND HUMAN RIGHTS THROUGH LOCAL PARTNERSHIP – CAPITALIZING ON DEVELOPMENT". SIMILAR TRAININGS TO BE ORGANISED ALSO IN OTHER PROJECT PARTNERS 'COUNTRIES – ITALY, SPAIN. HUMAN RIGHTS STANDARDS AND DEVELOPMENT COOPERATION, ACQUIRE SKILLS OF INTERCULTURAL COMMUNICATION. HOW TO WORK WITH MIGRANTS, ASYLUM SEEKERS AND REFUGEES.
LUXEMBOURG	FORMAL	SOCIO FAMILY ASSISTANCE	LIFELONG-LEARNING LUXEMBOURG	PERSONS EXERCISING SOCIO - FAMILY CARE FUNCTIONS	BASIC CARE MIGRATION ASYLUM SEEKERS POWER SUPPLY FIRST AID SERVICES DEVELOPMENTAL PSYCHOLOGY SPECIFIC DISEASES MAINTENANCE DEONTOLOGY HANDLING AND HANDLING RELAXATION SEXUALITY FAMILY BUDGET SAFETY AND SECURITY ELDERLY PERSON AGING, CONSEQUENCES AND NEEDS, RELAXATION AND ANIMATION TECHNIQUES DEATH INSTITUTIONS SERVING THE ELDERLY DEONTOLOGY CHILD AND FAMILY

					<p>EDUCATION OF CHILDREN PSYCHO-SOCIOLOGY OF FAMILY LIFE ANIMATION TECHNIQUES CHILDCARE BEHAVIOURAL DISORDERS DISABILITY AND ILLNESS</p> <p>KNOWLEDGE OF THE GENERAL FRAMEWORK, THE SYSTEM OF ASSISTANCE AND SUPPORT FOR PEOPLE WITH DISABILITIES THE DIFFERENT DIMENSIONS OF THE LIFE OF THE DISABLED PERSON ...</p> <p>MULTI-PURPOSE ASSISTANCE, TELEPHONE AND/OR ADMINISTRATIVE RECEPTION, VARIOUS AIDS</p> <p>THE DISABLED PERSON GERONTOLOGY AND GERIATRICS MAINTENANCE WORK SECURITY (IN THE FAMILY HOME AND IN INSTITUTIONS) ...</p>
LUXEMBOURG	FORMAL	MASTER IN LEARNING AND COMMUNICATION IN MULTILINGUAL AND MULTICULTURAL CONTEXTS	UNIVERSITY OF LUXEMBOURG	PROFESSIONALS IN SOCIAL SCIENCES	<p>INTRODUCING MULTILINGUALISM: A SOCIAL APPROACH INTERCULTURAL COMPETENCE AND INTERCULTURAL COMMUNICATION PLURILINGUALISM IN EDUCATION: AN INTRODUCTION INTO NEW RESEARCH PROMOTING CHILDHOOD BILINGUALISM AT HOME AND AT SCHOOL INTERCULTURAL COMMUNICATION IN OFFICES CONTEXTS MULTILINGUALISM IN THE SERVICE ECONOMY DIGITAL TECHNOLOGIES, IDENTITY AND MIGRATION LANGUAGE AND IDENTITY: AN INTRODUCTION TO</p>

					<p>LUXEMBOURG'S          SOCIOLINGUISTIC SITUATION          DIGITAL DIASPORAS: MIGRATION, MULTILINGUAL          COMMUNITIES AND THE MEDIA          CRITICAL PERSPECTIVES ON HEALTH          TRANSLATION AND TERMINOLOGY          INTERCULTURAL MANAGEMENT: FROM THEORY TO          PRACTICE          INTERACTIONS WITHIN SOCIO-DIGITAL ACTIVITY          SYSTEMS          PERSPECTIVE CULTURAL HERITAGE AND POLITICS OF          MEMORY          THE MECHANICS OF DISCRIMINATION: DISCOURSE          ANALYSIS AND DIGITAL COMMUNICATION          RELIGION, LANGUAGE AND MEDIA          LINGUISTIC DIVERSITY AND SOCIAL JUSTICE          LANGUAGE AND MIGRATION          MEDIATED COMMUNICATION AND DIGITAL          LINGUISTIC PRACTICE          LANGUAGE AS A MOBILE RESOURCE          LANGUAGE, PLACE AND SPACE          INTERSECTIONS OF CULTURE, LANGUAGE, POLITICS,          AND HEALTH          'HEALTH', AND RELATED CONCEPTS, SUCH AS          'ILLNESS' AND 'MEDICINE'</p> <p>WHILE HEALTH MAY APPEAR TO BE AN ISSUE OF          BIOLOGICAL STATES AND THE PRESENCE OR          ABSENCE OF SYMPTOMS, IT IS ALSO SOCIALLY AND          CULTURALLY CONSTRUCTED. IT IS THEREFORE          POSSIBLE TO CREATE UNDERSTANDING ABOUT          HEALTH, ILLNESS, AND MEDICINE, NOT BUT          LOOKING INSIDE THE INDIVIDUAL BODY OR MIND,          BUT BY USING ETHNOGRAPHIC RESEARCH TO          SITUATE INDIVIDUAL LIVES WITHIN BROADER          CONTEXTS AND EXAMINE STRUCTURES OF POWER.          KEY CONCEPTS, METHODS, AND TOPICS AROUND</p>
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					<p>THE SOCIAL SCIENTIFIC STUDY OF THE BODY, HEALTH, AND MEDICINE FROM DIFFERENT TIMES, CULTURES, AND MACRO/MICRO ANGLES.</p> <p>KEY CONCEPTS OF BILINGUALISM AND MULTILINGUALISM</p> <p>IDEOLOGIES AND THEORIES UNDERPINNING LANGUAGE PRACTICES AT HOME AND AT SCHOOL</p> <p>THE WAYS IN WHICH INDIVIDUAL, SOCIAL AND SOCIETAL FACTORS INTERACT IN LANGUAGE LEARNING.</p> <p>WHY BILINGUALISM CAN BE AN ADVANTAGE FOR SOME CHILDREN AND A DISADVANTAGE FOR OTHERS.</p> <p>ETHNOGRAPHIC STUDIES OF CHILDREN'S SOCIAL AND CULTURAL PRACTICES ACROSS LANGUAGES AND LITERACIES AND IN DIFFERENT HOME AND COMMUNITY SETTINGS AND EXPLORE THE EXTENT</p>
LUXEMBOURG	FORMAL	ON-THE-JOB SOCIO-FAMILY ASSISTANCE	<p>MINISTÈRE DE LA FAMILLE ET DE L'INTÉGRATION AUPRÈS DE MONSIEUR MARC MEYERS</p>	<p>THE TRAINING AIMS TO PROVIDE INTERESTED PERSONS WITH BASIC SOCIO-FAMILY SKILLS.</p>	<p>THE COMMON CORE</p> <p>COMMUNICATION</p> <p>BASIC CARE</p> <p>POWER SUPPLY</p> <p>FIRST AID SERVICES</p> <p>DEVELOPMENTAL PSYCHOLOGY</p> <p>SPECIFIC DISEASES</p> <p>MAINTENANCE</p> <p>DEONTOLOGY</p> <p>HANDLING AND HANDLING</p> <p>RELAXATION</p> <p>SEXUALITY</p> <p>FAMILY BUDGET</p> <p>SAFETY AND SECURITY</p> <p>...</p> <p>THE SPECIALIZATION MODULE, 4 OPTIONS</p> <p>OPTION 1: ELDERLY PERSON</p> <p>AGING, CONSEQUENCES AND NEEDS, RELAXATION AND ANIMATION TECHNIQUES</p> <p>DEATH</p>

					<p>INSTITUTIONS SERVING THE ELDERLY DEONTOLOGY</p> <p>...</p> <p>OPTION 2: CHILD AND FAMILY EDUCATION OF CHILDREN PSYCHO-SOCIOLOGY OF FAMILY LIFE MIGRANT FAMILY ANIMATION TECHNIQUES</p> <p>CHILDCARE BEHAVIOURAL DISORDERS</p> <p>...</p> <p>OPTION 3: DISABILITY AND ILLNESS</p> <p>KNOWLEDGE OF THE GENERAL FRAMEWORK, THE SYSTEM OF ASSISTANCE AND SUPPORT FOR PEOPLE WITH DISABILITIES</p> <p>THE DIFFERENT DIMENSIONS OF THE LIFE OF THE DISABLED PERSON</p> <p>MENTAL HEALTH IN MIGRANT FAMILY</p> <p>OPTION 4: MULTI-PURPOSE ASSISTANCE, TELEPHONE AND/OR ADMINISTRATIVE RECEPTION, VARIOUS AIDS</p> <p>THE DISABLED PERSON</p> <p>GERONTOLOGY AND GERIATRICS</p> <p>MAINTENANCE WORK</p> <p>SECURITY (IN THE FAMILY HOME AND IN INSTITUTIONS)</p>
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LUXEMBOURG	INFORMAL	INTRODUCTION TO EU ASYLUM AND MIGRATION LAW	EUROPEAN INSTITUTE FOR PUBLIC ADMINISTRATION	PERSONS INTERESTED	<p>COMMON EUROPEAN ASYLUM SYSTEM (CEAS) I. THE SECOND GENERATION OF EU ASYLUM LAW: QUALIFYING FOR REFUGEE STATUS AND SUBSIDIARY PROTECTION, HARMONIZED ASYLUM PROCEDURES FOR GRANTING STATUS, RIGHTS OF REFUGEES. THE OVERVIEW OF CURRENT EU LEGAL FRAMEWORK WILL BE COMPLEMENTED WITH A DISCUSSION OF WHERE THE REAL CHALLENGES AND PROBLEMS ARE IN APPLYING THIS PART OF THE SECOND GENERATION OF CEAS LAWS WITH REGARD TO QUALIFICATION AND PROCEDURE. AN ACCOUNT WILL BE MADE ON LEGISLATIVE PROPOSALS AIMING TO AMEND THE CURRENT REGULATORY ENVIRONMENT.</p> <p>BOLDIZSAR NAGY, PROFESSOR OF PUBLIC INTERNATIONAL LAW AND ASYLUM LAW AT EÖTVÖS LORÁND UNIVERSITY (ELTE), FACULTY OF LAW, DEPARTMENT OF INTERNATIONAL LAW</p> <p>COMMON EUROPEAN ASYLUM SYSTEM II. THE SECOND GENERATION OF EU ASYLUM LAW: DETERMINING THE MEMBER STATE RESPONSIBLE PROCESSING THE ASYLUM CLAIM (THE 'DUBLIN' SYSTEM) AND RECEPTION CONDITIONS. THE OVERVIEW OF CURRENT EU LEGAL FRAMEWORK WILL BE COMPLEMENTED WITH A DISCUSSION OF WHERE THE REAL CHALLENGES AND PROBLEMS ARE IN APPLYING THIS PART OF THE SECOND GENERATION OF CEAS LAWS WITH REGARD TO BURDEN SHARING AND RECEPTION CONDITIONS. AN ACCOUNT WILL BE MADE ON LEGISLATIVE PROPOSALS AIMING TO AMEND THE CURRENT REGULATORY ENVIRONMENT.</p> <p>BOLDIZSAR NAGY</p> <p>INTERSECTIONS BETWEEN THE SCHENGEN AREA AND THE CEAS</p> <p>THE SCHENGEN AREA WITH NO INTERNAL BORDER CONTROL IS THE MOST PALPABLE ADVANTAGE OF</p>
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					<p>EUROPEAN INTEGRATION. THE SESSION WILL DISCUSS HOW THE COMMON EUROPEAN ASYLUM AREA AFFECTS THE WORKING AND THE INTEGRITY OF THE BORDER FREE AREA.</p> <p>PETRA JENEY</p> <p>PANEL DISCUSSION ON FUTURE DEVELOPMENT OF THE CEAS</p> <p>THROUGH THE DISCUSSION OF SMALL FACTUAL SCENARIOS THE IDENTIFICATION OF ISSUES RELEVANT IN ASYLUM CASES WILL BE HIGHLIGHTED IN ORDER TO ENHANCE THE UNDERSTANDING OF LEGAL INSTITUTIONS AND TERMINOLOGY.</p> <p>PETRA JENEY</p> <p>CASE STUDIES</p> <p>THROUGH THE DISCUSSION OF SMALL FACTUAL SCENARIOS THE IDENTIFICATION OF ISSUES RELEVANT IN ASYLUM CASES WILL BE HIGHLIGHTED IN ORDER TO ENHANCE THE UNDERSTANDING OF LEGAL INSTITUTIONS AND TERMINOLOGY</p> <p>PETRA JENEY</p> <p>SECOND DAY</p> <p>THE SESSION EXPLAINS THE CENTRAL INSTRUMENT OF THE EU'S RETURN POLICY: THE RETURNS DIRECTIVE AND HIGHLIGHTS THE UNDERLYING MEMBER STATES PRACTICE AND CJEU CASE LAW. ANIEL PAHLADSINGH (NL), RAAD VAN STATE, THE HAGUE</p> <p>10.45 EU IMMIGRATION LAW – TACKLING IRREGULAR MIGRATION</p> <p>WHAT DOES COMBATTING IRREGULAR MIGRATION ENTAIL? EU LEGISLATION AND POLICY ON THE CRIMINALIZATION OF IMMIGRANT SMUGGLING, EMPLOYING UNDECLARED IMMIGRANT WORKERS, EU-WIDE STANDARDS AND PROCEDURES FOR RETURNING IRREGULARLY STAYING NON-EU NATIONALS TO THEIR COUNTRY OF ORIGIN</p> <p>ANIEL PAHLADSINGH (NL)</p>
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					<p>13.15 EU IMMIGRATION LAW – REGULAR MIGRATION</p> <p>IS THERE AN EU MIGRATION POLICY? LEGISLATIVE INSTRUMENTS AND POLICY FACILITATING LEGAL MIGRATION TO THE EU: THE SINGLE PERMIT, BLUE CARD AND SEASONAL WORKERS, UNACCOMPANIED MINORS.</p> <p>PETRA JENEY</p> <p>15.15 PANEL DISCUSSION ON FUTURE DEVELOPMENT OF EU IMMIGRATION LAW AND ITS INTERRELATIONSHIP WITH THE SCHENGEN AREA</p> <p>ANIEL PAHLADSINGH (NL) AND PETRA JENEY</p>
LUXEMBOURG	INFORMAL	EXPERT MEDIATION	ARNAUD DESPINOY	ALL AUDIENCES, DEPENDING ON THE APPLICATION.	<p>DECODING A CONFLICT</p> <p>CONDUCT MEDIATION INTERVIEWS</p> <p>INTERCULTURAL MEDIATION</p> <p>PRESENT THE MEDIATION PROCESS</p> <p>DEVELOP LEADERSHIP AS A MANAGER</p> <p>BUILD AND ANIMATE A QVT© PROJECT WITHIN A STRUCTURE</p> <p>TARGET GROUP WITH MIGRANTS</p> <p>WHO IS THE COURSE AIMED AT?</p>
MALTA	FORMAL	Training programme for cultural mediators in health care	Migrant Health Liaison Office of Malta's Primary Health Care Department	cultural mediators	Language barriers pose significant challenges to providing effective and high quality services. Trained cultural mediators in health care assist teachers to be better equipped in identifying a health problem in children coming from a different background. This 20 hr training programme was specifically developed to enable participants to become competent cultural mediators.
ORGANIZED BY THE INSTITUTO SÉNECA - CENTRO INTERNACIONAL DE POSTGRADO	FORMAL	Master in Migration and Attention to Refugees	Seneca Institute	Qualified staff in international organizations, International public function in intergovernmental organizations, Officials of	To train experts who understand the migratory phenomenon from a multiple perspective; Learn to design, propose and promote effective and realistic migration policies; Identify the main causes of voluntary migration and forced migration; Know the

				governmental institutions, Technicians in non-governmental organizations - NGO, Social agents, Intercultural mediators, International volunteering	impacts of the migration phenomenon in order to attend them diligently; Apply the existing regulations in the different areas related to immigrant groups. Anticipate crisis situations to act proactively; Use intercultural mediation as a means of conflict resolution. Develop awareness strategies to engage society with the migrant.
POLAND	FORMAL	Educational Platform for professionals on the protection of children and youth against violence	The Dalemy Dzieciom Strength Foundation - Fundacja Dajemy Dzieciom Siłę	Professionals working with children	The provides provides educational activities for professionals in the field of preventing violence against children and develops skills to respond to threats, strengthen educational competences, intervene in cases of suspected child abuse, etc.
POLAND	FORMAL	International experiences in the area of refugee and migrant children's adaptation - theory, research, praxis	UNESCO and Maria Grzegorzewska University	Graduates of pedagogy, psychology, sociology and anthropology as well as other social sciences, PhD students, academics and researchers whose academic-research work and practical activities are linked to the subject	The training content consists of theory and research on migrant and refugee children 's adaptation
POLAND	FORMAL	Awareness campaign for teachers	United Nations High Commissioner for Refugees (UNHCR) and Polish Humanitarian Organization - Refugee Counselling Centre	Teachers and school managers	Give teachers basic knowledge on refugees - the phenomenon as such, and also on their psycho-social condition in the country of exile and providing them with tools helpful in working with multicultural environment. The project provides six workshops and an online support system for teachers and school managers to train participants in educating migrant/refugee children in the Polish schoolin system (includes psycho-social condition of students, the refugee situation, working in a multi-cultural environment).
PORTUGAL	NON FORMAL	Learn with histories: first steps for interculturality	Alto Comissário para a Migração. ACM	Professionals in contact with migrant minors	"How to use Literature for childhood as a pedagogical device of Intercultural Education." Train educational agents for pedagogical work and exploitation. of stories for children in the light of a focus on intercultural learning. "

ROMANIA	FORMAL	SEMINAR IN BELGIUM Enhance professionals' knowledge for a sustainable refugees' integration	EU Project: Enhance professionals' knowledge on refugees integration	health/legal/social professionals	The project seeks to facilitate the integration of refugees in Romania, Belgium, Germany, Spain, and Sweden, present the Handbook for social-health-legal professionals supporting the refugees integration, explain the role of the intercultural mediator in supporting refugees, and presenting the case study "Towards a fair treatment for vulnerable refugees" on the vulnerabilities of refugees.
ROMANIA	FORMAL	Resilience approach: training seminar	Recent „AVE Copiii” a organizat un atelier de instruire	Social workers, psychologists and teachers. For professionals working with refugee children	The goals of the project are to raise awareness and train participants on resilience as a multidisciplinary approach to refugees, by which they were looked after not only as people who suffered but also as individuals who were able to withstand many difficulties, and the desire to help them is what unites social workers, pedagogues, psychologists and other officials involved in helping refugees.
ROMANIA	FORMAL	Educational seminar regarding the organization of the process of assistance and integration of refugees	Recent „AVE Copiii” a organizat un atelier de instruire	Social workers, healthcare professionals, Educators	The project's goal is to offer services to assist and integrate refugees by providing social, medical and educational assistance, family-type homes, and other forms of support for refugees.
ROMANIA, GREECE	FORMAL	IENE - Project: Contemporary large migration, training	EU project: IENE 6. Middlesex University London, Edunet Organization Romania, Cyprus University of Technology, Universitat de Valencia Polibienestar Research Institute, Kocaeli University - Turkey, DOCTORS OF THE WORLD - GREECE	healthcare workers, volunteers	Indicatively: 1. Intercultural communications (Interpreting for refugee children) 2. Culturally Competent Psychological Compassion (a. CASE SCENARIO: Violence and Displacement An unaccompanied minor, b. THINGS TO SAY AND DO FOR CHILDREN ) 3. Cultural Knowledge 4. Mindfulness Learning Videos. 4. Children Left Behind: How to Mitigate the Effects and Facilitate Emotional and Psychosocial Development, Child Abuse & Neglect
ROMANIA, GREECE	FORMAL	IENE - Project: Contemporary large migration, training	EU project: IENE 6. Middlesex University London, Edunet	healthcare workers, volunteers	The project aims to provide online courses about intercultural communication by providing interpretation services for refugee children, and

			Organization Romania, Cyprus University of Technology, Universitat de Valencia Polibienestar Research Institute, Kocaeli University - Turkey, DOCTORS OF THE WORLD - GREECE		training professionals on culturally competent psychological compassion and communication through case scenarios concerning unaccompanied minors, cultural knowledge, mindfulness learning through videos, and a course on No Child Left Behind: How to Mitigate the Effects and Facilitate Emotional and Psychological Development, Child Abuse, and Neglect.
SCOTLAND	FORMAL	Working with Unaccompanied Refugee Children	Scottish Refugee Council	This course is for those who work in a policy, strategic or decision-making position which affects this group or for a social worker, housing provider or a foster carer and if they directly engage with separated children.	The aims of the project is to enable professionals to recognise the legal difference between children seeking asylum, children who have been trafficked, and refugees and migrants, grasp the impact of the events causing these young people to become separated children, appreciate the journeys that children have made to be in the UK including being trafficked, recognise and understand the behavioural patterns they developed in order to make their journey to Scotland, familiarise yourself with the complex UK Asylum Process and how it can impact on separated children, have an awareness of the more complex National Referral Mechanism (NRM) for trafficking, understand the Age Assessment process, identify the rights and entitlements of separated children, understand appropriate housing, education and employment options, be familiar with the statutory responsibilities of the Scottish Guardianship Service
SPAIN	FORMAL	Training packages for health professionals to improve access and quality of health services for migrants and ethnic minorities, including the Roma MEM-TP	Andalusian School of Public Health (Project leader)	front-line health professionals	Mod 1: Sensitivity and Awareness of Cultural and Other Forms of Diversity (Part of Unit 1: Country specific children's health concerns for the migrant and ethnic minorities population.)



SPAIN	NON FORMAL	Seminar of the chair of refugees and forced migrants	Universidad Pontificia de Comillas	Students, social and health care providers and policy-makers	The training consisted of several videos, one of which focused on the failures in the system of reception, protection and integration of unaccompanied migrant children arriving in Spain
SPAIN	NON FORMAL	Current Situation of Unaccompanied Foreign Minors	Ilustre Colegio de Abogados de Madrid (ICAM) Illustrious Lawyers Association of Madrid (ICAM)	Lawyers	Legal status of Unaccompanied Foreign Minors.
SPAIN	NON FORMAL	Attention and intervention with immigrant minors	Bolsa de Cursos de España (JOBATUS) / Spanish Courses	Social Workers	One module consisted of 7 units with regard to minor immigrants. More specifically, social workers are trained about minors' culture of origin, social and cultural aspects, regulatory aspects, as well as, about the minors' age at which they started their travel
SPAIN	NON FORMAL	Expert in social intervention with immigrant minors	Cursosgratuitos.es	Care providers	The course focuses on analyzing the areas in which intervention with immigrant minors is necessary and establishes the measures that should be adopted in each one of them. On the other hand pursues that the student understands what are the values that should be promoted with these people and that the student follows a flexible and continuous methodology in dealing with these minors
SPAIN	NON FORMAL	Transculturality and Mental Health in Immigrants and Refugees	Association Therapies without Borders	Mental health, health and social care providers	This course aims to develop and train professionals in the approach of specific strategies and techniques for the evaluation and intervention in different psychological and psychiatric problems in individuals, couples and families of migrants, refugees and multicultural. More specifically, the training focuses on the topics of: 1) transculturality in migrants and refugees, 2) the psychological impact of migration and 3) the psychotherapeutic intervention in migrants and refugees. Finally, a systemic transcultural model was presented focused on migrants' mental health

SPAIN	NON FORMAL	Specialized Course on Migrant Children in the Americas	International Organization for Migration	Child protection professionals	The course consists of nine modules among which there was a comprehensive approach to issues such as children's rights and public policies, the national and international regulatory framework, protection mechanisms, the returned children and adolescents and their reintegration, as well as, their mental health care.
SPAIN	NON FORMAL	Socio-educational intervention with unaccompanied foreign minors	Universidad de Sevilla. Centro de Formación Permanente / University of Sevilla. Center for Continuous Learning	Child protection professionals-educative and psycho-social professionals	The course aims to know the culture of origin, the migration journey and the adaptation to the host society of minors and young people of immigrant origin living in Spain, in the global context of current migrations, among other objectives.
SPAIN	NON FORMAL	Day on unaccompanied foreign minors	Institución, Defensor del Menor de Andalucía	Child protection professionals-Lawyers, health care providers and other professionals related to the care of unaccompanied minors	This conference aims to be a space for reflection and collaboration between public and private entities that allows analyzing the strengths, weaknesses, threats and current opportunities of the attention devices to MENA in the detection, identification and protection, in order to identify the best practices at the state and regional level, and look for ways to improve the system to guarantee all the rights of these children.
SPAIN, HUNGARY, AUSTRIA, CZECH REPUBLIC, SLOVAKIA, SLOVENIA, ITALY, UK (FORUM PROJECT - FINANCED BY EU)	FORMAL	A MASTER TRAINING ON FOSTER CARE FOR UNACCOMPANIED MIGRANT CHILDREN	Fondazione l'Albero della Vita (Italy), Accem (Spain), CSGYA (Hungary), FICE (Austria), OPU (Czech Republic), Slovakia Filantropija (Slovenia), ISMU (Italy), CORAM (UK) and Eurochild	For workers on migration	The project provides workshops on migration drivers, care systems for minors, education of foster care providers for underage migrants, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, training, long-term cooperation and monitoring
SPAIN, HUNGARY, AUSTRIA, CZECH REPUBLIC, SLOVAKIA, SLOVENIA, ITALY, UK (FORUM PROJECT - FINANCED BY EU)	FORMAL	A MASTER TRAINING ON FOSTER CARE FOR UNACCOMPANIED MIGRANT CHILDREN	Fondazione l'Albero della Vita (Italy), Accem (Spain), CSGYA (Hungary), FICE (Austria), OPU (Czech Republic), Slovakia Filantropija (Slovenia),	For workers on migration	The projects provides workshops on: care systems for minors, education of foster care providers for underage migrants, migration drivers, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, and training, long-term cooperation and monitoring.

			ISMU (Italy), CORAM (UK) and Eurochild		
SPAIN, HUNGARY, AUSTRIA, CZECH REPUBLIC, SLOVAKIA, SLOVENIA, ITALY, UK (FORUM PROJECT - FINANCED BY EU)	FORMAL	A MASTER TRAINING ON FOSTER CARE FOR UNACCOMPANIED MIGRANT CHILDREN	Fondazione l'Albero della Vita (Italy), Accem (Spain), CSGYA (Hungary), FICE (Austria), OPU (Czech Republic), Slovakia Filantropija (Slovenia), ISMU (Italy), CORAM (UK) and Eurochild	For workers on migration	The project is developing an advocacy toolkit, training through lectures, workshops, and discussions, guidance on minimal standards, and a communication and dissemination plan in order to improve/create foster care services for Unaccompanied Minors. The project provides workshops on migration drivers, care systems for minors, education of foster care providers for underage migrants, support networks and professional partnership building, recruiting and evaluating potential foster parents, assigning children and foster parents, training, long-term cooperation and monitoring
SPAIN, BELGIUM, DENMARK, POLAND, SLOVAKIA, ITALY, NETHERLANDS (CONSORTIUM)	FORMAL	Project SH- CAPAC	European project	Health workers (Health Managers, Health Professionals/providers, Administrative staff/Other professionals)	The units covered in the training are Childhood and unaccompanied minors (Unit 1), Gender-based violence and persecution on grounds of sexual orientation and gender identity (Unit 2), and Elderly and disabled refugees (Unit 3).
SPAIN, BELGIUM, DENMARK, POLAND, SLOVAKIA, ITALY, NETHERLANDS (CONSORTIUM)	FORMAL	Project SH- CAPAC	European project	Health workers (Health Managers, Health Professionals/providers, Administrative staff/Other professionals)	The following online course topics are offered: Childhood and unaccompanied minors (Unit 1), Gender-based violence and persecution on grounds of sexual orientation and gender identity (Unit 2), and Elderly and disabled refugees (Unit 3).
SWEDEN	FORMAL	19th Nordic Migration Conference - Workshops	Linköping University	Migrant Health and Welfare professionals	The workshops cover the topic of migration, gender/sexuality and health; migration, racialization and the politics of Intimacy in the Nordic Countries; aging and dying in the country of destination; immobilities, detours and delays; migrants in contemporary welfare states; representations of "immigrant" in policy discourses structuring and practices of public services and in helping professions in Nordic countries and beyond.
SWEDEN	NON-FORMAL	Refugee children and trauma	NGO - Barnrättsdagarme	Professionals that meets children with trauma from escapes	Professionals are trained about children of parents with PTSD and in general about children that have traumatic experiences

SWEDEN	NON-FORMAL	Children and the youth with experiences from escape and trauma - the meeting and actions	The municipality of Göteborg, the project "Nya Grannar"	Professionals working in the municipality of Göteborg with unaccompanied children and youth, and professionals working with these children in school, the public health, the social service-	The training focuses on treatment for children and young people with experiences of escape and trauma. More specifically, its topics focus on the psychological aspects in the migration- asylum process, the psychiatric diseases and mental illness , crises, trauma and PTSD and information about practical things that can be done to promote the health of the asylum seekers children and youth
SWEDEN	NON-FORMAL	Basic course in migration and mental health	An organization provided by the government and the municipality	For professionals that works with unaccompanied youth with mental illness	Professionals are trained in general about the migrants' mental health - before, under and after the escape, the signs of being mental ill, the experience of having PTSD, as well as the ways that professionals can deal with such situations. In addition they are trained about caring unaccompanied minors, the mental illnesses they face, as well as, the prevention of suicid.
SWEDEN	NON-FORMAL	Trauma aware care - how to meet children and youth whom has experienced deficult pressures and trauma	NGO - Save the Children	Professionals that meets children with trauma	A paper concerning trauma of children, how it effects them, as well as, how to deal with the traumatic experiences and meet the children's needs
SWEDEN	NON-FORMAL	Meeting children with trauma	Journalistic paper for pre-school teachers	Primarily professionals that works with children in school	An article about how migrant children go to adults, with whom they feel safe and ow can the pedagogs create the safe space
SWEDEN	NON-FORMAL	Meeting refugee children	NGO - Unicef	Everyone that gets in touch with refugee children - professionals on schools, in public health, workers in NGOs.	A handbook about how to deal with migrant children
SWEDEN	NON-FORMAL	Unaccompanied children and youths needs - a mapping	Social security agency	Politicians and other decision-makers in national, regional and local settings.	A report with regard to the reasons that unaccompanied children and youth escape and their mental and physical health. In addition, they analyse and make suggestions for development
SWEDEN	NON-FORMAL	A method handbook "An important book about care"	An organization provided by the goverment and the municipality	For professionals that works with unaccompanied youth with mental illness	A method manual about the circumstances in which unaccompanied live, their care, as well as, possible intervention methods for treatment

SWEDEN	NON-FORMAL	Unaccompanied children and youth - mental illness and traumasymptoms	The municipality of Göteborg	For professionals that works with unaccompanied children and youth	A paper talking about: 1. What is trauma and PTSD - what is the symptoms? 2. What can the professionals do? 3. What can of help do they need? 4. Different kind of crises
SWITZERLAND	FORMAL	Youth and migration: challenged borders – challenging boundaries	Lucerne University of Applied Sciences and Arts	Students doing their Bachelor's degree in social work	The objectives of the course are to promote the understanding of central aspects concerning young people in migration contexts, help students draw conclusions for projects, approaches and ethical positions in social work with migrant and refugee minors, enable the exchange of ideas among students of different European universities and the development of an awareness of different traditions in social work and different discourses on migration. The focus of the course is on inclusion, transnationalism, and human rights.
SWITZERLAND	FORMAL	INTERPRET	AOZ MEDIOS	INTERESTED IN INTERPRETATION SERVICES	BASIC KNOWLEDGE OF THE PROTECTION OF IMMIGRANT CHILDREN
SWITZERLAND	FORMAL	INTERPRET	APPARTENANCES VAUD	INTERESTED IN INTERPRETATION SERVICES	BASIC KNOWLEDGE OF VULNERABILITY OF PERSONS IN THE ASYLUM PROCESS (UNACCOMPANIED MINORS)
SWITZERLAND	FORMAL	INTERPRET	BILANG DEUTSCH UND INTEGRATIONSKURSE	INTERESTED IN INTERPRETATION SERVICES	
SWITZERLAND	FORMAL	INTERPRET	CARITAS LUZERN	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION, BASIC KNOWLEDGE OF VULNERABILITY OF PERSONS IN THE ASYLUM PROCESS (UNACCOMPANIED MINORS)
SWITZERLAND	FORMAL	INTERPRET	CARITAS SCHWEIZ FACHSTELLE INTEGRATION	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION, BASIC KNOWLEDGE OF THE PROTECTION OF IMMIGRANT CHILDREN
SWITZERLAND	FORMAL	INTERPRET	CARITAS SUISSE, SE COMPRENDRE	INTERESTED IN INTERPRETATION SERVICES	ROLES AND FUNCTIONS IN SOCIAL ACCOMPANIMENT

					, DEALING WITH PROXIMITY AND DISTANCE IN THE ACCOMPANYING PROCESS , CULTURALISATION, STEREOTYPING AND DISCRIMINATION IN IMMIGRANTS CHILDREN
SWITZERLAND	FORMAL	INTERPRET	ECAP ZURICH + EPER ENTRAIDE PROTESTANTE SUISSE	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION
SWITZERLAND	FORMAL	INTERPRET	FORMAZIONE DERMAN PER INTERPRETI E MEDIATORE	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION
SWITZERLAND	FORMAL	INTERPRET	HEKS - REGIONALSTELLE BEIDER BASEL - MEL	INTERESTED IN INTERPRETATION SERVICES	ROLES AND FUNCTIONS IN SOCIAL ACCOMPANIMENT, CULTURALISATION, STEREOTYPING AND DISCRIMINATION IN IMMIGRANTS CHILDREN, GENDER-SPECIFIC COMMUNICATION
SWITZERLAND	FORMAL	INTERPRET	HES - SO VALAIS - WALLIS	INTERESTED IN INTERPRETATION SERVICES	
SWITZERLAND	FORMAL	INTERPRET	ISA INFORMATIONSTELLE FUR AUSLANDERINNEN UND AUSLANDERFRAGEN - INTERCULTURA BERN	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION)
SWITZERLAND	FORMAL	INTERPRET	SAH SCHAFFHAUSEN	INTERESTED IN INTERPRETATION SERVICES	GENDER-SPECIFIC COMMUNICATION), BASIC KNOWLEDGE OF VULNERABILITY OF PERSONS IN THE ASYLUM PROCESS (UNACCOMPANIED MINORS), ROLES AND FUNCTIONS IN SOCIAL ACCOMPANIMENT, CULTURALISATION, STEREOTYPING AND DISCRIMINATION IN IMMIGRANTS CHILDREN
THE NETHERLANDS	FORMAL	Global mental health	University of Amsterdam	Students of health sciences, sociology, medical anthropology and PhD students interested.	"Global mental health; development, current state and future perspectives The role of culture in the manifestation of mental health and mental illnesses, in psychotherapies in non-western settings, and in shaping the therapeutic relationship, Mental health in relation to specific risk factors (such as war and violence) and vulnerable populations (such as

					refugees) The promotion of mental health and mental health systems, especially in low and middle income settings, as well as for children and adolescents "
THE NETHERLANDS	FORMAL	Migration, Integration and Ethnic Relations	Utrecht University - Faculty of Social and Behavioural Sciences	<p>The course is designed for students in the social sciences interested in a research-oriented approach to the causes and consequences of migration. It is relevant for students across all disciplines in the social sciences and those who are interested in theory-driven, quantitative and analytical research on migration, integration and ethnic relations. The course is suitable for Bachelor and Master students.</p>	<p>" Migration has made European countries ethnically and culturally more diverse. While migrants try to find their way in a new and sometimes hostile environment, host populations also have to adapt to migrants and the new religious and cultural diversity they bring with them. Migrants and host populations face the challenge of acceptance and adaptation in spite of initial resistance, possible social exclusion and explicit political rejection by part of the host population. This course introduces students to social scientific theories and empirical research on international migration, the integration of immigrants and their children, and reactions of the host society. Throughout, we use an interdisciplinary and analytical approach, drawing on theories and empirical research from sociology, psychology, political science, demography and economics, among others. The two-week course covers a broad range of topics related to migration, integration and ethnic relations, such as reasons for international migration, modes of immigrant adaptation, identity, religion, stereotyping, discrimination, inequality, extreme-right wing voting and inter-ethnic contacts. Based on readings, presentations, a short essay and class discussions, students will build up (a) an overview of the main research questions, theories, and current empirical findings on international migration, integration, and ethnic relations, (b) knowledge of large-scale datasets and understanding of research methods that are commonly used in this field, (c) the ability to critically evaluate empirical research, (d) the ability to apply this knowledge to new problems within this</p>

					field. This ability includes generating new research questions, using specific theories to elaborate research questions, formulating hypotheses, and critical reflecting on current trends and debates on migration, integration and ethnic relations."
THE NETHERLANDS	FORMAL	Master in International Health (MIH)	Royal Tropical Institute	The MIH is designed for medical doctors, nurses, midwives and other health professionals with at least a bachelor's level education who are developing a career in international health.	"This Master's in International Health is a flexible programme and can be completed within 1 year (full-time), and up to 5 years (part-time) and as a "blended programme" with online modules, depending on your availability. It consists of a core course, advanced modules, and a research project submitted as a thesis. You can choose from hundreds of accredited advanced modules from institutes across the TropEd network. This allows you to design a programme that is tailored to your specific wishes and needs. With this variety of modules, the MIH prepares you optimally for your desired field of work -whether that be maternal and child health, HIV and AIDS, disaster settings, research, health policy, human resources or another area. The MIH is organised by KIT Royal Tropical Institute and the Vrije Universiteit Amsterdam (VU) and is accredited by the Netherlands-Flemish Accreditation Organisation (NVAO). The MIH provides health professionals with the knowledge and skills required to deal with current challenges effectively. The MIH aims to enable you to understand and analyse international health issues, conduct applied research, and develop adequate and appropriate responses in a global context. After the programme you will be able to: Advocate for, and work to address the principles of equity and human rights in international health. Identify current and emerging health problems in different population groups and analyse the key factors that influence these problems. Identify the needs for, and generate ethically sound evidence to address health problems



					through research and evaluation. Formulate effective responses and contribute to their implementation taking into consideration health systems management and organization across the continuum of healthcare. Initiate and manage collaborative relations; communicating and interacting effectively across disciplines and cultures within complex environments. Continuously examine and critically self-reflect on their own cultural competence, motivation, practice and values, adjust them accordingly, and act as an agent of change."
THE NETHERLANDS	FORMAL	Master in International Communication	Utrecht University	BA interested in the topics	<p>Promote linguistic and cultural diversity in international contexts</p> <p>The intercultural communication master's programme teaches you how to approach and promote linguistic and cultural diversity in various international contexts. the interdisciplinary and multilingual programme will equip you with the tools to apply theory to international practice. After graduation, your skills as a multilingual and intercultural expert will contribute to mutual understanding within Europe or abroad and to the strong worldwide relationships that are so important in our era of globalisation. Language specific and multilingual programme</p> <p>Intercultural communication is an interdisciplinary program of the department of languages, literature and communication. You can therefore complete the study program in a language-specific way and acquire high-quality competencies in a foreign language and the associated culture. But you can also opt for a multilingual program, in which you analyze communication processes in different languages and cultures. Read more about the different tracks. Plurilingualism &amp; mediation: intercultural competence Communication, diversity and organisation i: theoretical models (compulsory) Communication, diversity &amp;</p>

					<p>organisation ii: research methods (compulsory) Intercultural consultancy Culture and identity in the german context Culture and communication in the german context English and cultural identity English and cultural diversity Texts and cultures Plurilinguism, discours and identity Italian travel literature Plurilinguismo e interculturalità In- and outside perspectives on the netherlands Dutch in an european context Cultural encounters Linguistic encounters Master language intercultural communication</p>
THE NETHERLANDS	INFORMAL	International Contakids Teacher Training	Moderne Dans	No specification	<p>"Theoretical studies: background of the method's development, objectives and pedagogy, development and dynamics of a ContaKids class, dynamics facing parents and/or children, case studies. • Practical studies: movement classes (floor work, contact improvisation), learning/practicing ContaKids exercises (instructions and safety emphasis). • Observing ContaKids classes. • Apprentice teaching and simulations. • Child development (immigrant background) • Presence and group activation workshop. • Starting point-marketing and reaching out with a ContaKids course"</p>
UK	FORMAL	Managing Mental Distress and Promoting Well Being for Separated Children	Refugee Council UK	Social workers, foster caregivers, mental health professionals	<p>The project offers a course that focuses on mental health issues in unaccompanied child and adolescent refugees, and asylum seekers, presentations of trauma, mental health symptoms, and suicidality within a psychosocial context and the Refugee Experience. The aims of the project are to: gain knowledge about the asylum process and cultural context in which refugee populations arrive in the UK, gain understanding of different mental health symptoms in a refugee context and effective ways of responding, assess complex symptom presentations across linguistic barriers, consider the most effective</p>

					ways to manage these presentations given limitations in resources and follow-up.
UK	FORMAL	Access to healthcare for migrant young people and families	CORAM Children's Legal Centre	medical practitioners and those working with migrant children, young people and families	This training course aims to help medical practitioners and those working with migrant children, young people and families to understand the impact that immigration status can have on access to healthcare. This course offers both an overview of the legal framework in which medical practitioners are expected to operate and practical guidance on how to help people to exercise their rights.
UK	FORMAL	Children, Youth and International Development MA	Brunel University London	For roles in international development organisations, government ministries and global agencies.	The course aims to equip professionals with research tools and knowledge to evaluate existing research, and policy and practice in the area of children, youth, and development. The three modules are offered, and cover child-related topics such as youth and international development, right and participation of young people, and how to conduct research with children and youth. The course also includes an anthropology and sociology perspective on issues, and a placement module where participants conduct a practical project with an organization.
UK	FORMAL	Age Assessing Separated Children and Young People Course	Refugee Council of UK	practitioners	The legislative and policy framework of Children's Services and the Home Office. The current position of the courts in England and Wales. What constitutes a lawful age assessment process. Best practice – how to conduct assessments fairly and sensitively.
UK	FORMAL	Trainings under the Program SAFE 'Supporting un-Accompanied children with Family-based care and Enhanced protection'	British Red Cross (UK) in partnership with KMOP (Greece), the Danish Red Cross (Denmark) and CARDET (Cyprus)	frontline practitioners and professionals, foster carers, kinship and Dublin family caretakers	Improvement and acquisition of knowledge, skills and confidence in order to provide quality family-based care to unaccompanied refugee children.

UK	FORMAL	Beyond Crisis: Rethinking Refugee Studies   RSC Conference 2017	Refugee Studies Centre	policy-makers and practitioners	A session is specified for "Children and Vulnerability" (Vulnerability on trial: human rights courts approaches to the protection of migrant children's rights; Samantha Arnold, Trinity College, Dublin: A children's rights approach to the Refugee Convention; Melissa Gatter, University of Cambridge: Remaking childhood: humanitarianism and growing up Syrian in Za'atariA; nnika Lems, Institute of Social Anthropology, University of Bern: 'They only help some of us': the slippery slope between vulnerability and vilification in the treatment of unaccompanied refugee Youth in Switzerland; Carly McLaughlin, University of Potsdam, Germany: Child asylum-seekers and the politics of childhood; Lena Sophia Opfermann, University of York: Beyond vulnerability: undocumented children's performative agency; Anhared Price, UNICEF Afghanistan: Enduring solutions in the midst of 'crisis' - refugee children in Europe)
UK	INFORMAL	Training	MedAct Bristol and Doctors of the World medics	Health workers	Complex issues surrounding primary and secondary healthcare access for refugees, asylum seekers and migrants

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