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Mapping of Existing Training for Professionals in Luxembourg

Family-based care (FBC) for unaccompanied migrant children in Luxembourg: mapping report on existing training for professionals, inclusive of country-specific analysis of gaps and needs.

Fostering Across Borders (FAB) Project

May 2018



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Introduction

This report has been produced as part of the Fostering Across Borders (FAB) project (2018-19), funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020) with the aim of improving and expanding the provision of family-based care (FBC) for unaccompanied migrant children (UMC) in six European countries – Austria, Belgium, Greece, Luxembourg, Poland, and the United Kingdom.

The project's objective is to help increase the capacity of FBC services to look after UMC through initiatives that support the recruitment, support and training of FBC providers – driven by the desire to provide the highest quality of care for this group of children.

This report concentrates exclusively on Luxembourg, where family-based care targeting unaccompanied migrant children is a novel practice, initiated in 2017 shortly after the Fostering Across Borders (FAB) project was developed. Given the systems' embryonic status, much remains to be done to improve, strengthen and develop the practice, making the implementation of FAB activities a timely and exciting endeavor replete with opportunities and, of course, challenges.

The report provides a summary of the legal framework within which FBC is carried out in Luxembourg and of the existing practices in place, and offers an overview of the current national state-of-play regarding the UMC training available to professionals supporting FBC-providers, henceforth referred to as the "training". In particular, it identifies this training's gaps and needs, and offers recommendations for future provision. A mixed data collection methodology combining desk research, phone interviews and circulation of questionnaires was used to this end, and was followed by data analysis.

Our findings, as summarized in this report, will inform the next steps of the project: namely supporting our Training-of-Trainers (ToT) offer and the related development of a ToT training package adapted to the specific needs of FBC-providers and professionals in Luxembourg, as per by their own feedback.

We recommend reading this report in conjunction with our *Mapping of existing training for family-based care providers* report (Luxembourg).



Executive summary

Family-based care in Luxembourg is mainly provided by foster carers, with the support of professionals, namely social workers from the Luxembourgish Red Cross (LRC)'s Foster Care Unit. Given the novelty of the fostering practice in Luxembourg, the legal framework regulating it is still rather at initial stage and does not contain UMC-specific provisions.

The Grand-ducal Regulation relating to children's welfare and family support services sets out a list of possible reception structures for all minors in state care (including UMC), which includes socio-educational foster care¹. In practice, however, UMC are either placed in mixed reception centers (33%) or UMC-only reception centers (48%), and very few in foster families (3%)². There is currently one fostering service targeting UMC in Luxembourg – the aforementioned LRC's Foster Care Unit - and only two UMC placed in foster care³.

The Grand-ducal Regulation foresees general compulsory training for potential foster carers (*Article 11 (p) and (q)*) and lists compulsory FBC training for social workers supporting foster carers (100 hours of professional training and 20 hours of yearly follow up thereafter); however, UMC-specific training is not included in these sets of trainings.

We found that one UMC-training was organized in January 2018 for 18 social workers, 15 of whom support foster carers, of which two foster UMC⁴. The training consisted of a series of PowerPoint presentations tackling four aspects of the UMC thematic.

Qualitative data analysis suggests the training content and methodologies used were insufficient to fully grasp the complexities of fostering UMC, and to equip social workers with the necessary tools required to train and support foster carers adequately. While some positive elements transpired, we observed an absence of supporting materials and a lack of diversity in the training delivery methods. We concluded that there is a real need to create a holistic Training-of Trainers (ToT) package covering a wider range of UMC topics, offering diverse didactic methodologies and using a variety of supporting tools to optimize the learning experience and its impact.

Methodology

Desk research was conducted to gather as much preliminary information as possible on the type and number of training for social workers organized, as well as on training providers and training audience. Focus/Arcus⁵ was identified as our first stakeholder, given their lead role in providing the first UMC-training for social workers in Luxembourg.

Our project partner, the LRC, as well as the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse (MENJE)⁶/Office National de l'Enfance (ONE)⁷, who commissioned the aforementioned UMC-training, confirmed that the Focus/Arcus UMC-training was the only one ever delivered to social workers supporting foster carers in Luxembourg. We hence made contact with Focus/Arcus via email and scheduled a telephone interview for 03/04/2018, in preparation for which we drafted a questionnaire containing a mix of close-ended

¹ [The 17 of august 2011 Grand-ducal Regulation relative to the accreditation to be granted to administrators in charge of activities for children youth and families \(Article 11\)](#)

² This data has been collected through interviews with representatives from the Red Cross which manage mixed reception centers in Luxembourg; and from three UMC only reception centers.

³ Unfortunately these placements recently broke down due to tensions within the household caused by misunderstandings between carers and children – something that we feel may have been prevented by enhanced training. Updated 21.08.2018

⁴ See footnote above.

⁵ Focus/Arcus is a service provider for training and does not necessarily specialize in UMC-specific training.

⁶ The Ministry for national Education, Childhood and Youth coordinates the fostering and adoption (including the recruitment of foster families) for Luxembourgish children, and the training of young adult professionals.

⁷ The ONE operates as the administrative body of the MENJE.



and open-ended questions. The interview, which turned into an informal guided conversation, lasted about 10 minutes⁸.

Once the trained social workers were identified through this first interview, another questionnaire was drafted, composed of five open-ended question and one evaluation grid. It was initially intended to guide a series of professionals' focus groups, option that was later disregarded due to issues related to budgeting, professionals' availability to attend and related time-scales. We hence decided to readjust the questions and circulate the questionnaires *en masse* to all potential respondents, ensuring a higher response rate.

The questionnaire was shared with the LRC on 13/04/18, who then circulated it to social workers within their service on 25/04/18. All training participants were in fact employed by our project partner, which facilitated communication. Three reminders were cascaded to all potential respondents via the LRC. The deadline to return questionnaires was set to 13/05/2018, giving respondents a full month to respond.

An inductive content analysis was then performed on all returned questionnaires on 15/05/2018, to identify emerging qualitative data patterns and recurring themes across these patterns⁹. The Nvivo software was used for coding, classification and organizational purposes. Themes and patterns were coded so as to obtain an overall sense of professionals' needs in terms of training content, training materials, training methodology and overall impact on their capacity to train, mentor and monitor foster carers fostering UMC.

In parallel, the first FAB stakeholders' meeting for Luxembourg took place on 25/04/2018, gathering together representatives of three ministries¹⁰, three reception centers¹¹ and the LRC, the UNHCR's Regional Child Protection Officer and Luxembourg Liaison Officer, as well as two IOM staff. We decided to integrate the first stakeholders' meeting in the mapping exercise, rather than hold it at its conclusion, for a variety of reasons:

- **To formally introduce the project** to all stakeholders
- **To overcome potential barriers** – We discussed how IOM and LRC, as international organisations, could best to implement the FAB Recruitment, Retention and Awareness Raising (RRAR) plan for UMC-foster carers and the FAB national ToT training package, within the Luxembourgish national context.
- To hold a brainstorming session on three key thematic areas (training needs, recruitment and awareness raising needs) with participants from different organizations to allow for a **richer discussion** on existing training gaps and needs. It was in fact felt that the working-group method would facilitate **open discussions** and **guarantee transparency**;
- **To enhance the sustainability component of the project** – Encouraging stakeholders' from the outset of project implementation would generate a sense of collective responsibility to improve FBC beyond project termination.

This holistic methodology and diversity of target audiences allowed us to obtain a comprehensive understanding of the current UMC-training state of play in Luxembourg and assess in depth its gaps and needs.

Findings

A training session was organized by Focus/Arcus in collaboration with Ministère de la Famille et de l'Intégration (OLAI)¹² and the MENJE for the first time in January 2018. The training session was organized at the request

⁸ Please refer to Annex 2 for the questionnaire used to interview Focus/Arcus on training modalities.

⁹ Please refer to Annex 3 for the resulting QCA excel table used to this end.

¹⁰ The Ministry for national Education, Childhood and Youth; The Ministry of Foreign and European Affairs; The Ministry for Family and Integration.

¹¹ Foyer Villa Nia Domo; Foyer Lilly Uden; and Foyer St Martin Jeunes.

¹² The OLAI, which operates under the auspices of the Ministry for Family and Integration, organizes the mandatory integration courses for third-country nationals and coordinates the reception arrangements of asylum-seekers and refugees in Luxembourg.



of the MENJE and for an already predefined set of 18 participants, 15 of whom were social workers supporting foster carers, including the two currently fostering UMC.

As the participants had been pre-selected, the training was not publicly advertised and no formal enrollment procedures with clearly defined eligibility criteria were put in place.

The training lasted 14 hours spread over two days and consisted of a series of four Power Point presentations addressing:

1. Schooling/education (2h)
2. The asylum procedure in Luxembourg (2h)
3. Culture and religion (4h)
4. Psychological trauma affecting UMC (6h)

No set training curricula or manual was used to support the sessions, i.e. the training content was created ad-hoc by the training provider, and the only hand-outs were the PPT slides.¹³

Eleven out of 15 potential respondents answered our questionnaire¹⁴, giving us a representative sample size of the trained population (61%). However, one respondent did not attend the second day of training and therefore could not express an opinion on all questions posed and grid-statements in the questionnaire. The findings resulting from a thorough Qualitative Content Analysis (QCA) of the responses, are described below.

Training content

All respondents (11) expressed the most interest for the 'Culture and Religion' and 'Psychological trauma' training modules, and recognized their vital importance in better understanding UMC. Five respondents claimed the training did not go into enough depth, wishing more time was dedicated to these themes. One informant felt that the 'Psychological trauma' module *"could have gone much further in its content, intellectual reflection and theoretical support"*. Another respondent completed this thought by claiming that it served to *"refresh already-known theories"*.

Two trainees deemed the asylum procedure module too lengthy and theoretical, wishing it had been shorter. Only one respondent expressed the importance of the 'Schooling/education' module to be able to better assist and guide foster carers supporting the educational needs of UMC. It is worth highlighting that some respondents suggested a more practical component to the training would have been welcome to equip them with tools to better support UMC foster carers.

Notably, one respondent was concerned by the fact that no content addressed the UMC foster carers' accreditation and selection process, stressing that the procedure would need to be adapted to this new cohort of children. Yet another respondent noted that the training did not provide any information regarding the network of organisations providing support services to UMC, especially in the mental-health sector. This respondent would have liked to *"be informed on existing services/people of contact"*, as this information is crucial in supporting the onward referrals and/or signposting of the children to specialized support services.

Training methodology and supporting materials

The training consisted of four different Power Point presentations. There were mixed opinions in that respect: while some respondents thought the use of PowerPoint presentations was adequate, others would have preferred more interactive tools, including the use of diagrams and other visual support, and

¹³ For the questionnaire used please refer to Annex 1

¹⁴ For the questionnaire used please refer to Annex 2



group activities. A respondent would have “*preferred to work in small groups and exchange on experiences and case-studies*”. The use of a video was, however, highly appreciated.

Three informants described the PowerPoint presentations as too wordy and would have preferred a more concise bullet pointed structure, especially with regards to the asylum procedure module. It is also worth mentioning that two respondents felt the training had not been adequately adapted to its audience in that they felt the training was targeted to foster carers and not the professionals supporting them.

Training length

As briefly mentioned above, trainees found the sections on the asylum procedure too lengthy and those on ‘Culture and religion’ and ‘Psychological trauma’ too short. One respondent stated an entire day should be dedicated to each thematic so as to elaborate in more depth the complexities of each.

Impact of training on capacity-building

Six out of the 11 respondents claimed that the training enabled them to better understand UMC, allowing them to appreciate the complexity of these children’s experiences and needs. Nonetheless, many participants also stressed that they “*would need even more detail in order to guarantee an adapted follow-up of foster carers*”¹⁵. Other respondents also stressed the need to tackle other issues, particularly given the complexity of the fostering provision for UMC.

Six informants reported that the training was effective in providing basic factual information they could share with foster carers and other relevant parties, stating for example that the training aimed to “*provide an overview and general information [on UMC]*”.

Overall, we get a general sense that the training was too basic in content and too restrained in scope to prepare social workers to successfully support, let alone train, UMC foster carers.

Table1. Table grid-results

Affirmation	Strongly Agree	Agree	Disagree
The training allowed me to acquire an in-depth knowledge on UMC religion and culture.	5	3	2
The training allowed me to understand the asylum and immigration procedures related to UMC.	1	9	1
The training allowed me to acquire information on the age-determination procedure of UMC.	1	5	5
The training informed me on schooling-needs specific to UMC.		9	2
The training informed me on psychological and mental health needs specific to UMC.	4	7	
The training allowed me to acquire knowledge on SGBV including FGM, and sexual abuse.		4	6
The training informed me on the physical needs of UMC including healthcare needs .	1	2	7
The training allowed me to acquire knowledge on human trafficking and modern-day slavery.		3	7

The table grid results suggests that Sexual and Gender Based Violence (SGBV), human trafficking, modern-day slavery, physical needs and age-determination were either not tackled at all during training or very superficially. There is however a strong general consensus that culture and religion were extensively

¹⁵ By “follow-up”, the respondent is referring here to their ability to continuously support the UMC foster carers throughout the placement.



covered, corroborating our qualitative data results. A great majority of respondents also agreed that they were well informed on the asylum procedure and the schooling needs of UMC, although only one informant mentioned schooling in the qualitative questionnaire.

The discussions held at the stakeholders' meeting corroborate many of the aforementioned elements and provide more information on existing lacunae in the current training framework, such as the need to include a data protection and privacy component to the current training – particularly in light of previous data protection breaches. Stakeholders also agreed that relevant legal issues other than the asylum procedure should be covered in the training, including family reunification, assisted voluntary return, and integration (including labor market integration). Stakeholders also addressed the importance of including information on how best to manage UMC's and foster carers' expectations, including by highlighting common triggers and challenges.

Finally, in terms of training content and delivery methods, stakeholders suggested the following: the development of a comprehensive training manual in French; inclusion of case studies highlighting common challenges and good practice in fostering UMC; group activities, including role-play to support the development of effective communication skills between UMC and foster carers; visual support, including the use of videos where possible; workshop activities; and delivery over three or four days at weekends¹⁶.

Conclusions

This mapping exercise has allowed us to better grasp the training needs for social workers supporting foster carers in Luxembourg, with particular reference to training content, methodology and supporting materials.

It appears that the existing training fails to prepare social workers to adequately support UMC foster carers, due to its lack of depth, scope, didactic limitations and its short duration. While some positive elements transpired, such as the enriching content of the 'Culture and religion' and 'Psychological trauma' modules, respondents felt the asylum procedure module was too lengthy and cumbersome and that other topics should have been explored further. While most participants appreciated the use of PowerPoint and the distribution of supporting documents by different speakers, many would have appreciated the use of more visual support, group exercises and exchange of experiences.

We conclude that while the current training is sufficient to provide basic information, the training framework needs to be redesigned so as to better prepare professionals in their work to support, monitor and follow-up on foster carers. Our findings will certainly inform the next activities foreseen in FAB, particularly the development of a comprehensive ToT training package and its subsequent roll-out.

Recommendations

- a) Training to provide foster carers with effective tools to 'independently' research the culture/religion information they need, but also to include adaptable group activities and short factsheets that include specific cultures' information in the training.
- b) Provide a list of key organisations providing support to UMC, inclusive of contact details, to support UMC foster carers.
- c) Use a larger pool of training delivery methods and supporting materials, inclusive of group exercises, case studies, role-plays and visual inputs.

¹⁶ Please refer to the minutes on the FAB's Inter-agency Stakeholders' Meeting in Luxembourg.



- d) Broaden the scope of the training so as to also tackle more practical day-to-day issues, particularly by including practical advice on how to help UMC build resilience, how to support UMC with their cultural and religious needs, and how to support their integration in a new society.
- e) Include basic training modules on trafficking and modern slavery, UMC's physical needs (including healthcare), SGBV and age-determination.
- f) Improve the delivery of the asylum process module.
- g) Evaluate the possibility of extending the length of the training.
- h) Adapt the training content, tools and methods to the level of knowledge of the trained cohort, especially in relation to complex and technical matters (i.e., legal procedures).



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Annex One

FAB: Mapping of FBC providers & professionals' existing training and training needs

Date of interview: 03/04/2018

Objective of interview: establish the number and length of UMC trainings organized, number of attendees, feedback forms circulated or not (anonymized), foreseen training, organization mandated to undertake the training, geographical scope of training, profile of trainees (G, profession, families vs professionals, mixed or non-mixed)

Subject of interview: training on UMC

Interviewer: Rabab AHMAD, FAB focal point for LU

Interviewee:

Questionnaire 1 (French)

Quantitative Qs

1. Combien de formations différentes liées à la thématique des MNA organisées par Arcus?
2. Combien de sessions par type de formations MNA ont été organisées ?
3. Quelle est la durée des formations ?
4. Combien de personnes ont-elles participées à ces sessions ?
5. Coûts des formations ? Sont-elles subsidiées ?

Qualitative Qs

1. Qui vous a mandaté d'organiser ces formations ?
2. Quelle(s) organisation(s) a/ont créé le contenu de ces formations ? Points de contact au sein de ces organisations?
3. Profile des participants ? Professionnelles vs familles d'accueils (actuelles ou potentielles) ?
4. Quelles méthodes avez-vous utilisées afin de promouvoir la/les formation(s) ? Quelles audiences avez-vous ciblées ?
5. Critères d'éligibilités pour s'inscrire aux formations ?
6. Y-a-t-il eu des obstacles ou difficultés rencontrées durant les formations ? A quels niveaux ?



Annex Two

Questionnaire lié aux besoins de formation pour familles d'accueil sur la thématique des MNA

Ce questionnaire s'inscrit dans le cadre du projet régional Fostering Across Borders (FAB) mis en œuvre par l'Organisation Internationale pour les Migrations (OIM) en partenariat avec la Croix-Rouge luxembourgeoise. Ce projet vise à renforcer, élargir et améliorer la prise en charge des MNA en familles d'accueil dans six pays de l'UE, dont le Luxembourg.

Une des activités clés de ce projet consiste à établir un état des lieux approfondi des formations existantes à l'attention des professionnels encadrant les familles d'accueil pour MNA. Cet état des lieux nous permettra d'identifier les besoins de formation au Luxembourg et éventuellement, de les combler.

Pour ce faire, nous apprécierons énormément votre apport : il vous suffit tout simplement de répondre aux questions ci-dessous aussi complètement et véridiquement que possible.

Vos données seront protégées, anonymisées et ne seront en aucun cas partagées avec des parties externes à ce projet.

Nous vous remercions d'avance pour votre temps et vos réflexions !

1. Comment avez-vous perçu la formation de manière générale ? (contenu, durée, méthode d'apprentissage, structure, outils de formation utilisés)

2. Sentez-vous que la formation vous a préparé à mieux suivre les familles accueillant les MNA ? De quelle manière ?

3. Auriez-vous souhaité avoir plus d'informations durant la formation ? A quel(s) sujet(s) ?

4. De quelle manière vous a-t-elle mieux préparé à former/suivre les familles d'accueils voulant accueillir des MNA ? (bonnes pratiques à niveau UE, méthodologie(s), outils de suivi/formation)



5. Veuillez svp cocher la case qui correspondrait le mieux à votre opinion :

Déclaration	OPINION Je suis...avec la déclaration émise			
	Très d'accord	D'accord	Pas d'accord	Pas du tout d'accord
La formation m'a permis d'acquérir une connaissance approfondie sur la culture et religion du MNA et des différences à prendre en compte.				
La formation m'a permis de comprendre la procédure d'asile et d'immigration appliquée au MNA au Luxembourg.				
La formation m'a permis d'avoir quelques notions sur les procédures et techniques de détermination d'âge de MNA au Luxembourg.				
La formation m'a informé sur les besoins scolaires spécifiques aux MNA .				
La formation m'a informé sur les besoins psychologiques et l'importance de la santé mentale des MNA.				
La formation m'a permis d'acquérir des notions sur la violence sexuelle et sexiste (mutilation génitale féminine, exploitation sexuelle etc) auxquelles les MNA ont pu être exposées.				
La formation m'a informé sur les besoins physiques de MNA (eg. santé sexuelle).				
La formation m'a permis d'acquérir des notions relatifs à la traite des enfants et à l'esclavage moderne.				

6. Avez-vous d'autres commentaires à faire relatifs à la formation et aux besoins perçus ? (outils de formation, contenu, structure, durée, méthode)



Annex Three

INDUCTIVE CONTENT ANALYSIS - PROFESSIONNALS' TRAINING NEEDS													
THEMES/CODES													
Informants' number	<i>Depth of training content</i>				<i>Adequacy of training method and materials</i>		<i>Training length</i>			<i>Impact of training on capacity to...</i>			<i>Suggestions/comments</i>
	religion and culture	psychotraum	legal procedure	schooling	adequate	inadequate	too long	good	too short	understand and UMC better	support FBC-providers	obtain basic/factual information	