# UASC TOT – Learning Objectives

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| **#** | **MODULE** | **LEARNING OBJECTIVES**  By the end of each Module, participants will be able to: |
| **Pre** | Definitions, Guiding Principles, and International Instruments Relating to UASC | * Define UASC * Explain the Guiding Principles relating to UASC * Describe the international legal frameworks and mandates related to UASC * Describe the impact of separation on a child * Identify further risks that UASC may face |
| **1.1** | Introduction | * Introduce each other * Describe the content and purpose of the training and TOT |
| **1.2** | Characterising Family Separation in Emergencies | * Describe the causes of separation in emergencies * Define non-emergency related drivers of separation and mixed migratory flows * Recall factors which may increase children’s vulnerability to family separation |
| **1.3** | Preventing Separation | * Describe the 3 levels of prevention and how these apply to prevention of separation programming * Identify risk factors and protective factors relating to family separation * Give examples of messages on prevention of separation for different audiences |
| **1.4** | Preparedness in UASC Programming | * Identify funding and resource requirements for UASC programming * Describe preparedness actions to be taken at project level to respond to separation * Suggest ways to work with other sectors to incorporate prevention of separation into sector work |
| **1.5** | Coordination for UASC Programming | * Describe the importance of coordinating an emergency response to UASC * Identify context-based coordination structures and roles in emergency response to UASC * Suggest ways to overcome challenges to effective coordination * Describe the role of SOPs and Referral Pathways in ensuring a coordinated response to UASC |
| **1.6** | Day 1 Review | * Recall learning from Day 1 * Describe the purpose of the Simulation activity |
| **1.7** | Homework –  Simulation Activity 1: Roles, Responsibilities, and Function of a Coordination Group | * Identify the roles and responsibilities of different actors in a coordination group |
| **2.1** | Training of Trainers – Developing an Agenda and Session Planning | * Describe the importance of preparation in delivering a training * Identify actions required to develop and deliver UASC Training |
| **2.2** | Assessment of Separation and Risk of Separation | * Explain the importance of mapping local and national capacity in order to prevent separation and identify critical gaps in services to respond to the needs of UASC * Describe the role of Rapid Assessment of UASC * Develop key informant questions to assess separation for use in a Rapid Assessment |
| **2.3** | Planning for UASC | * Describe priority actions in emergency response to UASC * Explain the importance of prioritising actions using a triage system |
| **2.4** | Identification of UASC | * Use definitions of UASC and develop vulnerability criteria * Describe how to conduct identification as part of a coordinated programme response * Demonstrate how to develop a plan of action to identify separated children |
| **2.5** | Documentation of UASC | * Describe good practice in documentation process * Demonstrate how to complete UASC documentation forms (both rapid registration and “regular” registration) * Demonstrate skills in interviewing UASC |
| **2.6** | Case Management for UASC | * Explain key features of case management for UASC * Describe case management principles * Explain the importance of a case management system |
| **2.7** | Day 2 Review | * Recall learning from Day 2 * Summarise learning about an aspect of case management and relate back to group |
| **2.8** | Homework –  Simulation Activity 2: Mapping Local and National Capacity to Respond | * Explain how to map material and human resources to respond to UASC * Demonstrate how to use a mapping tool based on information given in a situation analysis |
| **3.1** | Training of Trainers – Adult Learning and Developing Sessions | * Explain key adult learning principles and suggest ways to demonstrate them |
| **3.2** | BIA, BID and Information Management | * Describe purpose of BIA and BID and their use in case management for UASC * Describe in simple terms key principles and components of information sharing protocols |
| **3.3** | Alternative Care of UASC | * Describe different types of alternative care * Provide examples of alternative care best practice in emergencies * Explain how to establish a monitoring system for alternative care arrangements |
| **3.4** | Family Tracing | * Describe spontaneous, informal and formal family tracing methods * Explain best practice in family tracing and cross border tracing |
| **3.5** | Verification for Family Reunification | * Describe the role of verification for family reunification * Explain key steps in conducting verification |
| **3.6** | Day 3 Review | * Recall learning from Day 3 * Identify three key individual learnings from Day |
| **3.7** | Homework –  Simulation Activity 3: Planning the Response | * Identify their Simulation group’s organisational mandate in relation to UASC * Draft organisational advocacy messages on UASC |
| **4.1** | Training of Trainers – Facilitating Training | * List challenges associated with training delivery * Identify strategies to mitigate challenges in facilitating training |
| **4.2** | Simulation | * Identify resource requirements for a UASC assessment * Identify what information is required from a UASC assessment and describe how to assess separation and identify UASC * Suggest ways to work with other sectors to incorporate prevention of separation into sector work |
| **4.3** | Reunification | * Describe the principle of best interests. * Explain how to use assessment forms to assess if reunification is in the child’s best interests * Define the steps for preparing a child and their community for reunification and the different reactions a child may have to the process of reunification |
| **4.4** | Reintegration and Follow Up | * Describe reintegration of UASC * Describe the importance of follow-up after reunification * Compare the roles and responsibility of stakeholders after reunification * Create a plan for strengthening local capacity |
| **4.5** | Day 4 Review and Close | * Recall learning from Day 4 |
| **Post** | Training of Trainers – Rollout of UASC Training | * Develop the outline, including content and methodology, of a UASC training * Adapt the content of a UASC TOT Module for training in own context |