

# Introduction to complementary pathways

- [Key information](#)
- [Learning outcomes & description](#)
- [Accredited module details](#)
- [Training plan 2026](#)

## Key information

Updated version, incorporating the provisions of the New Pact on migration and asylum, will be available for translation soon. Translation requests can already be submitted.



## Target group

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Resettlement & humanitarian admission officers



## EQF/MQF level

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Level 5



## Version



## Entry requirements

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Full qualification at EQF Level 4 or equivalent, proficiency in English AND basic digital competences necessary to use the EUAA IT system supporting learning and training activities



## Prerequisites

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n/a



## Assessment

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One assessment



## Languages

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English

Learning outcomes & description

## DESCRIPTION

The aim of this module is to provide learners with the knowledge of legal avenues , additional and complementary to resettlement, drawing on good practices implemented on a European and global level. It will enable learners to identify the

key components and processes of these different avenues and prepare them to participate in activities related to the use of complementary pathways.

This module addresses the concept of complementary pathways, their objectives, and their relationship with resettlement. It explores key benefits, relevant international and EU policies, and essential protection principles. Learners will gain insight into potential challenges and best practices in implementation. Additionally, the module outlines the main types of complementary pathways, including those based on humanitarian needs, family reunification, work, education, and sponsorship, while providing practical examples from the EU+ countries and beyond.

## LEARNING OUTCOMES

At the end of this module, the learner will be able to:

### Knowledge

1. Identify the objectives and central principles of complementary pathways and the applicable EU and international legal framework
2. Identify the different complementary pathways, their key considerations and main stakeholders involved

### Skill

3. Apply key considerations of complementary pathways to plan for their implementation

### Competence

4. Participate in carrying out tasks relating to the implementation of complementary pathways

## DELIVERY METHOD

This module uses a blended learning approach, combining asynchronous (self-paced) and synchronous (trainer-led) learning. The online component includes interactive activities, such as following animated content and reading texts, allowing learners to assess their progress through quizzes after each submodule.

## ASSESSMENT STRATEGY

The assessment strategy consists of a single assessment divided into two thematic groups including multiple-choice, drag-and-drop, and fill-in-the-blank exercises to assess learners' understanding of complementary pathways.

Accredited module details

### ***Accredited module***

**Duration**            **10 hours online learning**

**Number of ECTS** **1**

**Language**            **English**

**Assessment**        **1 hour**

Training plan 2026

| <b>Training plan</b>                    | <b>Target group</b>                 | <b>Loc.</b>   | <b>Est. time for online studies</b> | <b>Reg. deadline</b> | <b>Online</b>              | <b>Webinar / Face to face</b> | <b>Assessment</b> |
|-----------------------------------------|-------------------------------------|---------------|-------------------------------------|----------------------|----------------------------|-------------------------------|-------------------|
| <b>Learners curriculum (Accredited)</b> | <b>Asylum &amp; reception staff</b> | <b>online</b> | <b>10 hours</b>                     | <b>28/9/2026</b>     | <b>10/11 to 26/11/2026</b> | <b>n/a</b>                    | <b>11/12/2026</b> |
|                                         |                                     |               |                                     |                      |                            |                               |                   |
|                                         |                                     |               |                                     |                      |                            |                               |                   |

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