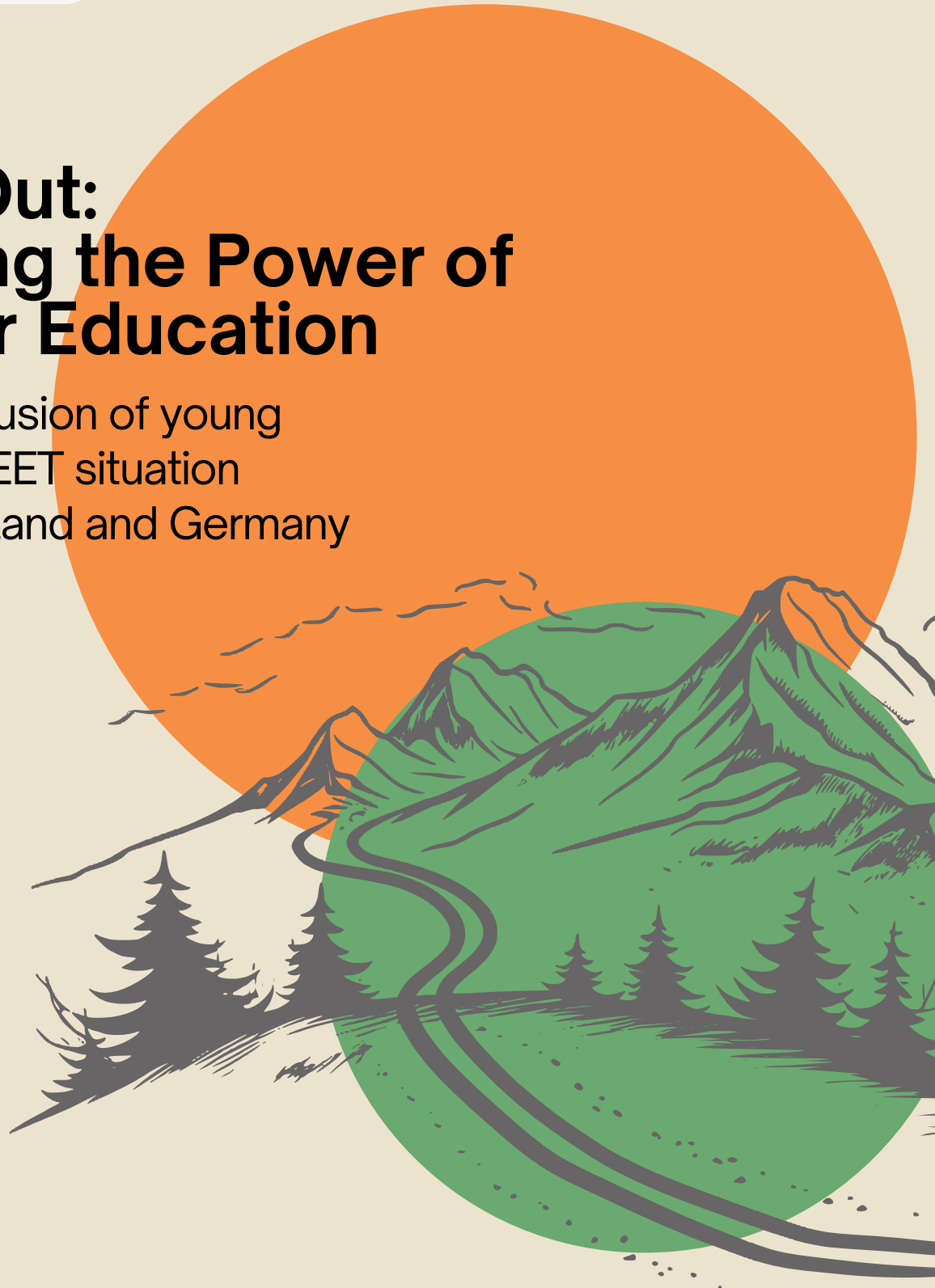




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Inside Out: Exploring the Power of Outdoor Education

A tool for inclusion of young
migrants in NEET situation
in Iceland, Ireland and Germany



CULTURE GOES EUROPE
SOZIOKULTURELLE INITIATIVE ERFURT E.V.





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Inside Out: Exploring the Power of Outdoor Education
**A tool for inclusion of young migrants in NEET situation in
Iceland, Ireland and Germany**

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Introduction



In recent years, the challenges faced by migrant youth in NEET (Not in Education, Employment, or Training) situations have gained significant attention across Europe, highlighting an urgent need for innovative and inclusive approaches. Inside Out, an Erasmus+ supported project, responds to this need through a collaboration between Tækifærið (The Opportunity) in Iceland, Culture Goes Europe in Germany, and Eurobug International Youth Work and Training Collaboration Ltd (Eurobug Int) in Ireland. This project aims to support the integration and personal development of migrant youth by utilizing outdoor education as a tool for social inclusion and empowerment.

The goal of this small-scale partnership was to strengthen cooperation with local educational and integration organizations and services, thereby developing collaborative approaches to support migrants using outdoor environments.

It is important to contextualize the problem. Young migrants in NEET situations are often marginalized due to multiple factors: barriers in language and cultural adaptation, limited access to education and employment opportunities, and reduced support networks in their host countries. Such obstacles can lead to social isolation, reduced self-confidence, and mental health struggles, making it difficult for these individuals to participate fully in society.

Introduction



Recognizing the potential of outdoor education to address these issues, the Inside Out project focuses on building essential life skills, fostering resilience, and enhancing mental well-being through nature-based learning experiences that encourage teamwork, decision-making, and community building.

The first phase of the project involved a needs analysis within each partner country to explore local challenges and assess how outdoor education can best be applied. This analysis combined multiple research methods: focus group discussions with young migrants, interviews with youth workers and trainers with expertise in outdoor education, and surveys targeting integration service providers and civil society. The findings, which include specific insights from Iceland, Ireland, and Germany, can be found in chapter 1, 2 and 3, forming the basis for the next phases of the project.

Inside Out's approach is tailored to address the specific needs of each country's young migrants in NEET situations, our main target group, but includes a broader range of stakeholders: young migrants, refugees, and asylum seekers; young people in NEET situations; educators and integration service providers; and formal and informal organizations supporting migrant inclusion.

Introduction



Grounded in the unique contexts of Iceland, Ireland, and Germany, the Inside Out project aims to develop adaptable, sustainable methods that foster social cohesion and inclusivity across diverse European settings. Chapter 4 provides an overview of the Training Course held in Iceland, an international event where youth workers and professionals explored the potential of outdoor education and learned how to apply these methods in their local environments.

Following this enriching experience, a documentary was created to capture participants' insights and reflections, as detailed in Chapter 5. After returning to their communities, participants applied and adapted the methods introduced during the training, conducting localized events to test and refine these approaches. Chapter 6 offers an in-depth look at each of these initiatives.

The report concludes by summarizing key insights and recommendations, aiming to extend the reach and impact of this knowledge. For further information about the project consortium and contributors, please refer to the Acknowledgements section.

We hope this report serves as both an insightful and empowering resource for those invested in the integration and support of young migrants through innovative educational approaches.



Chapter 1:

Needs Analysis

Focus Groups with NEET Youth

1.1. Focus Group Research in Iceland

METHODOLOGY

To gather insights and perspectives directly from our target group, a focus group was conducted with young migrants, led by Alma Árnadóttir, professor in social work. Firstly, a set of questions was brainstormed by the researchers, and then a representative number of these questions were asked to a group of 7 young migrants (one missing in the photo) between the ages of 22-28 years old, 6 male and 1 female. The discussion revolved around various topics, including the definition and types of outdoor education activities, the benefits of outdoor education, barriers to participation, support needed for participation, and the role of outdoor education in achieving life goals.



KEY FINDINGS

DIFFERENT VIEW

Participants were asked about their experience of outdoor education and outdoor activity. The answers were unexpected. All of them described outdoor activity as all kinds of sports activity and field trips as when the school classes go to places such as museums, theatres, churches, and even restaurants.

Asked about the difference between outdoor activity and outdoor education. One says, **“Outdoor activity doesn’t have to be educative”**. Then the common conclusion was that outdoor education must have a program, be planned, and have some trainer or guide to be in charge.

THE BENEFITS

The focus group saw almost endless benefits of outdoor education and was interested in having many more such opportunities. When we are outside, we have more oxygen, which leads to more creativity and increased motivation. One participant says, **“The colors are different in nature.”**

Participants talked about how sports, walking, and hiking activities led to better physical and mental health. One said that he believed it is a way to deal with anxiety as it recharges you. The conclusion may be summarized in one saying: **“When seeing new things – you experience new feelings.”**

THE BARRIERS

When asked about what challenges they face in outdoor education, many mention that they don't have information about where and how to go to interesting places. **“You must know locals to know about secret places... It is not easy in Iceland.”**

Transportation is difficult for those who don't have a car or a friend with a car. Poverty also limited access to places where you have to pay, such as swimming pools and museums.

WHAT SHALL WE DO?

Based on these findings, the focus group discussion shows us how important it is to overcome barriers – addressing them and finding solutions together. Integrating outdoor education into programs targeting migrant and NEET youth would help with access and common knowledge of valuable places.

Outdoor education can enhance the well-being, social integration, and personal development of participants. Moving forward, it is necessary to develop tailored educational programs and foster collaborations with local institutions for sustainable impact.

1.2. Focus Group Research in Ireland

METHODOLOGY

Eurobug Int organised a focus group among migrants who had experience with NEET situations. Our aim was to gather insights and perspectives, to explore the current reality of such a situation. A set of four questions was selected, to begin a conversation between our participants. The questions are set out below.

1. When I say “Outdoor Education” what does it mean for you?
2. What do you think are the benefits of outdoor education for you?
3. What are the barriers to outdoor activities for you?
4. What kind of support would you need to engage in outdoor education?

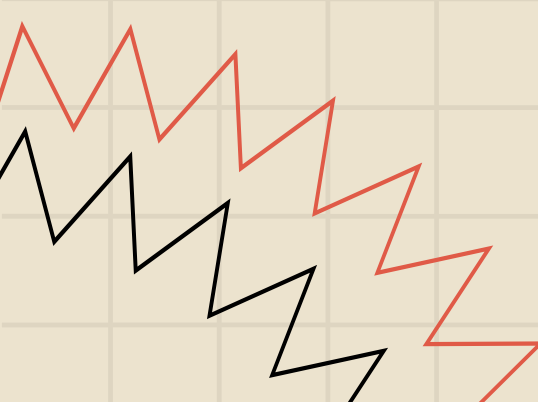
This focus group was carried out over Zoom, with eight participants who had experience being migrants in NEET situations.

WHAT DOES “OUTDOOR EDUCATION” MEAN FOR YOU?

When answering this question, the participants focused on the idea of “experience”. They agreed that outdoor education involved experiencing things, in learning practical things. They stated that outdoor education could mean learning anything that can be taught in school, except outdoors. They mentioned that nature can be used as inspiration when learning outdoors. They also spoke about learning about the self, and about reconnecting with themselves when outdoors.

WHAT ARE THE BENEFITS OF OUTDOOR EDUCATION?

The participants returned to experience as a benefit of outdoor education, that learning by doing is more effective than learning by reading. Outdoor education provides an opportunity to adapt and learn to be flexible, since the environment cannot be controlled in the same way as a classroom. It builds community and strengthens communication skills. According to the participants, learning outdoors also reduces stress and anxiety.



WHAT ARE THE BARRIERS TO OUTDOOR ACTIVITIES FOR YOU?

The main barriers that were mentioned were cost and information. Participants viewed outdoor activities as expensive to engage with. They mentioned that they were more likely to get involved if there was more information on such activities, especially where there were lower costs. They also mentioned a lack of infrastructure, such as unreliable/inefficient public transport, which made engaging in these activities more effort with less reward. Among these, participants noted a lack of nearby natural spaces; cost of gear/equipment/permits/fees; busy schedules; physical limitation and accessibility issues; lack of knowledge; digital distractions; a lack of confidence in trying new things; and safety concerns as barriers.

WHAT SUPPORTS ARE NEEDED TO ENGAGE IN OUTDOOR EDUCATION?

The participants stated that strong community was important for engaging in outdoor education, that this helps with following through and continuing in these activities. They also mention that lower costs of activities would be a weighty support. Another thing that was mentioned was the training of formal educators and teachers, that they should be taught that the outdoors can be used as a tool and for them to be more comfortable teaching and educating in this space. Finally, the participants mentioned that more awareness of these activities would make it more likely for them to participate in them.

1.3. Focus Group Research in Germany

METHODOLOGY

To gather insights and perspectives directly from our target group, a focus group was conducted with young migrants. Firstly, a set of questions was brainstormed by the researchers, and then a representative number of these questions were asked to a group of 6 young migrants between the ages of 18 and 27 years old. The discussion revolved around various topics, including the definition and types of outdoor education activities, the benefits of outdoor education, barriers to participation, support needed for participation, and the role of outdoor education in achieving life goals.

KEY FINDINGS

First, participants defined outdoor education activities as experiences in natural environments that facilitate learning through group reflection. Examples provided included outdoor lectures, guided hikes, camping trips, and nature walks. In terms of support needed to join these activities, access to appropriate equipment and experienced guides emerged as essential factors. Furthermore, participants identified barriers such as transportation limitations, financial constraints, lack of knowledge and skills, and safety concerns as impediments to participation in outdoor activities.

KEY FINDINGS

When asked about the benefits of outdoor education, the group highlighted improved mental health due to the natural environment providing a break from regular life and helping with recharging and building resilience; enhanced social interaction through diverse opportunities to meet new people and create shared experiences; personal growth through stepping out of comfort zones taking risks, and becoming more aware of oneself and the environment; and overall health and longevity by boosting one's immune system.

RECOMMENDATIONS

Based on the findings, the focus group discussion underscored the significance of integrating outdoor education approaches into programs targeting migrant and NEET youth. By addressing barriers to participation and providing necessary support, such initiatives can enhance the well-being, social integration, and personal development of participants. Moving forward, it is necessary to develop tailored educational programs and foster collaborations with local institutions for sustainable impact.



1.4. Main takeaways

KEY INSIGHTS

- **Mental and social health gains:** Outdoor education uniquely supports mental health and social integration among young migrants, offering benefits that traditional indoor settings cannot replicate.
- **Importance of accessibility:** Financial, transportational, and informational accessibility are essential for successful program implementation. Addressing these factors would allow more young migrants to participate and benefit from outdoor education.
- **Need for structured support:** Structured programs, knowledgeable guides, and well-prepared facilitators are necessary to maximize the effectiveness of outdoor education. Providing adequate training and resources for educators can enhance engagement and ensure safety.
- **Community and social connections:** Building a strong community support network around these programs enhances engagement, promotes skill-building, and provides a sense of belonging, which is crucial for young migrants in NEET situations.



RECOMMENDATIONS:

1. Increase accessibility:

- Offer subsidized or free access to transportation, outdoor equipment, and other necessary materials to reduce financial barriers.
- Partner with local transport services or community organizations to ensure reliable transportation to outdoor locations.

2. Provide structured programs with skilled facilitators:

- Develop structured programs with a clear curriculum and goals, led by trained outdoor educators or guides.
- Provide training for formal and informal educators to equip them with the skills needed for effective outdoor education facilitation.

3. Enhance information dissemination:

- Create accessible informational materials (e.g., brochures, websites, social media posts) to promote outdoor education activities and address safety concerns, equipment needs, and activity details.
- Collaborate with local community centers and migrant organizations to disseminate information and encourage participation.

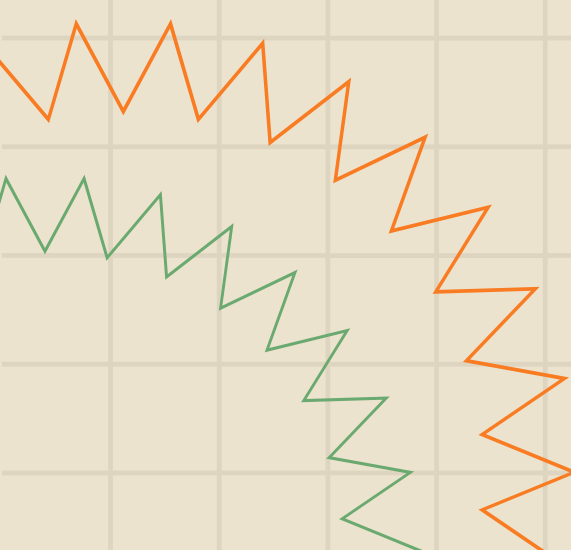
4. Promote community building:

- Establish group-based activities that encourage social interaction, teamwork, and shared experiences to foster community integration.
- Engage community leaders and role models who can act as mentors, helping to bridge cultural gaps and increase the appeal of outdoor programs.

5. Develop safety and accessibility standards:

- Implement safety protocols and ensure that outdoor activities are accessible to individuals with diverse physical abilities.
- Partner with local organizations to provide adaptive equipment and resources for participants with physical limitations.

By addressing these key areas, outdoor education as a tool for integration can more effectively reach and benefit young migrants in NEET situations, as a powerful means of integration, personal growth, and community engagement.

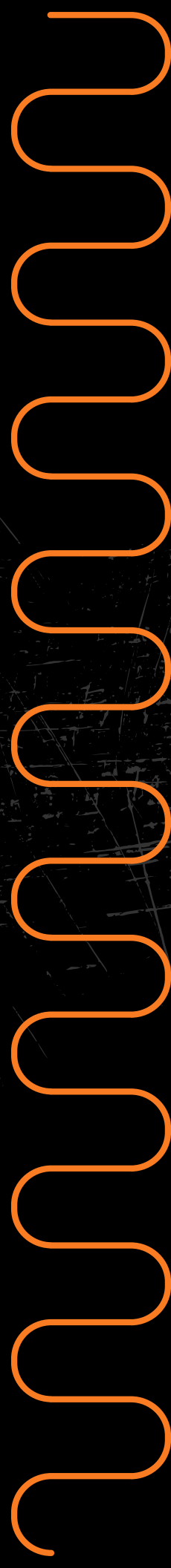




Chapter 2:

Needs Analysis

Survey for Integration Services Providers & Civil Society




2.1. Methodology

The survey aimed to gather insights from organizations and services working with youth in NEET situations, particularly migrants, refugees, and asylum seekers. The questions covered various aspects, including the types of services provided, frequency, outreach methods, challenges encountered, collaboration with other organizations, experience with outdoor education, potential outdoor educational activities, perceived benefits, barriers, and interest in learning more about outdoor education methodology.

2.2. Insights from Iceland

In Iceland, we got 8 answers, 5 from NGO's and three from GO. All of them from women who had a minimum of 3 years' experience in this field. Five of the respondents have experience with outdoor education methodology and seven liked to learn more about it.

Reaching young migrant people is a challenge for all, and the way to contact them is through counselors in partnership where they have the benefits.



In the survey, we asked participants what kind of outdoor educational programs would strengthen their projects, especially for participants in NEET situations. Almost all respondents mentioned hiking and outdoor games. Orienteering, field trips, climbing, plogging, sea swimming, yoga, and cooking on fire was also mentioned.

How is outdoor education beneficial?

”We add outdoor activities as it helps to create a better learning community.” Outdoor education is affordable and a way to know the community and environment around you. “It supports inclusion to Icelandic nature, culture, and weather.” At the same time, people can be active.

Outdoor activity helps to calm the nervous system and feel better. Breathing in fresh air and getting sunlight balances your melatonin which helps with sleep.

What about barriers?

The weather - The unpredictable weather

Lack of interest and motivation and we probably need to improve our skills and attraction for this group to participate.

Lack of equipment and lack of experience in that field. They don't know how to dress and don't have money for the right clothes. Lack of transportation and knowledge about places are the major issues as well.

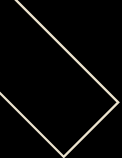


2.3. Insights from Ireland

In Ireland, we sent the survey to 21 organisations across the country. These consisted of community partnerships, youth work organisations, and arts collectives. These organisations were initially contacted via phone. Of the 21, six organisations answered these calls and affirmed their interest in the survey. Surveys were sent via email, with a follow-up reminder a week later.

Only one organisation responded. The results of this survey could not be used to illustrate an accurate picture of the outdoor education situations for migrants who are in NEET circumstances in Ireland. However, it may be worth mentioning some points from this single survey response, to highlight some areas where further research is needed.

The respondent indicated that their experience with migrants was based in numerous projects aimed at migrants over the age of 18. These projects were based on kayaking, swimming lessons, storytelling courses, and podcasting workshops. These activities were provided once a month. They stated that they utilise social media, private messaging, messaging groups, and word of mouth to invite young people to their activities.



The respondent provided that the greatest barriers they faced when supporting the target groups were (a) language barriers, and (b) difficulties in engagement where migrant groups do not have access to spaces where they can meet and share information. The respondent indicated that these challenges would be best addressed through partnerships with other organisations/institutions, something which they were already doing through collaboration with an NGO.


The respondent stated that they had experience with outdoor education. They found they had success using kayaking as a tool with the target group. They explained that this was due to the provision of space for skill development, namely: communication, leadership, and teamwork. It was also stated to build a connection between participants and the natural environment around them. The respondent also mentioned that such an activity support integration where local community members were included. The greatest barriers facing the organisation were stated to be capacity issues, language capabilities, and difficulties in accessing the target group. The respondent indicated they would be interested in learning more about outdoor education.

Regarding the respondent themselves, they stated that they were male and had been working in their organisation for more than 5 years. When asked how well they thought their organisation was managing to include NEET young migrants within activities, on a scale of 1-5 (Poorly - Very well), they answered '3'. They indicated they might be interested in taking part in further Inside Out activities and being kept up to date on future events but did not provide an email.

2.4. Insights from Germany

Unfortunately, the survey faced challenges in obtaining as many responses as desired. One primary difficulty stemmed from communication barriers with the targeted services and organizations. Communication breakdowns may have occurred due to language barriers, and busy schedules, ultimately prioritizing to address immediate needs and challenges faced by their target populations over participating in research initiatives. Moreover, organizations may have been reluctant to engage in research initiatives due to concerns about perceived relevance to their work.

The challenges encountered in obtaining responses to the survey highlight the perceived inflexible nature of integration services, particularly in their communication and collaboration practices. The prevalence of communication barriers emphasizes the need for more inclusive and accessible approaches to engagement. Additionally, the prioritization of immediate needs over participation in research initiatives reflects how these services are understaffed and ultimately can only focus on addressing immediate challenges with minimum capacity to consider the broader long-term benefits of collaboration.



By tackling these challenges, organizations can gather collective expertise and resources to address systemic issues more effectively. Recommendations for further collaboration between organizations align with the need for adaptive and innovative approaches to integration services, ultimately leading to more comprehensive and sustainable solutions for supporting vulnerable populations.

2.5. Main takeaways

KEY INSIGHTS

- **Strained capacity of service providers:** The low engagement across all regions points to an overwhelming workload on these organizations, which prioritizes immediate services over long-term strategic collaboration or data gathering.
- **Potential disconnect with research:** The limited response rate suggests that many organizations may not perceive research as immediately beneficial to their work, particularly if it doesn't offer practical support or resources to address pressing needs. Without a clear and immediate benefit, organizations may deprioritize participation in research initiatives. When conducting similar surveys in the future, it may be essential to clearly convey how the research aligns with and supports their objectives.

RECOMMENDATIONS

1. Simplify engagement:

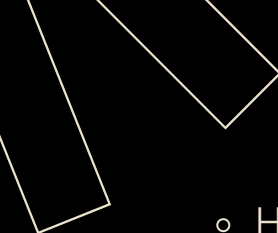
- Consider offering surveys in multiple languages and adapting outreach strategies to account for varying organizational capacities. Shorter, more targeted surveys may also improve response rates, as they demand less time and resources from already stretched organizations.

2. Increase perceived benefits:

- Emphasize the direct benefits of participation by framing research initiatives as tools that can directly improve service delivery. For instance, provide examples of how survey findings might lead to more tailored support, additional funding, or partnership opportunities that can ultimately ease their workload.
- Consider offering incentives, such as early access to the findings, a summary of best practices from the analysis, or a certificate of participation that acknowledges their contribution to systemic improvements.

3. Develop collaborative networks:

- Establish regular communication channels with these organizations, such as monthly check-ins, which focus on building trust and partnership. Through consistent engagement, organizations may be more likely to view research as a collaborative and beneficial endeavor rather than an isolated obligation.

- 
- Host virtual or in-person workshops to discuss preliminary findings and gather input directly, which can make participation feel more interactive and impactful.

4. Promote capacity-building:

- Collaborate to develop shared resources or training for organizations, particularly on topics like outdoor education benefits and methods, which could help address gaps in skills and knowledge within their teams.
- Establish partnerships that pool expertise and resources, allowing organizations to collectively address challenges without overburdening any single entity. By creating a collaborative network, organizations can learn from each other and gain additional support.

5. Prioritize accessibility in communication:

- Recognize and address diverse communication needs by offering accessible options like multi-language formats, digital accessibility tools, and phone-based surveys for organizations less responsive to emails.
- Tailor outreach approaches based on organizational context, with flexible scheduling and follow-ups at times that respect their operational constraints.



Chapter 3:

Case Studies

3.1. Introduction

In addition to the focus group discussions with young migrants, our research delved into interviews with trainers and youth workers from organizations and services representing case studies related to outdoor education. This chapter synthesizes the key insights gathered from these interviews, offering valuable perspectives on the benefits, challenges, and best practices in implementing outdoor education programs.



3.2. CASE STUDIES FROM ICELAND

ALMA - PROFESSOR IN SOCIAL WORK AND OUTDOOR PIONEER

Hervör Alma Árnadóttir is a professor in social work at the University of Iceland and a pioneer in outdoor education with youth at risk for the last 3-4 decades – and she is still young. In her academic life, she has led research on outdoor activity and experiential learning.

“The reason I like to teach students outside is that it is challenging for them, both in nature and in the city. Students learn more outside as they feel differently. They learn the value of silence and are more connected. When we take the groups out of the cities, people learn how to help each other, and groups can go further. That is how we build up resilience.”

Challenges of (or in) outdoor education

“In my experience, young people are afraid to be cold, they are afraid of the weather. Some of them are not used to be outside. Then in nature, many students are uncomfortable when we are not in a scheduled program. They feel insecure and always ask when we are going back. especially when we leave the phones at home.”



JAKOB - OUTDOOR RESEARCHER AND TRAINER

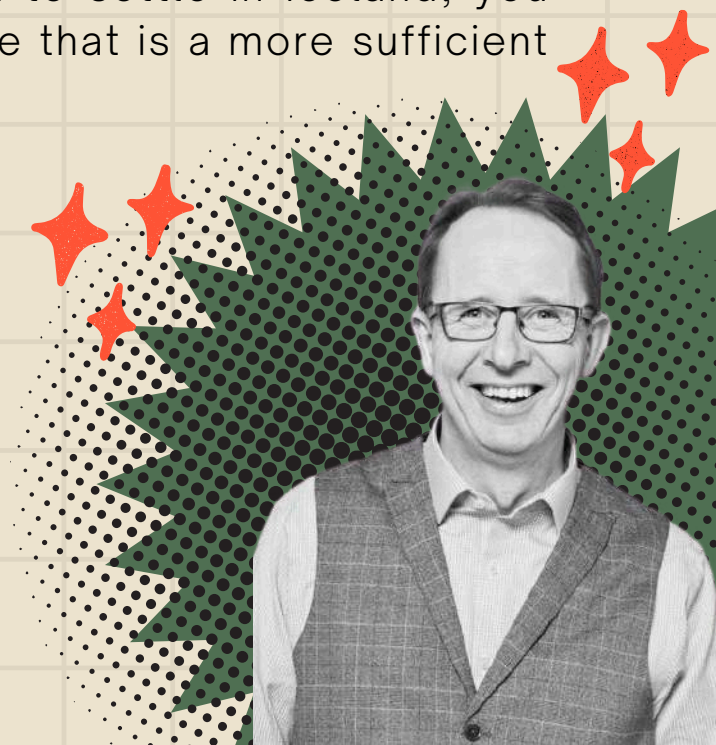
Jakob Frímann Þorsteinsson is an assistant professor in educational studies at the University of Iceland, where he teaches leisure studies and outdoor education. He is finishing his PhD at the end of April about the benefits of outdoor education, and he will share his conclusion with Inside Out participants at the end of our stay in Iceland.

Jakob also runs a small company called Kvan, where he offers children and teachers all kinds of outdoor activities. For more information; [KVAN](#).

The benefits are not the same for migrants

“We have to be critical as the benefits of outdoor activity are not for all. People with mental and physical disabilities and people with foreign backgrounds often do not have these benefits. Working with migrants, we must be aware that the benefits are at least not the same for them.

For migrants, we have to ask - how can they become a part of this country? They belong to a group that has had fewer opportunities and they are not used to being outside in our nature. To belong to a society and to settle in Iceland, you have to spend time outside because that is a more sufficient way to learn the languages.”



“It is both **cultural and financial challenges** for migrants. About the cultural ones, we must agree to have a different understanding of what is outdoor activity.

To implement outdoor education - is important to start slowly by doing outdoor games. Then, we must visit the neighborhood and find places of interest. The third step is going for day trips and in the end, we can go for residency, where we can live together, close to nature. I recommend here in Reykjavik for Inside Out to visit the seashore, because Icelandic culture is very connected to the sea.”

INGA – SPECIALIZED OUTDOOR TEACHER

Inga Ævarsdóttir is an outdoor teacher in a kindergarten in Reykjavik. Inga was brought up in the scout association and has been an outdoor activist all her life. She studied winter outdoor activity in Norway and outdoor and sustainability in Sweden. Inga will be our local trainer in Inside Out as she knows Ulfjodsvatn, where we are going to stay for 4 nights, very well.

Special benefits for energetic boys and girls

“The big benefit for children is that outside they can speak louder, run, and be free. It is excellent for energetic boys and girls of all ages, who are often labeled as difficult children/youth when they are inside.”



“We have to meet different needs by using different senses; smell, touch, and taste. By doing it outside you feel the connection between mind and hands, which is most important in each development. Children who are more outside are better orientated because they learn to know nature and to know where they are located.”

What kind of warm clothes are needed?

Talking about challenges for young people in outdoor activity Inga mentions the equipment and the weather. Young people usually do not have good equipment to be outside in all kinds of weather. It is a financial challenge to buy these things, so Inside Out needs to find second-hand shops or rental places for clothes. “You need to list up what is needed to travel in Iceland and please, send them photos, for example, what we are talking about when we mean warm clothes.”

With good clothes, we can focus on getting the young people outside and teaching them how to enjoy it.

Technology outside

“We must find a way how to build a bridge between nature and technology. We cannot take the phones from young people, so we must find a way to let the technology be useful outside. Phones can be used as cameras and compasses and the youth will know more options.”



BJÖRN - WILDERNESS THERAPIST AND WRITER.

Björn Vilhjálmsson is an outdoor enthusiast who wrote the book *Wilderness Therapy 1989-2008* (still just in Icelandic but translation to English is ongoing) about group activities with youth at risk in the highlands. The book is a handy framework and a tool to plan our project more effectively.

The benefit of being outside, especially in the wilderness, is **the connection where we come from—Mother Earth**. Nature is talking to us all the time, we learn from it constantly.

Our habits, our obstacles

“I think the main problem is that, even if you have success with implementing new habits, you usually fall back into the old ones. What is much more difficult and interesting is that young people are so used to cities and are often too far away from the wild nature. The distance is the obstacle. Lack of awareness and lack of skills can be a problem as well. With all of that, **a lot of love, listening and patience is needed** and even more time.

Breathwork and reflection

“What helps with that is having a diary that creates space for self-reflection. It is also important to reflect on the group dynamic, as we all have to be in and we all deserve to have access to this space of learning.”



“Being in the wild is first and foremost facing yourself and both, negative and positive feelings can come to the surface. Breath work allows you to connect with yourself, your physicality, your environment, and what you are in a certain space and time, and it would be very beneficial for the group to have some sort of breath work every day.”

Follow up necessary after a good project

“The first and most important thing is to have a great follow-up. As I mentioned before, it is very easy to fall back into old habits and that is not the way.”





RECOMMENDATIONS FROM CASE STUDIES

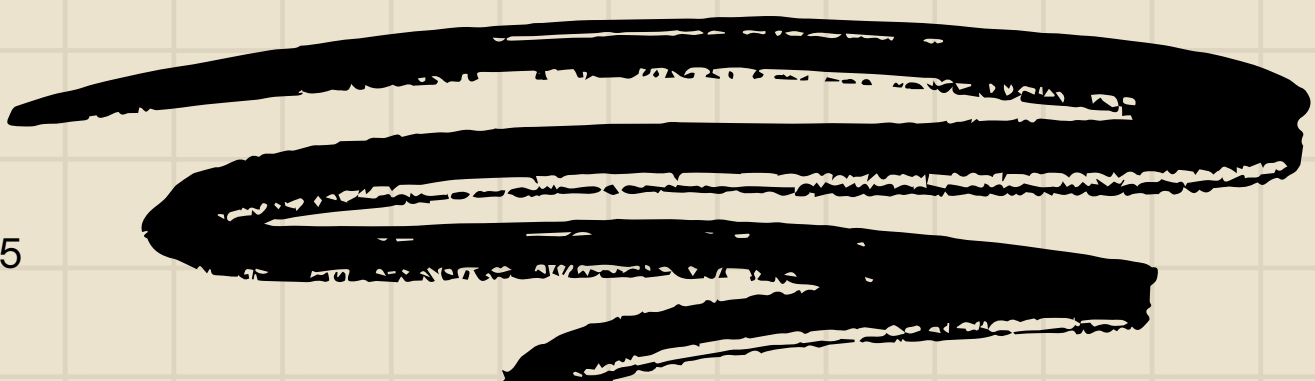
WOW – WHAT AN EXPERIENCE AND WISDOM

Now we know better there is a huge benefit of outdoor education – but not for all. We must be aware of the extra challenges young migrants in the NEET situation are facing. Most of them are probably not used to being outside, at least in all weather.

Young people are scared of unexpected and unstructured programs, and the lack of planning creates more anxiety. We need to start slowly; the deep end of the swimming pool is not a sufficient way and phones cannot be forbidden.

When building up resilience and improving mental health we need to have our program doable and give time to breathe through and reflect on what we are feeling and learning.

Let's have time to play games, be loud, and feel free!



3.2. CASE STUDIES FROM IRELAND

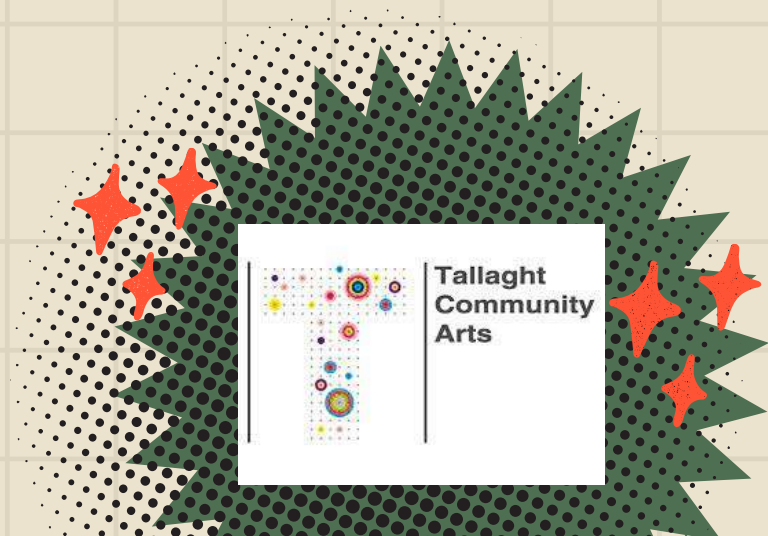
INTRODUCTION

During this phase, one of Eurobug's members interviewed representatives of three separate organisation, with experience in youth work and outdoor education. This chapter provides a summary of the perspectives those interviews provided. Each participant of the case studies were asked four questions:

1. What outdoor education methodology do you use?
2. What are the benefits of outdoor education?
3. What are the challenges of outdoor education?
4. What message do you have for other youth organisations and youth leaders?

TALLAGHT COMMUNITY ARTS - TCA

Tallaght Community Arts is a pro-active arts development organisation working with local communities, schools and youth groups to activate arts programmes in line with the needs of the wider Tallaght community: geographically, culturally and socially.



What outdoor education methodology do you use?

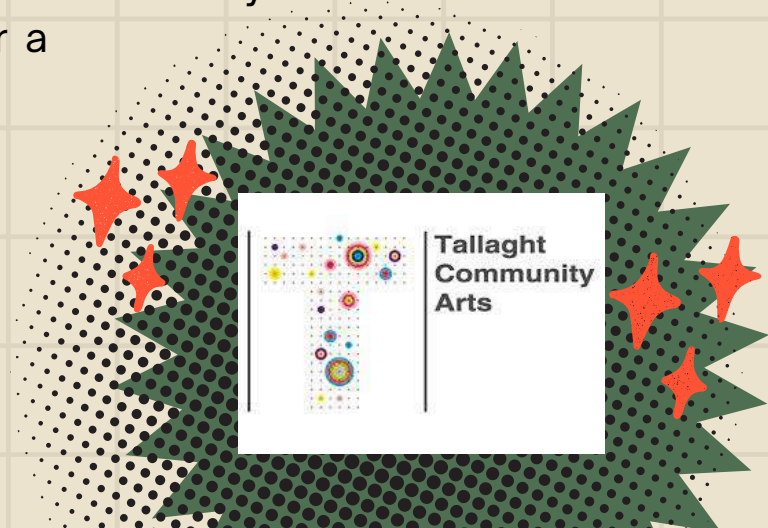
TCA has a project called ‘Creative Places MacUilliam’, which takes place in a culturally diverse estate. There is no indoor space available to work in, meaning almost all the creative work takes place outside.

The first thing TCA recommends is getting to know the space. When arriving at a new place, it should be “walked” and facilitators and artists should get acquainted with it and the community that uses it. This is particularly so where artists are only guests to the area. A space ought to be appreciated and taken care of in accordance with the wishes of the locals.

Another important thing to note on this kind of work is the consideration of needs. Organisers cannot assume anything of their participants or audience. If there is something that the organiser believes might be needed (e.g. hats, scarves, etc), then best practice is to provide these things.

What are the benefits of these projects?

These projects increase the capacity of the trainers within the community, while improving community engagement. It provides an opportunity for the community to connect in new ways. Art works as a way for a community to share a message.



What are the challenges of this work?

There are always financial challenges, it can be very difficult to find funding for these activities. Challenges also arise from the unpredictability of the weather. It can be difficult to incentivise community members to come out in bad weather conditions. There can also be issues arising from cultural diversity where some people do not wish to work with others. This highlights the importance of running any project or programme in a meaningfully inclusive manner.

A Message from TCA:

“Your work is important, keep going.” It can be challenging to work outdoors, but it is incredibly rewarding. Participants are not just for a project, they are for life. When you open the portal of connection, you cannot close it only on your terms.


SPORT AGAINST RACISM IRELAND - SARI

SARI harnesses the power of sport to embrace difference, celebrate diversity and promote social inclusion across Ireland.

What outdoor education method do you use?

SARI utilises sports as a tool for education and learning to address racism and discrimination.





An example of one such programme is Hijabs and Hat Tricks, initially created to encourage Muslim women to play football. The organisation utilised ‘intentional design’ to create an inclusive space. The programme focused on bonding between players and not just what happens on the pitch. Players would be asked personal questions to reflect on and discuss with one another so as to build trust among the team.

What are the benefits?

Players and participants learn leadership skills and can begin to take employment in the organisation. They can develop skills as players and as coaches. Through linking with other organisations, these opportunities have expanded. Members of SARI have played on international projects and have received internships. They bring their lived experience to the session and are met in a welcoming environment where they feel comfortable to share.

What are the challenges?

The greatest challenge comes from recruitment. For example, there are times of the year where a drop in participation from women was noted. Once this was investigated, it was discovered that these players did not feel comfortable going to training sessions due to the earlier sunsets, meaning they would have to make their way to/from training in the dark.



A solution for this was found and the training times were changed to morning weekend sessions. Participant numbers soared again after this.

Another challenge can be the language barrier. Where a common language is not strong among all participants, explanations without demonstrations can leave players feeling despondent and engagement drops. Utilising a wider range of communication methods, verbal and non-verbal creates a more inclusive space. It is really important to stop and analyse whatever assumptions arise in a facilitator's mind, before proceeding.

A Message from SARI:

“Nothing about us, without us”. It is vital that when initiatives are started for a particular demographic that they be included in the decision-making process.

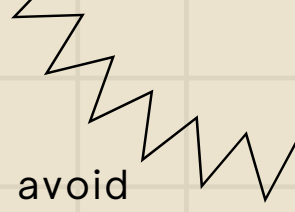
PEACEPLAYERS

PeacePlayers is using the power of sport to build peaceful and thriving communities.

What outdoor education methodology do you use?

PeacePlayers uses basketball as a sport for young people to participate in.





The reason behind using this particular sport is to avoid political and ideological associations that are associated with other sports across the island of Ireland. For example, Gaelic football is often seen as a “Catholic” sport, where rugby is viewed as “Protestant” one.

PeacePlayers also employs a robust monitoring and evaluation process for the young people. This involves an online survey where participants are asked question about their attitudes and mindsets towards a variety of topics. They then repeat this survey at the end of the programme to track their progress. PeacePlayers also uses a ‘Good Relations’ methodology, based on connecting and understanding others. This is where the work is said to take place.

What are the benefits?

PeacePlayers provides an opportunity to always be learning and growing and supporting young people. It slows prejudice long enough for young people to learn to be open to other identities. It is very fulfilling to watch young people from different backgrounds foster relationships with one another.

What are the challenges?

A lot of the time, the message does not move from the court and “make it onto the dinner table”. There can be issues with the conversation and progress made by young people being shut down at home.





It is rare, but does happen, where all the learnings gained by the young person fall away where a parent changes their mind and removes them from the programme. It can be difficult to leave things at the door. There is pressure in wanting to give young people the best session possible since this is where change happens. “We’re not a challenge to most of the kids, we’re actually a safe space that most kids need.”

A Message from PeacePlayers:

Sport is a simple resource where little else is needed. Body language is really important within sport. “Sport is an easy way to bring people together because it’s fun, it’s energetic, and it doesn’t need a language.”

RECOMMENDATIONS FROM CASE STUDIES

It is clear that the most important people for any project are the participants, the target group. They must be central in the decisions that are made. A project cannot be forced upon a group, it can only be shared with them, for them to steer and direct. Working outdoors, working dynamically, creates an incredible space for learning and for dialogue. Trust is vital for such work, particularly when working with migrants. Participants need to feel comfortable with one another to realise their aims in a project.

The most important part of a project is not always the prescribed goal of a task. A lot of the time, it is the relationship, the connection that is built between communities. The task is really just a method, a space for this to take place.

3.2. CASE STUDIES FROM ICELAND

GERRIT ONSTEIN – OUTRAC - THE NETHERLANDS

Gerrit Onstein is an outdoor trainer, youth worker, and owner of Outrac. Outrac provides outdoor programs that are made according to the participants' learning needs and their direct intensive experiences. More information can be found here: www.outrac.nl.

By sharing his extensive experience working with children with special needs and behavioral issues, he highlighted the transformative impact of outdoor education on their mental and physical well-being. Reflecting on his journey of discovering the benefits of outdoor activities during a period of burnout, Gerrit emphasized the importance of creating safe spaces where young people feel comfortable expressing vulnerability and seeking help. He emphasized the significance of building trust and effective communication in engaging participants, particularly those who may have experienced trauma or lack trust due to past experiences.

Gerrit addressed the challenges in implementing outdoor education programs, including resistance from traditional educational systems and organizations.



He emphasized the need for awareness-building workshops and broader stakeholder involvement to overcome these challenges effectively.

Advocating for tailored approaches to outdoor education, Gerrit highlighted the importance of understanding participants' backgrounds and traumas. By gradually reintegrating them into learning environments and fostering collaboration among stakeholders, outdoor education programs can empower young people to overcome challenges and achieve personal growth. Gerrit's insights underscore the transformative potential of outdoor education in supporting the well-being and development of young people, particularly those facing behavioral issues or migration backgrounds. Through trust, tailored approaches, and collaboration, outdoor education programs can create meaningful and lasting impacts on participants' lives.

CHECK THE FULL INTERVIEW HERE

Inside Out - Interview with Gerrit Onstein // Case Study

OUTDOOR EDUCATION

INTERVIEW WITH
GERRIT ONSTEIN

Watch on YouTube

SCAN TO WATCH THE VIDEO

MARIO BINAR – NEXT LEVEL E.V. – GERMANY

Mario Binar is the CEO of Next Level e.V., an organization based in Erfurt, with a multifaceted work approach to environmental and sustainable education.

Operating at both local and European levels, Next Level focuses on raising awareness, promoting sustainable lifestyle changes, and addressing specific barriers faced by participants. Mario highlighted the organization's extensive work with children, particularly those from socially disadvantaged backgrounds or with migration experiences. Next Level's projects, ranging from school collaborations to community gardens and outdoor activities, aim to foster connections to nature and promote overall well-being.

More information can be found here: next-level.world

Mario identified various barriers to outdoor education, including lack of exposure to nature, social problems within families and communities, language and cultural barriers, and financial constraints. However, he emphasized the transformative benefits of outdoor education, citing improvements in participants' connection to nature, social interaction, and overall attitude and behavior.



Mario stressed the importance of engaging with families to understand and address barriers to participation effectively. His advice for organizations initiating outdoor education programs centered on starting with local initiatives, utilizing available green spaces, and emphasizing the value of outdoor experiences in urban settings. By breaking down barriers and fostering environmental awareness, Next Level seeks to empower children and families to lead sustainable lives while nurturing their connection to the natural world.

CHECK THE FULL INTERVIEW HERE



Inside Out - Interview with Mario Binar (Next Level e.V.)

OUTDOOR EDUCATION

INTERVIEW WITH MARIO BINAR

SCAN TO WATCH THE VIDEO



IRYNA SYTNYK – BUA – NORWAY

Iryna Sytnyk is a youth worker and trainer from Ukraine and currently based in Volda, Norway. Her organization works directly with BUA, on integrating migrants and refugees into Norwegian society through outdoor activities.

BUA is a national non-profit organization that aims to contribute to inclusion and increased participation in health-promoting activities, sports and outdoor life, for children and young people, regardless of socio-economic status. More information can be found here: www.bua.no.

Collaborating with local government initiatives, her work focuses on promoting the mental health benefits of outdoor education, and supporting newcomers in adjusting to their new environment.

Iryna emphasized the significant role of outdoor activities in promoting well-being, particularly among individuals facing challenges such as unfamiliarity with nature and lack of proper clothing and equipment. She highlighted the availability and accessibility of free rental services for outdoor equipment, which facilitate wider participation in outdoor activities.

Iryna observed long-term engagement among participants, with many forming friendships and continuing outdoor activities independently.



Her advice for other organizations emphasized collaboration with existing initiatives as essential for success. Through partnerships, Iryna's work ensures that outdoor activities are inclusive and accessible to all members of the community, regardless of age or background. By leveraging the inherent inclusivity of nature, she strives to create welcoming spaces where individuals can experience personal growth and community integration through outdoor education.

CHECK THE FULL INTERVIEW HERE



SCAN TO
WATCH THE
VIDEO



EDUARD OGANYAN – TE IS FOUNDATION – HUNGARY

Eduard Oganyan is a youth worker and trainer specializing in outdoor education, working at TE IS Foundation, in Hungary. TE IS Foundation aims to build an efficient voluntary community that is active and ensures the equality of opportunity for everyone. Their focus is on local and international activities, with a strong emphasis on promoting outdoor education. More information can be found here: <https://teisalapitvany.hu/>

Eduard shared his insights into the transformative potential of outdoor education, particularly in facilitating experiential learning and personal growth among participants. He highlighted the dynamic nature of adventure-based learning, emphasizing its role in encouraging exploration, cooperation, and resilience-building. By immersing participants in environmental challenges, outdoor education serves as a catalyst for self-discovery and interaction with the natural world.

However, Eduard also acknowledged the challenges inherent in implementing outdoor education programs. He emphasized the time-consuming nature of planning outdoor activities and the need for educators to familiarize themselves with outdoor settings and integrate them into learning experiences effectively.



Moreover, Eduard addressed misconceptions surrounding outdoor education, dispelling the notion that it is exclusively suitable for rural environments. Instead, he advocated for the adaptation of outdoor activities to urban settings, thereby expanding access and participation.

Eduard's advice for organizations embarking on outdoor education initiatives emphasized starting small, utilizing available resources, fostering creativity, and prioritizing inclusion. By balancing safety with challenge, organizations can create enriching outdoor experiences that promote personal growth and resilience among participants.

CHECK THE FULL INTERVIEW HERE



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VIDEO



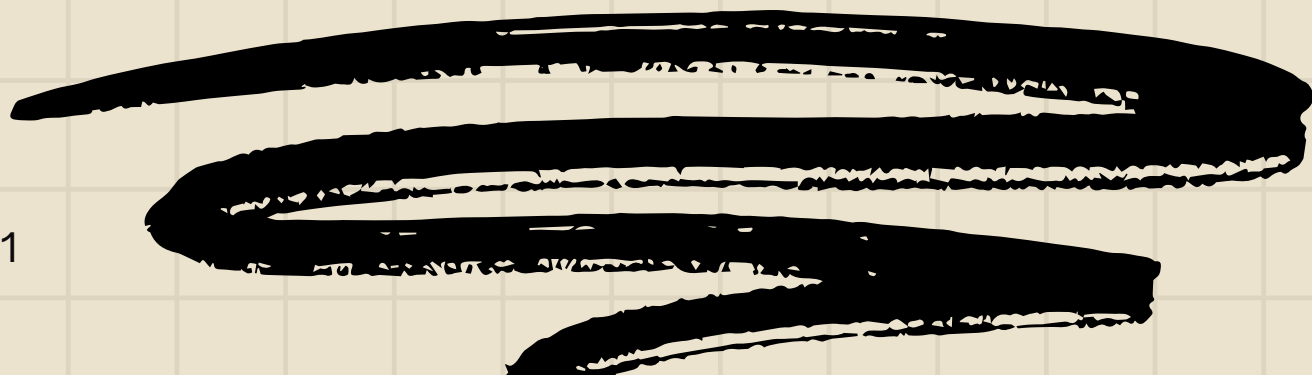


RECOMMENDATIONS FROM CASE STUDIES

The interviews with trainers shed light on various aspects of outdoor education, including its benefits, challenges, and best practices. Their experiences showcase the transformative potential of outdoor education in promoting experiential learning, fostering social interaction, and supporting the well-being of participants.

Based on the insights gathered, it is recommended to incorporate elements of experiential learning, adventure-based activities, and inclusivity into outdoor education programs. Moving forward, these insights should inform the development and implementation of educational programs, emphasizing inclusivity, creativity, and collaboration.

Furthermore, fostering partnerships between organizations and services can enhance the accessibility and impact of new and existing initiatives, ensuring that they reach and benefit a diverse range of participants.



KEY TAKEAWAYS FROM CASE STUDY RESEARCH

- **Participant-centered** - Projects should be co-designed with participants, focusing on their comfort, preferences, and active involvement in planning and decision-making processes.
- **Slow and steady** - Structure and gradual immersion are essential, with an emphasis on minimizing stress and providing clear plans to ensure participants feel secure and supported.
- **Get-to-know each other** - Prioritize trust-building and relationship development, as these are foundational to creating a safe, supportive environment for growth and engagement in outdoor education.
- **The power of play** - Ensure outdoor programs have built-in opportunities for play and reflection, fostering a balanced environment where participants can both learn and relax.
- **Adventure-based** - Utilize experiential and adventure-based activities to enhance engagement, social interaction, and personal growth, creating impactful learning experiences beyond conventional methods.
- **Cooperate** - Foster partnerships among educational, social, and community organizations to strengthen support networks, enhance resource accessibility, and create a more sustainable impact for participants.

Chapter 4:

**Training
Course**

TESTIMONIAL FROM A PARTICIPANT



My trip to Iceland in April, participating in the “Inside Out” training course, was a life-changing journey of self-discovery, cultural exchange, and hands-on learning.

As part of an initiative organized by the three partner organizations, we jumped into outdoor education, embraced teamwork, and explored Iceland’s breathtaking landscapes, all while connecting with people from various cultural backgrounds.





Building soft and hard skills through nature-based learning

One of the highlights was the unique approach to education, blending teamwork and teambuilding activities that focused on improving soft skills like communication, resilience, and decision-making.



In our group, which consisted of youth from Ireland, Germany, and Iceland, each day was a mix of challenges designed to strengthen both our individual and collective abilities. We navigated complex outdoor terrains together, relying on clear communication and mutual support, essential skills for any team but especially valuable in the wilderness.



On the technical side, we learned practical skills that many of us had never tried before. Fire-making, knot-tying, and using GPS devices became the backbone of our outdoor sessions, bridging the gap between survival skills and personal growth.

The joys of an intercultural group and those who made it special

Regarding the amazing group that formed, despite being from just three countries, our group was culturally diverse, with participants bringing unique perspectives and traditions that enriched every aspect of the experience.

I learned so much about different customs, languages, and viewpoints, each one broadening my understanding of the world. This international element turned our mobility into a true intercultural exchange, allowing us to see how varied our backgrounds were and yet how similar our aspirations and challenges are.

HELLO

Three incredible people helped shape our experience. **Bjork**, our host and coordinator, was an inspiring presence. Always ready to help and spreading joy with her laughter, she became the soul of our group. Her culinary skills were legendary, and her warmth and energy made every meal feel like home. Whether it was answering questions, sharing local tips, or encouraging us in challenging moments, Bjork was a constant source of support and positivity.





Gerrit, our main outdoor trainer, brought a wealth of experience from his years with Outrac. His approach to education was both challenging and rewarding, blending old-school methods with hands-on activities that made learning hard and soft skills engaging and unforgettable. His expertise and motivational style kept everyone focused and enthusiastic, whether we were learning to make fires or practicing essential knots.



Þetta er

Finally, **Inga**, a local trainer from Iceland, helped us discover the beauty and depth of Icelandic culture. She was our guide around Úlfljótsvatn and Reykjavik, sharing insights into the landscapes, history, and customs that surrounded us. Her knowledge added layers of meaning to our hikes and visits, connecting us deeply to the environment and helping us understand Iceland from a local perspective.





Immersed in Iceland's natural beauty

Iceland itself became an unforgettable part of the learning journey. We traveled to iconic locations — the geysers that burst with stunning force, the soothing hot springs, and the moss-covered landscapes that play a crucial role in Iceland's biodiversity.

Our hikes took us past majestic waterfalls, each one more inspiring than the last, reminding us of the raw power and beauty of nature. A particularly memorable moment was visiting the birthplace of the Viking parliament, nestled between two tectonic plates. Standing in that ancient site, steeped in history, connected us to something larger than ourselves.

From traversing rugged landscapes to witnessing Iceland's awe-inspiring natural beauty, every moment was a reminder of why outdoor education is so impactful.

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It combines learning with the joy of exploration, the thrill of discovery, and the peace found only in nature. The Inside Out project was more than just a trip; it was a chance to grow, connect, and be inspired by nature and the people around us. This project wasn't just about education; it was about transformation.





Chapter 5:

Documentary

INSIDE OUT: EXPLORING ICELAND THROUGH OUTDOOR EDUCATION

“Inside Out: Exploring Iceland Through Outdoor Education” captures our transformative journey in Iceland, where young people from Ireland, Germany, and Iceland gathered to learn about outdoor skills, teamwork, and cultural exchange. Through nature exploration, developing soft and hard skills, we built resilience, communication, and a connection to Iceland’s landscapes. This documentary showcases how outdoor education can foster personal growth and community in breathtaking settings.

Produced and Directed by: Fatima Azadli; Video Editing and Final Production: Fatima Azadli; Written by: Oisín Ó Dubhshláine; Footage Collection and Interviews: Oisín Ó Dubhshláine; Additional Footage: Fatima Ismail, Vladislav Artiukhov, Jack Jones; Sound Editing: Fatima Azadli; Thumbnail Design: Nela Klosiewicz

CHECK THE DOCUMENTARY [HERE](#)



Chapter 6:

Local Piloting Phase

6.1. Youth4Biodiversity: A forest retreat in Germany

Youth4Biodiversity brought together ten young people in the Leutratal natural reserve in Jena (Germany) for a weekend focused on biodiversity awareness. This experience was inspired by Inside Out project in Iceland, which explored outdoor education as a tool for integrating young people, particularly migrants, into their communities through connection with nature. The Youth4Biodiversity weekend was an opportunity to pilot several of these methods, adapting them to the German unique environmental goals.



A closer look at the methods tested

Living in community and resourcefulness: Emulating our Iceland experience, we cohabitated in a single dorm, learning to share responsibilities and handle limited resources — like boiling water for drinking. This setup emphasized teamwork, adaptability, and a connection to our immediate environment, pushing us to rely on our planning and problem-solving skills.

Outdoor cooking and mindful eating: Preparing vegetarian meals together encouraged awareness of sustainable practices, resource use, and plant-based options — a small but significant step toward reducing our ecological footprint. We also put into practice our fire-making skills to set our outdoor cooking station.





Hiking for environmental observation: Our group took a guided hike through the reserve, where we explored the delicate balance between natural beauty and human impact. This method allowed participants to see biodiversity firsthand and understand how environmental footprints impact natural spaces.

Mindfulness meditation in nature: We led a meditation session to help participants connect deeply with the forest's tranquility, fostering mental clarity and ecological empathy. This helped everyone feel more grounded and attuned to the natural setting.



Teambuilding activities with ecological themes: Rope games and a scavenger hunt encouraged teamwork, strategic thinking, and bonding with the area. By connecting traditional teambuilding activities to environmental themes, we fostered group cohesion and a heightened sense of ecological stewardship.

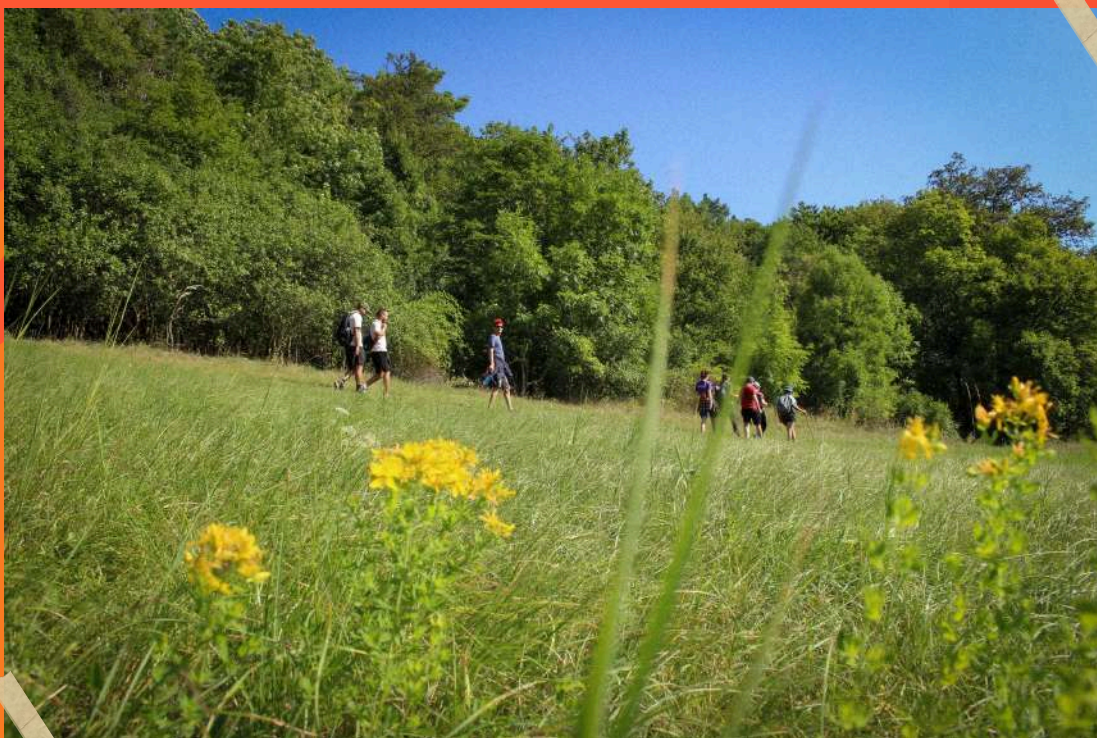
Outdoor cinema and environmental education: We set up a screen among the trees and watched a documentary on Congo's mountain gorillas. This interactive learning session encouraged participants to think globally about conservation while fostering a sense of wonder and engagement with wildlife.



Our approach to urban youth engagement

The Inside Out training course in Iceland was pivotal in shaping this intervention. Inside Out demonstrated how outdoor education could facilitate the inclusion and engagement of youth in NEET (Not in Education, Employment, or Training) situations. Drawing from these experiences, and following the lead of the Learning Community from Planet4B project, Youth4Biodiversity became a “package intervention” that tested nature-centered education, meditation, and experiential learning in hopes of inspiring urban youth to engage with biodiversity and conservation issues.

The result? A resounding success, with participants expressing a sense of accomplishment, community, and a renewed connection to nature. Youth4Biodiversity showed how young people could be meaningfully introduced to biodiversity awareness through outdoor education and shared experiences in nature.



6.2. Hiking in stunning Hamrahlid (Reykjavik, Iceland)

On a sunny afternoon in September, participants of the “inside Out” project, as well as “The Opportunity” and other collaborators embarked on a hike in the stunning Hamrahlid, — Mosfellsbaer, just outside Reykjavik. The hike, organized as part of a local piloting session for “Inside Out”, took place amidst the dramatic landscape that characterizes Iceland’s rugged terrain.

The “Inside Out” project, launched earlier in the year, focuses on fostering community engagement with nature and self-discovery through outdoor activities.



This particular hike aimed to offer participants a chance to reconnect with nature, share experiences, and provide valuable feedback for the project's ongoing development. It was a very sunny day for us, which does not happen often, especially this time of the year, so it was a perfect opportunity.

The day began with clear skies and moderate temperatures, ideal conditions for a mountain trek. The group, diverse in age and experience, made their way through forest paths that wound around volcanic hills. As the hike progressed, the breathtaking vistas of surrounding peaks and valleys stretched out before the group, offering opportunities for both reflection and rest.

We were able to take beautiful photos and videos and to use the skills that we have acquired during the course, which was using the map, compass and finding our orientation in the terrain that we are not familiar with. For almost all of us, this was the first time hiking this particular mountain.

We were able to discuss how being outside shapes your mental health, broadens your perspective on well being and how vital it is, especially in Iceland, as we usually have up to 6 months of darkness every year. Mental health suffers vastly in these months, that is why projects such as Inside Out remind us that reconnecting with nature through activities such as this hike are not only great, but necessary.

The trip was both an opportunity for collective bonding and a chance to assess the program's impact in a real-world setting.

As the sun dipped toward the horizon, the group completed the hike, feeling a sense of accomplishment and anticipation for future phases of the project and hopefully, a second iteration.

After the hike, we were able to reminisce about funny moments and what we learned as well in Bjork Villhelmsdottir's house. Bjork is the sole creator of "The Opportunity", an organization which aims to make lives better for those who have been unemployed for a long time in Iceland, especially among the immigrant community.

This hiking trip, with its combination of natural beauty, physical activity, and thoughtful conversation, perfectly encapsulated the spirit of the "Inside Out" initiative and provided valuable insights for its future.



6.3. Outdoor activity day and community night in Ireland

On Thursday, 29 August 2024, Eurobug organised an Outdoor Activity Day, where we invited migrants in NEET situations to join us at Seán Walsh Park, Tallaght, Dublin. We reached out to local community integration services to invite participants to join us for a free day of skill building exercises and networking through casual and informal conversations.

This Local Piloting was organised between Eurobug members and participants of Inside Out's Training Course, which took place in Iceland in April 2024. This group collaborated to design a day of outdoor education activities, catered to enhancing communication and teamwork skills. On Thursday morning, the team arrived and prepared their activities.



The team took this opportunity to hone and improve their facilitation abilities. They ran the programme as planned, using roleplay methodologies to simulate a larger group and each leader had a chance to facilitate an activity. The programme consisted of the following activities: Pulling Shapes; Electric Wire; Follow the Hand; and Speed(walk) Dating.

Pulling Shapes involves a group holding a length of rope and creating shapes through verbal communication whilst keeping their eyes closed. During Electric Wire, participants hold hands in a line and must cross a rope tied horizontally between two trees at waist-height. Follow the Hand consists of conversations between pairs, where one participant walks backwards and is guided by the other's hand.



Finally, Speed (walk) Dating is a similar activity, where participants walk in pairs and are given questions to discuss their connection with outdoor education.

The following day, on Friday, 30th of August, the Eurobug Team hosted a community night. During this evening, 15 participants gathered together, hosted by one of the Eurobug leaders.

The participants engaged in outdoor education activities: Pulling Shapes and Electric Wire. As part of the programme, they were given time to get to know one another before taking part in these activities. Between activities, the hosts explained the theory behind “The 5 P’s” and the different roles that people tend to take during such group exercises. Following the activities, the participants, many of whom had never met one another before, were very comfortable with one another and engaged in informal networking without need of hands-on facilitation.



Conclusion

The Inside Out project has demonstrated the profound impact of outdoor education as an inclusive tool for integrating young migrants in NEET (Not in Education, Employment, or Training) situations. Through collaborative work across Iceland, Ireland, and Germany, the project revealed that outdoor education provides a unique and versatile space for personal growth, social integration, and emotional well-being, addressing challenges often faced by young migrants who are navigating new environments.

One of the most compelling insights from the Inside Out project is the **universal accessibility of nature**. Nature, as a shared common ground, is available to everyone, transcending language and cultural barriers. This makes outdoor education an adaptable and replicable model for migrant integration, with the potential to reach diverse populations across regions. Encouraging movement, teamwork, and hands-on learning, nature-based interventions help participants reconnect with themselves, each other, and their new communities, building resilience and confidence in an engaging, stress-relieving environment. **The replicability of this method** underscores its value for broader adoption in migrant integration efforts across different cultural contexts.

As we look to the future, **training youth workers, community psychologists, social workers, and community leaders in this methodology** will be essential to ensure the successful replication of outdoor education models. These professionals, who are at the forefront of supporting migrant youth, need the skills and tools to apply nature-based methods effectively in their daily work. Equipped with these practices, they can create inclusive and impactful programs tailored to their communities, amplifying the reach and sustainability of outdoor education.

There is also an urgent need for **greater institutional support and recognition of outdoor education** as a viable approach for integration. Educational systems, which often emphasize classroom-based learning, can significantly benefit by incorporating nature-based methods, especially for students who struggle with conventional settings.

Outdoor education fosters experiential learning and skill-building in real-world contexts, enabling young migrants to develop leadership, communication, and problem-solving skills that are crucial for adapting to new environments.

Furthermore, we encourage **migrant integration services and organizations to explore the potential of outdoor education** as part of their support frameworks. By incorporating outdoor programs into their practices, these organizations can better address the unique needs of migrant youth, providing them with not only a pathway to social inclusion but also a sustainable means of supporting their mental and emotional health.

Strategic partnerships with local outdoor education providers, schools, and community centers can help overcome logistical barriers, such as cost, transportation, and access to equipment, making this approach more widely available.

In summary, the Inside Out project highlights outdoor education as a replicable, impactful model for fostering integration and inclusion. It provides a natural, accessible environment that bridges cultural gaps, promotes personal growth, and strengthens community connections.

As we look to the future, replicating this model in new contexts and integrating it within educational and migrant support systems will be crucial steps toward creating a more inclusive, resilient, and connected society. By institutionalizing nature-based interventions, we can ensure that young migrants in NEET situations receive the comprehensive support they need to thrive in their new communities.

Acknowledgments

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Inside Out: Exploring the Power of Outdoor Education

**A tool for inclusion of young migrants in NEET situation in
Iceland, Ireland and Germany**

Project number: 2023-1-IS01-KA210-YOU-000160096

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