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# ERASMUS+

## Capacity Building in the Field of Youth



## DEV MIGRA

Development of Mediation Skillset for Youth Workers for  
Migrants

**Project Code: 101131322**

**Start: 01-03-2024 End: 01-03-2026**

**Mediation Skills for Youth Operators**

**IntercVmbia**





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## INTRODUCTION

One of the main results of the cooperation between Spain, Italy, Lebanon, and Jordan is a practical and impactful Manual called "Mediation Skills for Youth Operators". Youth workers who support young migrants between the ages of 18 and 25—especially those who are refugees or asylum seekers—will find this material useful. The Manual provides a systematic framework for enhancing mediation skills through non-formal education (NFE) approaches, combining theoretical insights, methodological recommendations, and valuable resources. The Manual gives youth workers the tools they need to successfully support the integration and skill development of young migrants by providing a thorough overview of best practices and innovative educational methods.

This Manual, created as part of the DEV MIGRA project, aims to enhance the skills of youth workers in addressing the challenges faced by young migrants. It provides resources to help identify and highlight the abilities and credentials of migrant workers, ensuring their inclusion in the workforce and in educational institutions. The Manual features modules on subjects such as digital storytelling, public speaking, and the "Toolkit Lab," which promotes creativity and co-creation tailored to individual needs.

### About the Project

The DEV MIGRA project aims to develop mediation skills among youth workers, enabling them to assist young migrants during their integration journey better. The specific objectives are:

- To create targeted training content for youth workers, focusing on NFE methodologies to enhance their ability to value and promote the skills and qualifications of young migrants.
- To provide young migrants recognised as refugees or asylum seekers with tools and methods to showcase and develop their competencies.

By focusing on young people—a vulnerable demographic in migration—DEV MIGRA addresses critical issues such as social exclusion, loss of networks, and integration challenges. The project's emphasis on non-formal learning activities ensures that youth workers are equipped to support young migrants effectively.



## Partner Organizations

The DEVMIGRA consortium brings together four partner organisations with extensive expertise in youth work, migration, and non-formal education:

**Asociacion Juvenil Intercambia** is a youth organisation founded in 2001 in Málaga, Spain. It focuses on promoting intercultural learning, tolerance, and youth participation through non-formal education and international programs. AJ Intercambia breaks down barriers between countries, combats racism, and fosters tolerance among different cultures. The organisation is actively involved in Erasmus+ and other European programs, organising youth exchanges, training courses, and mentoring initiatives such as the European Voluntary Service (EVS). AJ Intercambia collaborates with local and regional institutions and is a member of several youth networks, emphasising cooperation and networking to enhance youth mobility and active participation.

**MV International (MVI)**, established in 2012 and headquartered in Sassari, Italy, is a global network of 37 NGOs from EU and non-EU countries, along with eight associate organisations from Africa, Latin America, and Asia. The organisation focuses on non-formal education, social entrepreneurship, and sustainability, aligning with the themes of the Erasmus+ programme. MVI serves as a platform for fostering collaboration among NGOs, promoting policy-making and advocacy, and implementing European projects. The network's activities include organising training events, thematic research, and capacity-building initiatives. MVI's extensive reach and expertise enable it to drive substantial dissemination and impact through its projects.

**Chabibeh Sporting Club** founded in 2002 and based in Lebanon, leverages sports as a tool for youth empowerment, social integration, and skill development. The organisation operates through two main departments: Chabibeh Sports and Chabibeh Youth. While Chabibeh Sports focuses on preparing and training sports teams for national competitions, Chabibeh Youth provides a supportive environment for youth to engage in cultural, social, and professional development activities. The club collaborates with European and Mediterranean organisations to implement youth exchanges, volunteering projects, and training workshops. Chabibeh Sporting Club is a member of the Anna Lindh Foundation and the Euromed Citizenship Network, highlighting its commitment to fostering youth participation and empowerment.

**Jordan Youth Innovation Forum Society** established in 2006 in Amman, is a non-governmental organisation dedicated to empowering Jordanian youth through leadership opportunities, training programs, and capacity-building initiatives. JYIF targets children and youth aged 5 to 25, with a focus on vulnerable groups such as girls, refugees, and the underprivileged. The organisation's main activities include sports sessions through partnerships like GAME Jordan, entrepreneurship support via the Street Sports



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Incubator, and platforms like Jordan Talks and Time for Tea for youth engagement and dialogue with decision-makers. Since 2013, JYIF has been actively collaborating on Erasmus+ projects, facilitating international exchanges and workshops to address youth challenges in MENA countries.

Together, these organisations form a diverse and complementary partnership, leveraging their unique strengths to address the challenges faced by young migrants and their supporters.

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## BEST PRACTICES

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## SPAIN



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## 1.1 Name of the Project

Name of the Project	
<b>Name:</b>	The Programa Jóvenes y Desarrollo (Young People and Development Program)
<b>When:</b>	The Programa Jóvenes y Desarrollo (Young People and Development Program) is a well-established initiative, 2 years
<b>Where:</b>	The project/initiative most likely takes place in Spain.
<b>Who:</b>	Jóvenes y Desarrollo (JyD) itself acts as the coordinating entity.
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. <b>Enhance Integration:</b> To facilitate the social, cultural, and economic integration of young migrants into Spanish society.</li> <li>2. <b>Promote Recognition of Skills:</b> To ensure that the skills and qualifications of young migrants are recognized and valued in the Spanish labour market.</li> <li>3. <b>Improve Employability:</b> To increase the employability of young migrants through tailored education, vocational training, and language courses.</li> <li>4. <b>Support Personal Development:</b> To provide support for the personal growth and development of young migrants, fostering their self-esteem and resilience.</li> <li>5. <b>Foster Inclusivity:</b> To promote a more inclusive society that respects and values diversity.</li> </ol>
<b>Stakeholders of the project:</b>	<p>Government Bodies</p> <p>Educational Institutions</p> <p>Non-Governmental Organisations (NGOs)</p> <p>Private Sector</p> <p>International Organizations</p> <p>Community and Migrant Associations</p> <p>Educational and Career Counsellors</p>



<p><b>Beneficiaries:</b></p>	<p><b>Programa Jóvenes y Desarrollo</b> is an initiative aimed at supporting the integration and development of young people, including migrants. The target group for this program primarily includes:</p> <ol style="list-style-type: none"> <li>1. Young Migrants</li> <li>2. Refugees and Asylum Seekers</li> <li>3. Unaccompanied Minors</li> <li>4. Young People from Vulnerable Communities</li> <li>5. Youth with Interrupted Education</li> </ol>
<p><b>Financing:</b></p>	<p><b>BUDGET - 9.682.758€</b></p> <p>The budget for <b>Programa Jóvenes y Desarrollo</b> typically includes funding from multiple sources, ensuring a robust financial base to support its wide range of activities. The budget can be categorised as follows:</p> <ol style="list-style-type: none"> <li>1. <b>Government Funding:</b> National, regional, and local government bodies allocate specific amounts to support the program. This includes: <ul style="list-style-type: none"> <li>o Ministry of Social Rights and 2030 Agenda</li> <li>o Autonomous Communities and Municipalities</li> </ul> </li> <li>2. <b>European Union Funds</b></li> <li>3. <b>Private Sector Contributions</b></li> <li>4. <b>International Organisations:</b> <ul style="list-style-type: none"> <li>o International Organization for Migration (IOM)</li> <li>o United Nations High Commissioner for Refugees (UNHCR)</li> </ul> </li> </ol>
<p><b>Description:</b></p>	<p>Programa Jóvenes y Desarrollo is a Spanish initiative designed to support young migrants in integrating into the Spanish labour market through education and vocational training. The program focuses on recognizing and validating the skills and qualifications that young migrants bring from their home countries, while also providing additional training to meet local market demands</p> <p><i>1. Initial Assessment and Skill Validation</i></p> <ul style="list-style-type: none"> <li>• Activities: <ul style="list-style-type: none"> <li>o Individual Interviews</li> <li>o Skill Assessment Tests</li> <li>o Credential Evaluation</li> </ul> </li> </ul>



	<p><i>2. Customized Training Programs</i></p> <ul style="list-style-type: none"> <li>Activities: <ul style="list-style-type: none"> <li>Language Courses</li> <li>Professional Courses</li> <li>Soft Skills Training</li> </ul> </li> </ul> <p><i>3. Career Guidance and Employment Support</i></p> <ul style="list-style-type: none"> <li>Activities: <ul style="list-style-type: none"> <li>Career Counseling</li> <li>Job Search Workshops</li> <li>Internship Placements</li> </ul> </li> </ul> <p><i>4. Cultural Orientation and Integration</i></p> <ul style="list-style-type: none"> <li>Activities: <ul style="list-style-type: none"> <li>Cultural Workshops</li> <li>Community Engagement</li> <li>Peer Support Groups</li> </ul> </li> </ul>
<b>Results achieved:</b>	<p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved language skills and professional competencies among young migrants.</li> <li>Increased recognition of foreign qualifications and skills.</li> <li>Enhanced employability and job placement rates for participants.</li> <li>Greater social integration and participation in community activities.</li> </ul>
<b>Innovation:</b>	<p><b>Programa Jóvenes y Desarrollo</b> stands out for its innovative approaches to upskilling young migrants, ensuring they can effectively integrate into the Spanish labour market. Here are the key innovative aspects of the initiative:</p>



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	<ol style="list-style-type: none"> <li>1. Holistic Skill Recognition and Validation System</li> <li>2. Tailored Educational Programs</li> <li>3. Integrated Language and Vocational Training</li> <li>4. Technological Tools for Job Matching.</li> <li>5. Collaborative Networks and Partnerships</li> <li>6. Mentorship and Peer Support Programs</li> <li>7. Monitoring and Evaluation</li> </ol> <p>Proyecto AECID 2023PRYC000435</p> <p>The project is mainly developed in the region of Tigray, which has suffered a two-year war of great intensity with a high number of deaths and other crimes against humanity, where many women have suffered severe abuse and violence.</p> <p>The project, with a strong gender component, aims to help these women overcome or cope with their trauma and rebuild their lives, as well as to provide training and tools to associations, civil servants and teachers to recognise and help people with trauma. These actions are carried out in five locations in Tigray.</p> <p>In addition, it has a national component of peace education and gender-based violence prevention, through awareness-raising in schools and the development of an educational module for secondary schools.</p>
<b>Empowerment:</b>	<p><b>Programa Jóvenes y Desarrollo</b> has been instrumental in empowering young migrants in Spain by addressing their unique needs and enhancing their potential for personal and professional growth. Below is a detailed description of the specific impact generated by the initiative in terms of empowerment:</p> <ol style="list-style-type: none"> <li>1. <i>Personal Empowerment</i></li> <li>2. <i>Educational Empowerment</i></li> <li>3. <i>Professional Empowerment</i></li> <li>4. <i>Economic Empowerment</i></li> <li>5. <i>Social Empowerment</i></li> <li>6. <i>Advocacy and Legal Empowerment</i></li> </ol>
<b>Website:</b>	<p><a href="https://jovenesydesarrollo.org/cooperacion/paz-igualdad-de-genero-y-resiliencia-de-la-mujer-en-etiofia/">https://jovenesydesarrollo.org/cooperacion/paz-igualdad-de-genero-y-resiliencia-de-la-mujer-en-etiofia/</a></p> <p><a href="https://jovenesydesarrollo.org/cooperacion-jyd/">https://jovenesydesarrollo.org/cooperacion-jyd/</a></p>



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<b>Contacts:</b>	<p>Sede Central Calle Lisboa, 4 (entrada por C/Ferraz, 81) 28008 Madrid</p> <p>Tel. +34 915 447 620 Fax +34 915 498 334</p>
<b>Picture:</b>	

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## 1.2 Name of the Project

Name of the Project	
<b>Name:</b>	Youth Guarantee Scheme (Sistema de Garantía Juvenil)
<b>When:</b>	It started 2018, and it is already in action
<b>Where:</b>	Spain, National level
<b>Who:</b>	<p>There isn't a single coordinating entity for the entire Spanish Youth Guarantee Scheme. The program involves collaboration between several entities:</p> <ul style="list-style-type: none"> <li>• <b>National Level:</b> The Ministry of Employment and Social Economy (Ministerio de Trabajo y Economía Social) has overall responsibility for the program's design and implementation in Spain <a href="https://www.mites.gob.es/">https://www.mites.gob.es/</a>.</li> <li>• <b>Regional Level:</b> The Spanish Public Employment Service (Servicio Estatal Público de Empleo - SEPE) plays a crucial role in managing the program at the regional level. SEPE offices handle registrations, needs assessments, and program delivery through its network of regional offices <a href="https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html">https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html</a>.</li> <li>• <b>Local Level:</b> In some cases, regional governments or local authorities might also be involved in program delivery, particularly regarding training programs or internship placements.</li> </ul>
<b>Objectives:</b>	<p><b>Guarantee an offer:</b> The program aims to ensure that all young people registered within the scheme receive a good quality offer of employment, continued education, an apprenticeship, or work experience within four months of finishing formal education or becoming unemployed.</p> <p><b>Improve qualifications:</b> The Youth Guarantee Plan Plus emphasises improving the skills and qualifications of young people to better equip them for the job market. This includes training programs and guidance on relevant skills development.</p> <p><b>Promote decent work:</b> The program strives to offer opportunities for decent work with fair pay and working conditions.</p>

<b>Stakeholders of the project:</b>	<p>The Youth Guarantee Scheme's success relies on collaboration between various stakeholders. Here's a breakdown of the key players:</p> <p><b>Public Sector:</b> Ministry of Labor and Social Economy (Ministerio de Trabajo y Economía Social) Spanish Public Employment Service (SEPE) Regional and Local Authorities</p> <p><b>Private Sector:</b> Companies and Employers' Associations Chambers of Commerce</p> <p><b>Education and Training Providers:</b> Universities, Vocational Training Schools, and Private Institutions Non-Governmental Organisations (NGOs) Social inclusion organisations Migrant support organizations Young People Program Participants</p>
<b>Beneficiaries:</b>	<p>The beneficiaries who actively participate in the program and are seeking employment, training, or apprenticeships.</p>
<b>Financing:</b>	<p>The Spanish Youth Guarantee Scheme is financed through a combination of sources:</p> <ul style="list-style-type: none"> <li>• <b>European Union (EU):</b></li> <li>• <b>Spanish Government:</b></li> </ul> <p><b>Finding Specific Budget Information:</b> Unfortunately, there isn't a single, easily accessible source for the exact budget breakdown of the Spanish Youth Guarantee Scheme. However, you can try these resources:</p> <ul style="list-style-type: none"> <li>• <b>Spanish Ministry of Labor and Social Economy Website:</b> This website might publish information on the overall budget allocated for youth employment programs, which would include the Youth Guarantee Scheme <a href="https://www.mites.gob.es/">https://www.mites.gob.es/</a>.</li> </ul>




<p><b>Description:</b></p>	<p><b>How it Works:</b></p> <ul style="list-style-type: none"> <li>• <b>Registration:</b> Young people interested in the program need to register with the Spanish Public Employment Service (SEPE) <a href="https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html">https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html</a>.</li> <li>• <b>Needs assessment:</b> Registered individuals go through a needs assessment to identify their skills, qualifications, and career goals.</li> <li>• <b>Personalised plan:</b> Based on the assessment, a personalised plan is developed that could include training courses, job search assistance, internship placements, or apprenticeship opportunities.</li> <li>• <b>Support network:</b> The program provides access to support services like career guidance, mentoring, and psychological support throughout the process.</li> </ul>
<p><b>Results achieved:</b></p>	<p><b>Benefits for Young People:</b></p> <ul style="list-style-type: none"> <li>• <b>Improved job prospects:</b> The program helps young people gain the skills and experience needed to find employment in the Spanish job market.</li> <li>• <b>Financial support:</b> Depending on the specific program chosen, financial aid might be available to cover training costs or living expenses during an internship.</li> <li>• <b>Guidance and support:</b> Young people receive personalised support and guidance throughout the process to help them achieve their career goals.</li> </ul>
<p><b>Innovation:</b></p>	<p>Innovative aspects that can be particularly helpful for their upskilling:</p> <ul style="list-style-type: none"> <li>• Focus on Needs Assessment</li> <li>• Integration with Recognition of Foreign Qualifications</li> <li>• Flexibility in Program Offerings</li> <li>• Potential for Collaboration with Migrant Support Organisations</li> </ul>
<p><b>Empowerment:</b></p>	<p>The Spanish Youth Guarantee Scheme empowers young people in several ways:</p> <ul style="list-style-type: none"> <li>• Increased Confidence</li> <li>• Enhanced Decision-Making</li> <li>• Improved Independence</li> <li>• Development of Transferable Skills</li> </ul>





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	<ul style="list-style-type: none"> <li>• Greater Agency</li> </ul>
<b>Website:</b>	<p>The Spanish Youth Guarantee Scheme (Sistema de Garantía Juvenil) unfortunately doesn't have a dedicated website.</p> <p>However, you can find information about the program through the following resources:</p> <ul style="list-style-type: none"> <li>• <b>Spanish Public Employment Service (SEPE):</b> This is the main governmental body responsible for the Youth Guarantee Scheme in Spain. Their website has a dedicated section on the program with information on registration, eligibility, and available support  <a href="https://www.sepe.es/HomeSepe/en/Personas/encontrar-trabajo/Garantia-Juvenil_Lectura-Facil/plan-garantia-juvenil-plus_Lectura-Facil.html">https://www.sepe.es/HomeSepe/en/Personas/encontrar-trabajo/Garantia-Juvenil_Lectura-Facil/plan-garantia-juvenil-plus_Lectura-Facil.html</a> (Spanish only).</li> </ul>
<b>Contacts:</b>	<ol style="list-style-type: none"> <li>1. <b>Spanish Public Employment Service (SEPE) Website:</b> The SEPE website is the central hub for information about the Youth Guarantee Scheme in Spain. It provides details on the program, eligibility criteria, and registration process. You can find the website (in English) here:  <a href="https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html">https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html</a></li> <li>2. <b>Contact your Local SEPE Office:</b> Spain's Public Employment Service operates through regional offices. SEPE website:  <a href="https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html">https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html</a></li> </ol>
<b>Picture:</b>	 <p><a href="https://www.sepe.es/HomeSepe/encontrar-trabajo/Garantia-Juvenil;sessionid=6F6614CA6387A9F0F948E793C5BD648F.prointera">https://www.sepe.es/HomeSepe/encontrar-trabajo/Garantia-Juvenil;sessionid=6F6614CA6387A9F0F948E793C5BD648F.prointera</a></p>



### 1.3 Name of the Project

Name of the Project	
<b>Name:</b>	PROYECTO CONVIVE
<b>When:</b>	During 2019
<b>Where:</b>	Murcia region
<b>Who:</b>	Murcia Acoge
<b>Objectives:</b>	<p><b>Proyecto CONVIVE</b>, an initiative by Murcia Acoge, aims to foster social inclusion and intercultural coexistence in the Region of Murcia, Spain. The project specifically targets the following objectives:</p> <ol style="list-style-type: none"> <li>1. <b>Promote Social Inclusion of Migrants</b></li> <li>2. <b>Enhance Intercultural Coexistence</b></li> <li>3. <b>Empower Migrants and Vulnerable Groups</b></li> <li>4. <b>Promote Intercultural Education</b></li> <li>5. <b>Strengthen Collaboration and Networking</b></li> </ol>
<b>Stakeholders of the project:</b>	<p><b>Core Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• <b>Murcia Acoge:</b> As the project developer, they play a central role in coordinating and implementing the project.</li> <li>• <b>Migrant Communities:</b> The project likely directly benefits migrant communities in Murcia, Spain.</li> </ul> <p><b>Additional Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Local and Regional Government Agencies</li> <li>• Educational Institutions</li> <li>• Businesses and Employers</li> <li>• NGOs and Civil Society Organizations</li> <li>• National Government Agencies</li> </ul>
<b>Beneficiaries:</b>	<p><b>Beneficiaries:</b></p> <ul style="list-style-type: none"> <li>• <b>Migrant women:</b> The project specifically targets migrant women, providing them with opportunities for empowerment, participation, and social inclusion.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Minors:</b> The project also includes activities and support services for migrant minors, focusing on their education, integration, and well-being.</li> <li>• <b>Local community:</b> The project aims to engage the wider local community in intercultural dialogue and activities, fostering mutual understanding and respect.</li> </ul>
<b>Financing:</b>	<p><b>Murcia Acoge Funding Sources:</b> Murcia Acoge likely receives funding from various sources, including:</p> <ul style="list-style-type: none"> <li>• Public grants: They might receive grants from the Spanish national government, regional government of Murcia, or local municipalities.</li> <li>• Private donations: Individuals and companies might donate to support their work.</li> <li>• Foundations: Foundations like "Fundación La Caixa" have previously collaborated with Murcia Acoge on projects related to migrant integration.</li> </ul> <p>Documents: <a href="https://murcia-acoge.com/documentacion/">https://murcia-acoge.com/documentacion/</a></p>
<b>Description:</b>	<p>The methodology used throughout the project was based on group work, participation and active listening, as well as on the presentation of the socio-economic and health situation in the countries of origin of the participants.</p> <p>and active listening, as well as the presentation of the socio-economic and health situation of the foreigners' countries of origin.</p> <p>foreigners.</p> <p>The actions have been divided into phases, as objectives have been achieved:</p> <ul style="list-style-type: none"> <li>• 1ST PHASE. Prioritisation of target groups.</li> <li>• 2nd PHASE: Campaign to disseminate the project to all the target groups.</li> <li>• 3rd STAGE: Working groups</li> <li>• 4th STAGE Evaluation</li> </ul>
<b>Results achieved:</b>	<p>40 people:</p> <p>Staff from Murcia and Cartagena City Councils.</p> <p>Health personnel from Primary Care in Cartagena and Lorca and from Rosell Hospital in Cartagena and Morales Meseguer Hospital in Murcia.</p> <p>Meseguer in Murcia.</p> <p>Members of the security forces of Cartagena City Council.</p>



	<a href="https://murcia-acoge.com/documentacion/">https://murcia-acoge.com/documentacion/</a>
<b>Innovation:</b>	<ul style="list-style-type: none"> <li>• <b>Focus on a Specific Migrant Group:</b> Perhaps Proyecto Diverso catered to a unique group of young migrants, such as those from a particular region, with specific skills or facing particular challenges in the upskilling process.</li> <li>• <b>Tailored Upskilling Methods:</b> The project might have offered innovative methods for upskilling young migrants, such as using gamification, mobile learning platforms, or culturally sensitive approaches.</li> <li>• <b>Collaboration with Businesses:</b> Maybe the project involved collaboration with local businesses to create upskilling programs directly linked to labour market needs and potential job opportunities.</li> <li>• <b>Promoting Intercultural Exchange:</b> The project could have had an innovative focus on promoting intercultural exchange during the upskilling process, fostering communication and understanding between young migrants and native youth.</li> </ul>
<b>Empowerment:</b>	<ul style="list-style-type: none"> <li>• <b>Increased Knowledge</b></li> <li>• <b>Improved Skills</b></li> <li>• <b>Social Networks</b></li> <li>• <b>Advocacy Training</b></li> </ul> <p><b>General Impact on Empowerment:</b> By focusing on knowledge, skills development, social connections, and advocacy, Proyecto Diverso would have likely aimed to empower migrants in several ways:</p> <ul style="list-style-type: none"> <li>• <b>Increased Self-Confidence:</b> Gaining knowledge, skills, and social connections can boost self-confidence and a sense of agency among migrants.</li> <li>• <b>Greater Participation:</b> Empowered migrants are more likely to participate actively in society, seek employment, access services, and advocate for their rights.</li> <li>• <b>Improved Integration:</b> Empowerment can contribute to a smoother integration process for migrants into Spanish society</li> </ul>
<b>Website:</b>	<a href="https://murcia-acoge.com/">https://murcia-acoge.com/</a> <a href="https://murcia-acoge.com/proyecto-convive/">https://murcia-acoge.com/proyecto-convive/</a> <a href="https://murcia-acoge.com/documentacion/">https://murcia-acoge.com/documentacion/</a>



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<b>Contacts:</b>	DELEGACIÓN MURCIA Teléfono: 968271652 Email: murcia.nodiscriminacion@redacoge.org Dirección: Calle Alberto Sevilla, Local 5, Bloque 1, Esc. 5. C.P. 30011, Murcia.
<b>Picture:</b>	

<https://murcia-acoge.com/proyecto-convive/>

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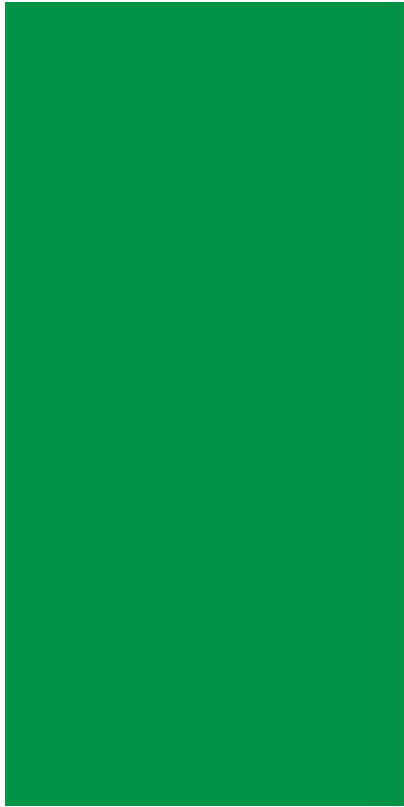




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## ITALY



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## 2.1 Innovation Bootcamp

Innovation Bootcamp	
<b>Name:</b>	Innovation Bootcamp
<b>When:</b>	June-July 2016
<b>Where:</b>	Centro SELISI and the spaces of the city of Treviso
<b>Who:</b>	Prefecture of Treviso and Ca' Foscari University of Venice
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Facilitate networking opportunities among companies, public bodies, associations, and cooperatives in the Veneto provinces to identify and promote innovative ideas.</li> <li>Transfer of Skills and Methods, providing young people, including those with migrant backgrounds, with skills and methodologies for sustainable innovation with a significant social impact.</li> <li>Address social inclusion challenges while fostering a sense of belonging and empowerment aiming to equip young people, including migrants, with the necessary skills and resources to actively participate in societal development and integration efforts, ultimately contributing to a more inclusive and resilient community.</li> </ul>
<b>Stakeholders of the project:</b>	<ul style="list-style-type: none"> <li>Treviso Campus of Ca' Foscari University (Interdepartmental Center "School in Economics, Languages and Entrepreneurship for International Exchanges" (SELISI)).</li> <li>Treviso Municipality;</li> <li>CNA;</li> <li>Iglesias Foundation;</li> <li>Confindustria Veneto;</li> <li>Confartigianato Treviso;</li> </ul>



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	<ul style="list-style-type: none"> <li>• CISCO;</li> <li>• Cooperativa La Esse;</li> <li>• PigrecoT: the Entrepreneur Club.</li> </ul>
<b>Beneficiaries:</b>	40 young people, including 5 asylum seekers hosted by CAS with a university degree or enrolled in university)
<b>Financing:</b>	/
<b>Description:</b>	<p>The 2016 edition of the Urban Innovation BootCamp embarked on a mission to address pressing societal challenges, including the influx of migrants, youth unemployment, and social exclusion. With a focus on accessibility and social inclusion across various domains such as culture, tourism, hospitality, and integration, the BootCamp aimed to innovate solutions that fostered economic, social, and sustainability improvements.</p> <p>Selected from a pool of 66 applications, a diverse cohort of 40 graduates and undergraduates aged 19 to 26, representing multiple disciplines from universities like Ca' Foscari University of Venice, University of Trento, University of Padua, and University of Vicenza, formed the core group. Additionally, in collaboration with the Prefecture of Treviso and local organisations like Nova Marghera, Caritas Treviso, and Cooperativa Gea, the BootCamp welcomed five young asylum seekers from Nigeria, Pakistan, and Ghana, each bringing unique skills and backgrounds.</p> <p>Held from June 20 to July 29, 2016, in Treviso, the BootCamp facilitated collaborative work in teams of 4 to 5 individuals, with a commitment of 20 hours per week. Through immersive experiences and innovative methodologies, participants engaged in a variety of activities aimed at identifying and accelerating innovative ideas. Notably, the BlueWave event, a 24-hour intensive session held at the Fornace di Asolo, provided a platform for accelerating selected ideas. During this event, asylum seekers actively contributed their insights and expertise, enriching the collaborative process and leading to the development of more robust and inclusive solutions.</p> <p>The BootCamp's approach emphasised active participation, mutual learning, and practical skill development, fostering a culture of</p>





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	<p>innovation and collaboration. By providing a conducive environment for upskilling and knowledge exchange, the initiative empowered migrants and young participants alike, enabling them to contribute meaningfully to societal development and integration efforts. Through these efforts, the BootCamp aimed to fulfil its ultimate objective of better supporting the social inclusion of migrants while driving positive socio-economic change within the community.</p>
<b>Results achieved:</b>	<p>The second edition of The Urban Innovation BootCamp, hosted by Ca' Foscari University, showcased remarkable outcomes, aligning with the overarching objective of upskilling young people with migrant backgrounds to enhance social inclusion. In a span of 6 weeks, 44 participants, organised into multidisciplinary teams, successfully developed 4 innovative ideas addressing diverse societal challenges: "Beescover": an e-commerce platform promoting local excellence; "Veasyt-live!" introduced an online video-interpreting service featuring 150 professional interpreters proficient in 25 languages, facilitating communication accessibility for migrants and locals alike; "Open Resources," focused on fair and sustainable urban regeneration, envisioning a prototype of coworking and cohousing spaces. Supported by the La Esse cooperative, this project aimed to address housing renovation challenges while providing employment opportunities for unemployed and migrant youth; "Bike Help" aimed to enhance cyclist comfort and health by providing low environmental impact modules along cycle paths outside the city, offering services such as water dispensers, repair kits, and electrical sockets for mobile phone charging.</p> <p>These projects not only offer tangible solutions to pressing societal issues but also exemplify the innovative spirit and collaborative efforts of the BootCamp participants. Importantly, the financial support from partners and funders ensures the potential realisation of these initiatives, further contributing to societal advancement and inclusion.</p> <p>Furthermore, the participation of asylum seekers in the BootCamp resulted in significant empowerment and upskilling. Beyond acquiring technical skills relevant to their fields, they developed essential soft skills including critical thinking, problem-solving, and project management. Moreover, the collaborative environment fostered a sense of belonging and confidence among them, facilitating their integration into the broader community.</p>

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	<p>Additionally, the asylum seekers benefited from enhanced social capital and networks, forging meaningful connections with diverse peers and professionals. These connections not only expand their opportunities for future employment and engagement but also contribute to their overall social and professional development.</p>
<b>Innovation:</b>	<p>The Urban Innovation BootCamp in its 2016 edition took a bold step towards addressing pressing socio-economic challenges faced by our society, including the integration of migrants. By embracing the issues of accessibility and social inclusion, the BootCamp aimed to harness the innovative potential of young minds to tackle these complex issues head-on.</p> <p>Among the cohort of 45 participants, a group of 5 young asylum seekers, hailing from Nigeria, Pakistan, and Ghana, joined the program. These individuals brought diverse academic backgrounds ranging from environmental health, computer engineering, mechanical engineering, physical education, to nursing.</p>
<b>Empowerment:</b>	<p>The Urban Innovation BootCamp, through its interdisciplinary approach and focus on entrepreneurship with high social impact, has served as a catalyst for empowering migrants, particularly asylum seekers and refugees. By responding to the specific needs of the territory, such as integration challenges faced by migrants and tourism development, the BootCamp has effectively addressed real-world issues while providing valuable opportunities for personal and professional growth.</p> <p>Alessandra Scroccaro, a PhD specialising in Smart City and Urban Innovation at Ca' Foscari, highlights the proactive stance of the BootCamp in addressing the integration needs of asylum seekers and refugees identified by the Prefecture of Treviso. Additionally, by collaborating with local authorities and stakeholders, such as the mayor for tourism, the BootCamp has demonstrated its commitment to fostering inclusive economic development.</p> <p>The BootCamp has served as a platform for challenging stereotypes and promoting inclusivity. By emphasising the belief that all individuals, regardless of their background, can contribute positively to society, the BootCamp encourages a shift in mindset from viewing migrants as a problem to recognizing them as valuable resources. This inclusive</p>

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	<p>approach not only benefits migrants by fostering their sense of agency and dignity but also enriches the broader community by leveraging the diverse talents and perspectives they bring.</p> <p>"The BootCamp also serves to break down any preconceptions. We believe that all people can be a resource and not a problem," explains Scroccaro</p>
<b>Website:</b>	<ul style="list-style-type: none"> <li>• <a href="https://tribunatreviso.gelocal.it/treviso/cronaca/2016/10/02/news/e-commerce-e-laboratori-per-accoglienza-e-turismo-1.14193061">https://tribunatreviso.gelocal.it/treviso/cronaca/2016/10/02/news/e-commerce-e-laboratori-per-accoglienza-e-turismo-1.14193061</a></li> <li>• <a href="https://www.unive.it/pag/14024/?tx_news_pi1%5Bnews%5D=913&amp;cHash=dd678c824e08bc608bae763dd0130ed7">https://www.unive.it/pag/14024/?tx_news_pi1%5Bnews%5D=913&amp;cHash=dd678c824e08bc608bae763dd0130ed7</a></li> <li>• <a href="https://www.interno.gov.it/it/notizie/sfida-innovativa-treviso-integrazione-dei-migranti">https://www.interno.gov.it/it/notizie/sfida-innovativa-treviso-integrazione-dei-migranti</a></li> <li>• <a href="https://www.prefettura.it/FILES/AllegatiPag/1142/Rapporto_annuale_Buone_Pratiche_di_Accoglienza_Italia_31_maggio_2017.pdf">https://www.prefettura.it/FILES/AllegatiPag/1142/Rapporto annuale Buone Pratiche di Accoglienza Italia 31 maggio 2017.pdf</a></li> </ul>
<b>Contacts:</b>	<p><b>Università Ca' Foscari</b></p> <p>Dorsoduro 3246, 30123 Venezia PEC <a href="mailto:protocollo@pec.unive.it">protocollo@pec.unive.it</a></p>
<b>Picture:</b>	<a href="https://www.youtube.com/watch?v=cUeVL7y00wg">https://www.youtube.com/watch?v=cUeVL7y00wg</a>

## 2.2 SKILLS FOR YOUTH



SKILLS FOR YOUTH	
<b>Name:</b>	Skills for Youth. Orientamento al lavoro per MSA e giovani migranti rifugiati in Italia
<b>When:</b>	1/11/2023-31/10/2024
<b>Where:</b>	Italy
<b>Who:</b>	<ul style="list-style-type: none"> <li>• Unicef</li> <li>• Junior Achievement Italia</li> </ul>
<b>Objectives:</b>	Support young migrants in their who need to be guided through the stages of job placement and skills development. More specifically: learn how to create a CV, identify one's professional goals, documents and legal requirements and make the right moves to enter the job market.
<b>Stakeholders of the project:</b>	<ul style="list-style-type: none"> <li>• Unicef</li> <li>• Italian Ministry of Labour and Social Policy</li> </ul>
<b>Beneficiaries:</b>	<ul style="list-style-type: none"> <li>• Unaccompanied foreign minors</li> <li>• Young refugees</li> <li>• Communities where these young people want to integrate</li> <li>• Migrant Centers (CAS)</li> </ul>
<b>Financing:</b>	PROTECT programme (2022-2024), funded by the European Commission through the Asylum, Migration and Integration Fund (FAMI).
<b>Description:</b>	The project lead by UNICEF, in partnership with Junior Achievement Italy and with the SAI (Sistema di Accoglienza e Integrazione) network, offered training courses and tools for the development of transversal skills and vocational orientation of MSNAs, young migrants and refugees in reception facilities and CPIAs (Centri Provinciali per l'Istruzione degli Adulti) throughout Italy.

	<p>The starting point of the Skills4YOUth project was the identification of adolescents between the ages of 15 and 24 through cooperation with the reception facilities and centres of the SAI network, as well as the CPIAs. Participatory workshops are offered to them in a PBL (Project Based on Learning) perspective: in this way, facilitation was offered in the phases of orientation and job placement in a particularly complex context.</p> <p>The project promoted different initiatives such as training courses based on: essential documents and requirements; technical and transversal competences; guidance through personal professional objectives; information about training and job placement in Italy; regular employment rights; correct CV compilation; job interview simulation; development of social-emotional skills to work in groups, share one's own emotions and understand those of others.</p> <p>The project also produced a Vademecum, an e-course and an "Adolescent kit for expression and innovation".</p>
<b>Results achieved:</b>	<ul style="list-style-type: none"> <li>• 2843 trained young people;</li> <li>• 340 involved local entities;</li> <li>• Vademecum for guiding the young migrants in the job market (<a href="https://www.datocms-assets.com/30196/1685606385-u-e-23-vadem-ita-esec-web.pdf">https://www.datocms-assets.com/30196/1685606385-u-e-23-vadem-ita-esec-web.pdf</a>)</li> <li>• Adolescent kit for Expression and Innovation (<a href="https://www.adolescentkit.org/">https://www.adolescentkit.org/</a>).</li> </ul>
<b>Innovation:</b>	<p>The innovative aspect of this initiative concerns the target group and how to approach it. Specifically, the project makes direct contact with the reception centres, informs and guides the young people with regard to job and training opportunities in the area, enabling them to become aware not only of what opportunities are available, but also to understand which paths are closest to their own interests and skills.</p>
<b>Empowerment:</b>	<p>Young people are accompanied and supported in understanding what is on offer in the area and can, starting with an analysis of their own needs and abilities, find their way into training and work opportunities that align with their own inclinations. Young people are enabled to</p>



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	understand how to develop their potential and, more important, to understand their rights.
Website:	<ul style="list-style-type: none"><li>• <a href="https://www.unicef.it/media/skills4youth-il-percorso-di-orientamento-al-lavoro-per-adolescenti-e-giovanimigranti/">https://www.unicef.it/media/skills4youth-il-percorso-di-orientamento-al-lavoro-per-adolescenti-e-giovanimigranti/</a></li><li>• <a href="https://www.jaitalia.org/programma/skills4youth/">https://www.jaitalia.org/programma/skills4youth/</a></li></ul>
Contacts:	/
Picture:	 

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## 2.3 Futurae - Imprenditori Extraordinari

Futurae - Imprenditori Extraordinari	
<b>Name:</b>	Futurae - Imprenditori Extraordinari
<b>When:</b>	12/2022-12/2024
<b>Where:</b>	Bari, Milan, Lodi Monza e Brianza, Pavia, Rome, Turin, and Verona, Italy.
<b>Who:</b>	<ul style="list-style-type: none"> <li>Italian Ministry of Labour and Social Policies (Ministero del Lavoro e delle Politiche Sociali);</li> <li>UnionCamere;</li> <li>Chambers of Commerce.</li> </ul>
<b>Objectives:</b>	<p>The Futurae aim is to promote migrants entrepreneurship by supporting their access to services, tools, information and awareness raising activities in the field. More specifically, the project objectives are:</p> <ul style="list-style-type: none"> <li>Promote migrant citizens' access to the Chambers of Commerce, with the help of migrants' associations and associations working in favour of migrants;</li> <li>Recognize the entrepreneurial potential of migrants and their aptitude for entrepreneurial development;</li> <li>Promote the establishment of new migrant enterprises or the start-up of self-employment, self-employment and freelance activities by migrants through orientation, training and start-up coaching, with special attention to women's participation;</li> <li>Support migrant entrepreneurs and women entrepreneurs in accessing credit, also through accompanying services to financing opportunities at national, regional and local level and activities to raise awareness of credit institutions;</li> <li>Implementing knowledge tools on migrant entrepreneurship.</li> </ul>



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<b>Stakeholders of the project:</b>	<ul style="list-style-type: none"> <li>• UnionCamere;</li> <li>• Chambers of Commerce;</li> <li>• Ministero del Lavoro e delle Politiche Sociali;</li> <li>• Association and entities supporting people with migrant backgrounds.</li> </ul>
<b>Beneficiaries:</b>	<ul style="list-style-type: none"> <li>• People with migrant background;</li> <li>• Association and entities supporting people with migrant backgrounds;</li> <li>• Local communities.</li> </ul>
<b>Financing:</b>	1.5 million from the Italian National Fund for Migration Policies
<b>Description:</b>	<p>Futurae project is promoted by the Ministry of Labour and Social Policies and implemented by Unioncamere and the Chambers of Commerce to accompany the birth and growth of enterprises and self-employment activities of migrant citizens. It offers orientation, training and start-up support through information, awareness-raising, dedicated services and tools. The project aim is to recognize the entrepreneurial potential of migrants and their aptitude for entrepreneurial career development.</p> <p>In the framework of entrepreneurial careers for migrants, Futurae supports access to credit, guiding and accompanying national, regional and local financing opportunities. The project is conceived as an integrated initiative to support the development of entrepreneurship and self-employment of migrants through actions that also favour generational change.</p> <p>The direct addresses are both people with a migratory background (including second generations), without age limits, also employed, legally present in Italy and motivated to a path of entrepreneurship and self-employment and freelance work, and migrant owners of businesses and self-employment activities already active in the territories.</p> <p>The project envisages:</p>





	<ul style="list-style-type: none"> <li>the creation of a network of actors, representing potential stakeholders on the topic of economic integration of migrants;</li> <li>the profiling and selection of first- and second-generation migrants with an inclination towards entrepreneurship and self-employment for orientation and assessment of entrepreneurial propensity and personal self-employment;</li> <li>the enhancement of migrants' technical, organisational, business and regulatory skills with respect to the Italian economic-entrepreneurial context;</li> <li>accompanying paths for the development of the Business Plan;</li> <li>support for the creation of new enterprises or self-employment activities by migrants.</li> </ul>
<b>Results achieved:</b>	/
<b>Innovation:</b>	<p>The innovation of the project concerns the investment of economic resources in the development of entrepreneurial ideas and skills among people with a migrant background, of all ages.</p> <p>The project is set in the Italian context, a landscape in which generational turnover seems increasingly difficult to see on the horizon due to an ageing population and the increasingly pressing need to integrate young migrants and refugees into Italian society. Through this type of initiative, migrants are integrated into the economic market with the opportunity to develop their potential on the one hand and represent real resources for the Italian economy on the other.</p>
<b>Empowerment:</b>	Individuals interested in developing a business idea are taken on a path that equips them with skills and resources to realise their ambitions.
<b>Website:</b>	<a href="https://www.unioncamere.gov.it/promozione-e-assistenza-alle-imprese/imprenditoria-di-migranti-progetto-futurae-seconda-edizione">https://www.unioncamere.gov.it/promozione-e-assistenza-alle-imprese/imprenditoria-di-migranti-progetto-futurae-seconda-edizione</a> <a href="https://www.facebook.com/progettofuturae/about">https://www.facebook.com/progettofuturae/about</a> <a href="https://www.unioncamere.gov.it/sites/default/files/Promozione.%20as.s.supporto%20imprese/Futurae/Folder_ITA_generico_def.pdf">https://www.unioncamere.gov.it/sites/default/files/Promozione.%20as.s.supporto%20imprese/Futurae/Folder_ITA_generico_def.pdf</a>



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Contacts:	<a href="mailto:unioncamere@cert.legalmail.it">unioncamere@cert.legalmail.it</a>
Picture:	<div>  <b>IMPRENDITORI EXTRAORDINARI</b>   </div>

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## LEBANON



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### 3.1 STEAM Education

STEAM Education	
<b>Name:</b>	STEAM Education: A Key to Higher Education for Vulnerable Syrian and Lebanese Youth
<b>When:</b>	April 15, 2022 - June 15, 2023
<b>Where:</b>	Saadnayel and Bar Elias, Bekaa, Lebanon
<b>Who:</b>	Kayany Foundation; HOPES-LEB
<b>Objectives:</b>	<p>STEAM education: A key to access Higher Education for vulnerable Syrian and Lebanese youth aims to strengthen the pipeline to Higher Education for Syrian refugees and vulnerable Lebanese students (ages 15-22) through the creation of a makerspace (STEAM Lab).</p> <p>The project seeks to</p> <ul style="list-style-type: none"> <li>• Limit the risk of drop out from secondary education and supporting access to higher education to Syrian refugee and vulnerable Lebanese youth by providing STEAM education and support</li> <li>• Improve transferable skills and facilitating access to labour market by enhancing the critical thinking of the students and develop 21st century skills such analytical skills, problem solving skills, digital fabrication, manufacturing, electronics and coding micro-controllers</li> <li>• Improve the capacity of secondary level science educators</li> </ul>
<b>Stakeholders of the project:</b>	Kayany Foundation, Young Makers, Lebanese public schools, local science and maths teachers
<b>Beneficiaries:</b>	<ul style="list-style-type: none"> <li>• 120 Syrian and Lebanese students aged 15-22 from secondary public schools.</li> </ul>



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	<ul style="list-style-type: none"> <li>20 middle and secondary science and maths teachers in the Bekaa area</li> </ul>
<b>Financing:</b>	<p>Budget: €59,858</p> <p>European Union</p>
<b>Description:</b>	<p>To achieve the project's objectives, the following activities WERE implemented:</p> <ul style="list-style-type: none"> <li>Establishing two STEAM labs called the "Young Makers Labs" to serve Syrian refugee and vulnerable Lebanese youth at Kayany's Middle Schools in Saadnayel and Bar Elias.</li> <li>STEAM curriculum design to enhance and modernise Kayany's sciences and maths program</li> <li>Training of Teachers ToT for science and mathematics teachers at Kayany's middle schools</li> <li>Students Outreach and registration</li> <li>Delivery of courses and workshops. The duration of each cycle will be three months targeting 30 students per cycle. Each cycle will comprise a total of 24 days, each day will be 3 hours of training.</li> <li>STEAM courses and blended into Lebanese curriculum with 120 students</li> <li>3D skills and 3d printing courses with 60 students</li> </ul> <p>Electronics and coding micro-controllers with 60 students</p>
<b>Results achieved:</b>	<ul style="list-style-type: none"> <li><b>Student Participation:</b> 120 students participated in the STEAM education program, divided into four training cycles. Each cycle included 30 students, reflecting strong engagement and sustained interest.</li> <li><b>Teacher Training:</b> 20 science and maths teachers received training, enhancing their capability to deliver STEAM subjects effectively.</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Training Cycles:</b> Four distinct cycles of STEAM training were completed, each lasting three months. This structure allowed for in-depth learning and skill development over a significant period.</li></ul> <p><b>Qualitative Results:</b></p> <ul style="list-style-type: none"><li>• <b>Enhanced Critical Thinking:</b> Students demonstrated improved problem-solving and analytical skills, crucial for academic success and future careers.</li><li>• <b>Increased Engagement:</b> The hands-on, practical nature of the STEAM Labs and projects led to higher student motivation and engagement in their studies.</li><li>• <b>Practical Application:</b> Students used their new skills to develop projects addressing real-world challenges, which helped solidify their learning and provided practical benefits.</li></ul>
<b>Innovation:</b>	<p><b>Establishment of STEAM Labs (Young Makers Labs):</b></p> <ul style="list-style-type: none"><li>• <b>Hands-On Learning:</b> The creation of STEAM Labs provided a dedicated space for practical, hands-on learning, allowing students to engage directly with technology and tools. This approach contrasts with traditional, theoretical learning and fosters a deeper understanding of STEAM subjects.</li></ul> <p><b>Curriculum Modernization:</b></p> <ul style="list-style-type: none"><li>• <b>Integration with Existing Curriculum:</b> By integrating STEAM courses into the existing Lebanese curriculum, the project ensured that students received modern, relevant education that complemented their regular studies. This approach helped bridge the gap between traditional and contemporary educational methods.</li></ul> <p><b>Practical, Project-Based Learning:</b></p>




	<ul style="list-style-type: none"> <li>• <b>Real-World Problem Solving:</b> Students worked on projects that addressed real-world challenges, such as developing solutions for issues they face or creating products they need. This focus on practical application enhanced their learning experience and provided tangible benefits.</li> </ul> <p><b>Teacher Training and Capacity Building:</b></p> <ul style="list-style-type: none"> <li>• <b>Enhanced Teaching Methods:</b> The project's focus on training teachers in modern STEAM methods led to improved instructional techniques, which can have a long-lasting impact on their teaching practices.</li> </ul>
<b>Empowerment:</b>	<p><b>Student Empowerment:</b></p> <ul style="list-style-type: none"> <li>• <b>Skill Development:</b> The STEAM education program equipped students with valuable 21st-century skills, such as critical thinking, problem-solving, coding, and digital fabrication. These skills are crucial for accessing higher education and future employment opportunities.</li> <li>• <b>Increased Confidence:</b> By successfully completing projects and learning new skills, students gained confidence in their abilities. This empowerment helps them pursue further education and career paths with a stronger sense of self-efficacy.</li> <li>• <b>Practical Benefits:</b> Students had the opportunity to create products or solutions for challenges they face, which not only enhanced their learning but also provided practical benefits, such as creating affordable solutions or generating income.</li> </ul> <p><b>Teacher Empowerment:</b></p> <ul style="list-style-type: none"> <li>• <b>Enhanced Teaching Skills:</b> Teachers gained new methodologies and techniques for delivering STEAM education, improving their overall teaching effectiveness.</li> </ul>





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	<p>This professional development enhances their ability to engage and inspire students.</p> <ul style="list-style-type: none"> <li>• <b>Long-Term Impact:</b> The skills and knowledge acquired through the training are likely to have a long-term impact on teachers' professional practices, benefiting future students and contributing to the broader educational community.</li> </ul>
<b>Website:</b>	<a href="https://www.hopes-madad.org/projects/steam-education-a-key-to-access-higher-education-for-vulnerable-syrian-and-lebanese-youth/">https://www.hopes-madad.org/projects/steam-education-a-key-to-access-higher-education-for-vulnerable-syrian-and-lebanese-youth/</a>
<b>Contacts:</b>	<p>Teddy Abou Rjeily, Grant &amp; Project Manager, Kayany Foundation</p> <p><a href="https://www.linkedin.com/in/teddyabourjeily/">https://www.linkedin.com/in/teddyabourjeily/</a>   <a href="https://kayany-foundation.org/home">https://kayany-foundation.org/home</a></p>
<b>Picture:</b>	 <p>Reference: <a href="https://kayany-foundation.org/videos">https://kayany-foundation.org/videos</a></p>



### 3.2 CHASE

CHASE	
<b>Name:</b>	CHASE - Capable, Hopeful, Accepted, Safe and Engaged Youth in Lebanon
<b>When:</b>	February 2022 - July 2024
<b>Where:</b>	North Lebanon and Bekaa, Lebanon
<b>Who:</b>	Danish Refugee Council (DRC) with partners Novo Nordisk Foundation, Al Majmoua, Fairtrade Lebanon
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Enhance social and economic empowerment and self-reliance for young Syrian refugees and conflict-affected youth in Lebanon.</li> <li>Provide safe spaces for technical skills training.</li> <li>Offer mentorship.</li> <li>Build community cohesion through social activities.</li> <li>Alleviate pressure on basic needs and access to social and protection services.</li> </ul>
<b>Stakeholders of the project:</b>	Danish Refugee Council (DRC), Novo Nordisk Foundation, Al Majmoua, Fairtrade Lebanon
<b>Beneficiaries:</b>	720 vulnerable youth and their families in North Lebanon and Bekaa
<b>Financing:</b>	Funded by Novo Nordisk Foundation
<b>Description:</b>	<ul style="list-style-type: none"> <li>Social Protection: Support for families to alleviate basic needs.</li> <li>Livelihoods Promotion: Technical skills training and mentorship.</li> <li>Financial Inclusion: Building financial capacity.</li> <li>Social Empowerment: Social activities to foster community cohesion.</li> </ul>



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	<ul style="list-style-type: none"> <li>Methodologies: Holistic approach based on the Graduation Approach, which aims to address immediate needs and build long-term self-reliance.</li> </ul>
<b>Results achieved:</b>	<p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>Reached 720 youth and their families from February 2022 to July 2024.</li> </ul> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>Increased sense of safety and protection.</li> <li>Enhanced self-reliance and confidence.</li> <li>Improved community engagement and hope for the future.</li> </ul>
<b>Innovation:</b>	<p><b>Graduation Approach:</b> This approach combines immediate support with long-term capacity building, addressing both immediate needs and fostering sustainable self-reliance through structured pillars: Social Protection, Livelihoods Promotion, Financial Inclusion, and Social Empowerment.</p>
<b>Empowerment:</b>	<p><b>Youth Empowerment:</b> Increased confidence and self-reliance through technical training and mentorship.</p> <p><b>Community Empowerment:</b> Enhanced community cohesion and engagement through social activities.</p> <p><b>Family Support:</b> Reduced pressure on families by addressing basic needs and providing access to services.</p>
<b>Website:</b>	<p><a href="https://pro.drc.ngo/what-we-do/innovation-and-climate-action/youth-empowerment/chase-capable-hopeful-accepted-safe-and-engaged-youth-in-lebanon/">https://pro.drc.ngo/what-we-do/innovation-and-climate-action/youth-empowerment/chase-capable-hopeful-accepted-safe-and-engaged-youth-in-lebanon/</a></p>
<b>Contacts:</b>	<p>Jakob Illemaann Myschetzky, Advisor, Youth in Displacement, jakob.myschetzky@drc.ngo</p>



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Reference:  
<https://drc.ngo/where-we-work/middle-east/lebanon/>

Picture:



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### 3.3 Generation of Innovation Leaders (GIL)

Generation of Innovation Leaders (GIL)	
<b>Name:</b>	Generation of Innovation Leaders (GIL)
<b>When:</b>	Start: 2016
	End: Ongoing
<b>Where:</b>	Various regions across Lebanon, including Beirut, Tripoli, Nabatieh, and others
<b>Who:</b>	Coordinating Entity: UNICEF Lebanon
	Implementing Partners: INJAZ Lebanon, Nawaya Network, DOT Lebanon
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Increase access to technical and vocational training for Lebanese and non-Lebanese youth</li> <li>• Develop entrepreneurial and digital skills</li> <li>• Improve professional readiness and employability</li> </ul>
<b>Stakeholders of the project:</b>	UNICEF Lebanon INJAZ Lebanon Nawaya Network DOT Lebanon Local stakeholders and community organisations
<b>Beneficiaries:</b>	Target group: Lebanese and non-Lebanese youth aged 17-25, particularly those in rural and marginalised areas
<b>Financing:</b>	Budget: Funded by the Kingdom of Netherlands, the German Embassy of Beirut, and the Andan Foundation
<b>Description:</b>	The GIL program involves setting up Innovation Labs in various regions, providing youth with access to co-working spaces, training workshops, and digital tools. The program offers:



	<p>Design Thinking training</p> <ul style="list-style-type: none"> <li>• Business Development training</li> <li>• Incubation and Seed Funding for viable projects</li> <li>• Post-incubation support through mentorship and referrals to competitions and further opportunities</li> </ul>
Results achieved:	<ul style="list-style-type: none"> <li>• <b>Reach and Engagement:</b> Since its inception, the GIL program has reached over 12,000 youth across Lebanon, providing them with essential skills and opportunities to engage in entrepreneurial and technological activities (INVEST INVOLVE INSPIRE   Injaz Lebanon) (<a href="#">INVEST INVOLVE INSPIRE   Injaz Lebanon</a>).</li> <li>• <b>Innovation Labs:</b> Established 13 Innovation Labs across various regions in Lebanon. These labs have become vital community hubs where youth can access resources, collaborate on projects, and receive training (INVEST INVOLVE INSPIRE   Injaz Lebanon) (<a href="#">INVEST INVOLVE INSPIRE   Injaz Lebanon</a>)</li> <li>• <b>Youth-Led Projects:</b> The program has supported the development of numerous youth-led projects. Over 600 small businesses and enterprises have been launched or supported through GIL's training and incubation phases (<a href="#">Nawaya</a>).</li> <li>• <b>Female Empowerment:</b> A significant portion of the supported enterprises are female-led, contributing to gender equality and empowering young women in Lebanon (<a href="#">Nawaya</a>).</li> <li>• <b>Employment and Economic Impact:</b> Many of the youth trained through GIL have reported improved employability and income-generating opportunities. Approximately 943 enterprises have generated revenue within six months post-program, demonstrating the program's effectiveness in fostering sustainable economic development (<a href="#">Nawaya</a>).</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Mentorship and Networking:</b> GIL has provided extensive mentorship opportunities, connecting youth with industry professionals and peers. This network has facilitated ongoing support and access to local, regional, and international competitions, further enhancing the youth's professional growth (INVEST INVOLVE INSPIRE   Injaz Lebanon) (<a href="#">Nawaya</a>).</li></ul>
<b>Innovation:</b>	<p>The GIL program introduces several innovative approaches to empower young people in Lebanon:</p> <ul style="list-style-type: none"><li>• <b>Innovation Labs:</b> These labs are equipped with digital manufacturing technologies and serve as hubs for creativity, learning, and collaboration. They provide youth with the tools and space to prototype new products, develop digital solutions, and foster entrepreneurial ideas. This hands-on, tech-forward approach ensures that participants gain practical skills that are highly relevant in today's job market (INVEST INVOLVE INSPIRE   Injaz Lebanon) (<a href="#">INVEST INVOLVE INSPIRE   Injaz Lebanon</a>).</li><li>• <b>Design Thinking and Business Development Training:</b> The structured training programs focus on fostering innovative thinking and practical business skills. By emphasising design thinking, the program encourages participants to approach problems creatively and develop user-centred solutions. The business development training further refines these ideas into viable business models, promoting sustainability and real-world applicability (<a href="#">Nawaya</a>).</li><li>• <b>Mentorship and Networking Opportunities:</b> GIL connects youth with industry professionals and mentors who provide guidance, support, and insights. This network helps young entrepreneurs navigate the challenges of starting and growing a business, offering valuable connections and resources that would otherwise be difficult to access (<a href="#">INVEST INVOLVE INSPIRE   Injaz Lebanon</a>).</li></ul>





<p><b>Empowerment:</b></p>	<p><b>Refugees, Including Syrian Refugees:</b></p> <ul style="list-style-type: none"><li>• <b>Inclusivity:</b> The GIL program is inclusive of non-Lebanese youth, with a significant focus on refugees, including Syrians. This inclusivity is essential in a country like Lebanon, which hosts a large Syrian refugee population.</li><li>• <b>Tailored Support:</b> Specific training sessions and resources are tailored to address the unique challenges faced by refugee youth. This includes language support, legal aid for business registration, and specialised mentorship that understands the refugee context.</li><li>• <b>Success Stories:</b> Many Syrian refugee youth have successfully participated in the GIL program, starting their own businesses or gaining employment. These success stories serve as inspiration for other refugees and demonstrate the program's impact on enhancing the lives of displaced individuals.</li><li>• <b>Skill Development:</b> The program empowers youth by providing them with critical skills in entrepreneurship, technology, and business development. These skills are essential for creating economic opportunities and improving employability.</li><li>• <b>Entrepreneurial Support:</b> Through training and incubation, GIL helps young entrepreneurs develop their business ideas into viable enterprises. This support includes seed funding, business coaching, and ongoing mentorship, enabling young people to launch and sustain their businesses (<a href="#">Nawaya</a>).</li><li>• <b>Community Impact:</b> By focusing on marginalised and underserved youth, the program promotes social inclusion and helps bridge the gap between different communities. The empowerment of these youth contributes to broader social and economic development.</li></ul>
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	<ul style="list-style-type: none"> <li>• <b>Resilience Building:</b> The program encourages resilience by helping young people navigate challenges and setbacks. This resilience is built through continuous support, mentorship, and the opportunity to learn from both successes and failures (<a href="#">INVEST INVOLVE INSPIRE   Injaz Lebanon</a>) (<a href="#">Nawaya</a>).</li> </ul>
<b>Website:</b>	<a href="https://www.injaz-lebanon.org/activities/projects/8/GIL%20-%20Generation%20of%20Innovation%20Leaders%202.html">https://www.injaz-lebanon.org/activities/projects/8/GIL%20-%20Generation%20of%20Innovation%20Leaders%202.html</a>
<b>Contacts:</b>	<a href="https://www.injaz-lebanon.org/">https://www.injaz-lebanon.org/</a> Instagram account: INJAZ Lebanon / Representative: Mrs. Samar Dani, Contact number: +961 3 181 016
<b>Picture:</b>	  <p>Reference: Instagram account (INJAZ Lebanon)</p>



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# JORDAN



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## 4. 1. The Refugee-Led Counseling for Complementary Pathways Project

The Refugee-Led Counseling for Complementary Pathways Project	
<b>Name:</b>	The Refugee-Led Counseling for Complementary Pathways Project
<b>When:</b>	2023 to 2025 - ongoing
<b>Where:</b>	Jordan (Amman, Zarqa, Mafraq, Irbid, and in the Zaatari and Azraq Camps)
<b>Who:</b>	World University Service of Canada (WUSC) UNHCR
<b>Objectives:</b>	The ultimate objective of the project is to increase awareness and accessibility of protection-sensitive complementary pathways for refugees living in Jordan.
<b>Stakeholders of the project:</b>	World University Service of Canada (WUSC) UNHCR Refugee guidance counselors (selected refugee leaders in different regions of Jordan)
<b>Beneficiaries:</b>	All refugees in Jordan living in the targeted areas
<b>Financing:</b>	The UNHCR is funding this initiative.
<b>Description:</b>	<p>The main activities of the project included:</p> <ul style="list-style-type: none"> <li>Complementary pathways training and ongoing support for refugee guidance counselors: Sessions are designed to equip counselors with the knowledge and tools to deliver information sessions, workshops, and guidance counseling to their peers about the opportunities available through complementary education and employment pathways and how to navigate them.</li> <li>Information sessions about complementary pathways, delivered by counselors who design and deliver these sessions along with</li> </ul>




	<p>targeted skill-building workshops to refugees living in the target communities to improve their eligibility for relevant opportunities.</p> <ul style="list-style-type: none"> <li>Personalized guidance sessions offered by the counselors to assist individual refugees to explore and navigate their chosen complementary pathway and the procedures involved, including through referral to other partners who can support them to meet the prerequisites of their desired pathway or program.</li> <li>Opportunity fairs that allow various employment and education pathway actors to promote their opportunities and provide refugees with a space to explore their options and speak to peers who have relocated to a third country through an education or employment pathway.</li> </ul>
<b>Results achieved:</b>	<ul style="list-style-type: none"> <li>The project has surpassed its targets regarding the number of refugees reached. Over 774 refugees have been reached in the first year (2023) and 1,214 beneficiaries reached in the second year (669 Males, 545 Females). These beneficiaries were reached by the information sessions and other activities organized by 15 refugee counselors, who were trained through this project. Below is a quote from one of the participants in the project:</li> <li>"I really liked the program because I learned about different ways refugees can find jobs or study abroad which is the dream to get resettled or find a durable solution. It helped me understand the requirements for each option and how to apply. I think every refugee should have access to this kind of information." – Iraqi youth Refugee in Amman</li> </ul>
<b>Innovation:</b>	The project is innovative in the sense that it empowers young refugees to become ambassadors and counselors in their communities, by strengthening their capacities and training them to share relevant and accurate information on complementary pathways for refugees in their communities
<b>Empowerment:</b>	This initiative enhances refugee self-reliance by connecting them to opportunities in third countries that recognize the skills and knowledge that they can contribute to academic institutions, industries and economies worldwide. Refugee-driven solutions for increasing information amongst refugee communities about verified



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	complementary pathways is one strategy for expanding access to third country solutions and connecting skilled refugees to international employment and education opportunities.
<b>Website:</b>	<a href="https://globalcompactrefugees.org/good-practices/refugee-led-counseling-complementary-pathways-project">https://globalcompactrefugees.org/good-practices/refugee-led-counseling-complementary-pathways-project</a>
<b>Contacts:</b>	Nancy Momany, Country Director, WUSC-Jordan Hend Amin, Associate Complementary Pathways Officer, Durable Solutions, UNHCR-Jordan <a href="mailto:wusc@wusc.ca">wusc@wusc.ca</a>
<b>Picture:</b>	 <a href="http://www.globalcompactrefugees.org/">http://www.globalcompactrefugees.org/</a>

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## 4. 2. DAPP- Danish- Arab Partnership programme - Ready for Tomorrow

DAPP- Danish- Arab Partnership programme - Ready for Tomorrow	
<b>Name:</b>	DAPP- Danish- Arab Partnership programme - Ready for Tomorrow
<b>When:</b>	2022 - still ongoing
<b>Where:</b>	Amman, Jordan
<b>Who:</b>	GAME Jordan
<b>Objectives:</b>	Enhance youth's employability through life skills and technical skills development
<b>Stakeholders of the project:</b>	Municipalities, CBOs, CSOs, local communities
<b>Beneficiaries:</b>	Youth aged 18-35, males and females
<b>Financing:</b>	Danish Arab Partnership Program, under the Danish ministry of foreign affairs
<b>Description:</b>	Focusing on developing youths life skills through sports and physical activities, and technical skills through training sessions and workshops
<b>Results achieved:</b>	More than 1000 received life skills trainings through street sports and culture, and more than 200 attended the technical skills sessions
<b>Innovation:</b>	Promoting inclusivity through unified sports activities, as well as removing barriers between communities
<b>Empowerment:</b>	Supporting youths for self awareness and empowerment in order to develop their skills and have better employability opportunities.
<b>Website:</b>	<a href="https://game.ngo/">https://game.ngo/</a> <a href="https://www.swisscontact.org/en/projects/youth-inclusion-and-employment-project-yiep">https://www.swisscontact.org/en/projects/youth-inclusion-and-employment-project-yiep</a>
<b>Contacts:</b>	<a href="https://game.ngo/">https://game.ngo/</a>





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Picture:



<https://game.ngo/>

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### 4. 3. Hope Workshop Craft Collective

Hope Workshop Craft Collective	
<b>Name:</b>	Hope Workshop Craft Collective
<b>When:</b>	The Hope Workshop began in 2016 and is still ongoing, with expansions in 2023 and 2024.
<b>Where:</b>	The Hope Workshop is held in Amman, Jordan, at CRP's Hashemi and Downtown centers.
<b>Who:</b>	The Collateral Repair Project (CRP)
<b>Objectives:</b>	To empower refugee women by providing a safe space for collaboration, cultural expression, income generation, and sustainable crafting.
<b>Stakeholders of the project:</b>	The key stakeholders include the Collateral Repair Project (CRP), refugee women participants, volunteers, local vendors in Amman, and CRP's partners providing training and equipment.
<b>Beneficiaries:</b>	The primary beneficiaries are refugee women from Syrian, Iraqi, Jordanian, Palestinian, Sudanese, Yemeni, and Somali communities.
<b>Financing:</b>	The Hope Workshop is self-sustaining, with financing from product sales, CRP support, and contributions from partners for training and equipment.
<b>Description:</b>	The Hope Workshop offers refugee women training and equipment to create artisanal products and eco-friendly items. Activities include collaborative design, production workshops, and community-building, using hands-on crafting and upcycling methods.
<b>Results achieved:</b>	Quantitatively, Hope Workshop has trained and employed over 45 women across two branches, producing various artisanal and eco-friendly products. Qualitatively, the initiative has fostered a supportive community, enhanced cultural expression, and promoted sustainable practices.



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<b>Innovation:</b>	The Hope Workshop blends traditional craftsmanship with sustainable practices by upcycling recycled materials into eco-friendly products. It also integrates cultural expression into designs, offering refugee women a unique platform for skill development and economic growth.
<b>Empowerment:</b>	The Hope Workshop empowers refugee women by providing them with skills, income opportunities, and a supportive community. It enhances their financial independence, fosters personal growth, and boosts their confidence through meaningful work and cultural expression.
<b>Website:</b>	<a href="https://www.collateralrepairproject.org/hopeworkshop/">https://www.collateralrepairproject.org/hopeworkshop/</a>
<b>Contacts:</b>	<p>- Collateral Repair Project (CRP): [CRP Website] (<a href="https://collateralrepairproject.org">https://collateralrepairproject.org</a>)</p> <p>- Email: <a href="mailto:info@collateralrepairproject.org">info@collateralrepairproject.org</a></p> <p>- Instagram: [ @collateralrepairproject ] (<a href="https://www.instagram.com/collateralrepairproject">https://www.instagram.com/collateralrepairproject</a>)</p>
<b>Picture:</b>	 <p><a href="https://www.collateralrepairproject.org/hopeworkshop/">https://www.collateralrepairproject.org/hopeworkshop/</a></p>



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## BEST PRACTICES SUMMARY

The previous section outlines essential best practices for supporting young migrants through **non-formal education (NFE), mediation skills, and community engagement**. These practices focus on empowering youth workers to facilitate the integration of migrants while fostering their personal and professional growth.

One key practice is the use of **NFE methodologies**, which include **interactive workshops, role-playing, and storytelling** to enhance communication and problem-solving skills. Digital storytelling is another effective approach, allowing migrants to **share their experiences through videos, blogs, and podcasts**, promoting awareness and social inclusion. Public speaking training also plays a crucial role in building confidence, where structured exercises help young migrants express themselves effectively in different social and professional settings.

Mediation and conflict resolution are integral to ensuring **harmonious interactions between migrants and host communities**. Youth workers are encouraged to develop skills in **active listening, negotiation, and cultural awareness** to resolve disputes effectively. Additionally, fostering **collaboration between NGOs, schools, and local organizations** can enhance integration efforts, providing migrants with **mentorship opportunities and support networks**.

Ethical considerations are also emphasized, ensuring that storytelling and mediation efforts respect **privacy, dignity, and informed consent**. Workshops on **ethical communication** help prevent misrepresentation and bias in migrant narratives.

By implementing these best practices, **youth workers can create an inclusive and supportive environment** where young migrants develop essential skills for social and economic participation. A structured approach combining **education, mediation, and mentorship** ensures that migrants feel valued, empowered, and prepared to contribute to their communities.





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# TRAINING FORMAT

## CHAPTER 1: INTRODUCTION TO THE DEVMIGRA TRAINING



## DEVMIGRA TRAINING FORMAT SCOPE AND CONTEXT

**DEVMIGRA** is a project designed to enhance the abilities of young professionals working with migrants. The primary goal is to equip these individuals with the skills necessary to provide mental and psychosocial support to migrants, particularly those facing adversity, trauma, or significant stressors. By fostering resilience, the project aims to assist migrants in their recovery and social integration processes.

The project focuses on developing the skills of youth workers operating in care facilities and migration centers. These workers are crucial in assisting migrants and facilitating their reintegration into society. By providing them with the necessary expertise, DEVMIGRA aims to improve the quality of support offered to migrants.

## UNDERSTANDING THE SCOPE OF THE PROJECT

The scope of the DEVMIGRA project is multifaceted:

- **Skill Development:** The project aims to enhance the skills of young professionals working with migrants, focusing on mental and psychosocial support.
- **Resilience Promotion:** DEVMIGRA seeks to foster resilience among migrants, enabling them to cope with adversity and integrate into society more effectively.
- **Intercultural Collaboration:** The project aims to establish a platform for improved cooperation between NGOs in Europe and the Middle East involved in youth and social inclusion work.
- **Youth Empowerment:** DEVMIGRA seeks to empower young professionals, trainers, and educators by building their skills and knowledge in non-formal education (NFE).
- **Transnational Impact:** The project emphasizes the transnational nature of migration and the need for collaborative efforts between different regions.

By addressing these aspects, DEVMIGRA aims to make a significant contribution to the well-being of migrants and the overall success of youth work initiatives.



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## CHAPTER 2: THE CHARACTERISTICS OF NFE METHODOLOGIES

### OVERVIEW

This chapter examines Non-Formal Education (NFE) methodologies aimed at helping young workers support migrant integration. It explains how NFE differs from formal education by being flexible, learner-centered, and focused on practical skills and personal growth. The chapter highlights how NFE fosters social inclusion through interactive, experiential learning. It also provides strategies to improve communication, cultural understanding, and cohesion in diverse groups, emphasizing inclusivity and cultural sensitivity.

### AIMS

The aims of the chapter are:

- Provide a clear understanding of Non-Formal Education (NFE) and its principles.
- Explain how NFE differs from formal education.
- Emphasize NFE's role in fostering personal growth, practical skills, and social inclusion.
- Equip participants with practical strategies for implementing NFE with young migrants.
- Focus on enhancing communication, cultural understanding, and social cohesion.
- Highlight the importance of inclusivity, cultural sensitivity, and active participation in addressing the unique needs of young migrants during integration.

## THE CHARACTERISTICS OF NFE METHODOLOGIES

This chapter explores how Non-Formal Education (NFE) can help young workers support the integration of young migrants. NFE is a flexible, learner-centred approach to education that focuses on practical skills, personal growth, and social inclusion, differing from formal education by being less rigid and more adaptable to participants' needs. NFE emphasises hands-on, participatory learning, making it especially suitable for diverse groups like young migrants.

Key characteristics of NFE include flexibility, learner-centred methods, interactivity, and contextual relevance. NFE adapts to the individual needs and backgrounds of participants, promotes active involvement, and focuses on real-life challenges, making it accessible and inclusive for all learners, regardless of their education or socio-cultural background. It empowers participants to take control of their learning and is particularly effective for marginalized groups, such as young migrants, by fostering a welcoming and diverse environment.

Implementing NFE with young migrants requires creating culturally sensitive and inclusive sessions. Since young migrants often face language and cultural barriers, NFE can help them improve communication, build mutual understanding, and develop a sense of belonging in their new community. Practical strategies include encouraging active participation through group activities, respecting cultural diversity, and incorporating language learning into sessions.

Additionally, NFE activities that promote social skills and teamwork can enhance social cohesion and help young migrants integrate more effectively into their new environments. The focus on communication, cultural understanding, and collaboration helps foster relationships between migrants, their peers, and the local community.

By the end of the chapter, readers will understand the principles of NFE and how it differs from formal education. They will also learn practical strategies for designing and delivering NFE sessions tailored to the needs of young migrants, with a focus on communication, cultural understanding, and social cohesion.



## CASE STUDIES OF CHAPTER 2

### Case Study 1: Intercultural Policy in Turin

- **Background Information:**

- **Title:** Intercultural Neighbourhood Houses
- **Project Number:** Urban II EU-funded initiative
- **Duration:** Since 2007
- **Location:** Turin, Italy
- **Website:**  
<https://comparativemigrationstudies.springeropen.com/articles/10.1186/s40878-017-0055-1/>

- **Objectives:**

To foster social inclusion, cultural exchange, and community building through the establishment of neighbourhood houses that host intercultural activities for all residents, including migrants.

- **Target Groups:**

Local residents of Turin, including migrants from diverse backgrounds, with an emphasis on marginalized and disadvantaged groups.

- **Problem Description:**

Turin, like many Italian cities, faced significant challenges integrating a growing migrant population amidst a financial crisis. Public services and communal spaces were often sources of conflict and exclusion, limiting opportunities for meaningful intercultural dialogue.

- **Description of Activities:**

Neighbourhood Houses (NHs) were created as inclusive spaces to promote social and cultural exchange between locals and migrants. Activities included intercultural events, language classes, and workshops aimed at fostering mutual understanding and collaboration. The NHs also facilitated civic engagement and supported migrant associations, strengthening their role in local governance.



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- **Outcomes/Results:**

The project helped reduce social tension and promote community cohesion by creating accessible public spaces. Migrants and locals developed a stronger sense of belonging and intercultural dialogue, contributing to better integration outcomes. Success stories included the active participation of migrant-led initiatives within the NHs.

- **Picture:**



- **Photo Source:** ©Cecil Batac/UNECE

[https://migrant-integration.ec.europa.eu/library-document/housing-migrants-and-refugees-unece-region-challenges-and-practices\\_en/](https://migrant-integration.ec.europa.eu/library-document/housing-migrants-and-refugees-unece-region-challenges-and-practices_en/)



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## Case Study 2: ASSESS Project on the Integration of Vulnerable Migrant

### Background Information:

- **Title:** ASSESS Project
- **Project Number:** N/A
- **Duration:** 2014-2015
- **Location:** Italy
- **Website:** [https://migrant-integration.ec.europa.eu/library-document/assess-project-integration-vulnerable-migrant-groups-national-report-italy\\_en/](https://migrant-integration.ec.europa.eu/library-document/assess-project-integration-vulnerable-migrant-groups-national-report-italy_en/)

### Objectives:

The project aimed to assess and improve the effectiveness of integration measures for vulnerable migrant groups, including women, children, and victims of trafficking, across several EU member states, with Italy as one of the focal countries.

### Target Groups:

Vulnerable migrant groups in Italy, such as women, children, and individuals who had experienced human trafficking.

### Problem Description:

Migrant integration in Italy, especially for vulnerable groups, faced significant challenges, including limited access to employment, education, and healthcare services, as well as social exclusion. Vulnerable migrants often struggled to navigate bureaucratic systems and integrate fully into Italian society.

### Description of Activities:

The project involved monitoring existing integration measures and identifying gaps in support for vulnerable migrants. It facilitated educational workshops, legal aid, and vocational training programs, particularly focused on empowering women and children. The project also fostered collaboration between local NGOs, government bodies, and migrant communities to share best practices and improve the implementation of integration strategies.



### Outcomes/Results:

The initiative highlighted the need for tailored integration approaches for different migrant groups. It contributed to policy recommendations and promoted stronger support systems for vulnerable migrants. Success stories from participants include improved access to education and legal assistance, as well as increased civic engagement among migrant women.

### Picture:



**Source:** Kristof Holvenyi/JRS Europe  
<https://jrseurope.org/en/programme/social-inclusion/>



## PRACTICAL WORKSHOPS OF CHAPTER 2

Session 1: Introduction to NFE and Its Application	
<b>Learning Outcomes</b>	This session aims to familiarize participants with NFE and how its methodologies can be used to support migrant integration.
<b>Group Size</b>	10-20 participants
<b>Duration</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart/whiteboard</li> <li>• Markers</li> <li>• Projector (optional)</li> <li>• Handouts with key NFE definitions and examples (needs to be prepared)</li> </ul>
<b>Preparation</b>	Prepare handouts summarizing NFE and its core principles. Set up a flipchart or whiteboard for group discussion.
<b>Description/Steps</b>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> (10 min): Begin by discussing the key characteristics of NFE. Use the flipchart to highlight differences between formal and non-formal education.</li> <li>• <b>Group Activity</b> (40 min): Divide participants into small groups and ask them to discuss examples of formal vs. non-formal learning from their experiences. Have each group share their insights with the larger group.</li> <li>• <b>Discussion</b> (20 min): Facilitate a discussion on how NFE can be specifically used to address the needs of young migrants.</li> <li>• <b>Summary</b> (10 min): Summarize key takeaways from the session, focusing on how NFE promotes social inclusion and personal empowerment.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• Ask participants to share one new idea they learned about NFE.</li> <li>• Evaluate understanding through short quizzes or group reflection on key points.</li> </ul>
<b>References</b>	Materials on NFE methodologies from <a href="https://www.unesco.org/en">UNESCO</a> articles on NFE. <a href="https://www.unesco.org/en">https://www.unesco.org/en</a>

## Session 2: Designing an NFE Session for Young Migrants

<b>Learning Outcomes</b>	To guide participants through the process of designing a practical NFE session tailored to young migrants' needs.
<b>Group Size</b>	8-15 participants
<b>Duration</b>	1 hour 30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Example session templates</li> <li>• Sticky notes</li> </ul>
<b>Preparation</b>	Create templates for NFE session plans and provide examples of past successful integration activities. Prepare the space for group work.
<b>Description/Steps</b>	<ul style="list-style-type: none"> <li>• <b>Overview of Session Design</b> (15 min): Introduce the basic structure of an NFE session (opening, main activity, closing, evaluation) using the flipchart.</li> <li>• <b>Group Activity</b> (45 min): Split participants into small groups and ask them to design an NFE session focused on a specific challenge faced by young migrants (e.g., language barriers, cultural adjustment). Groups should use the session template provided to outline activities.</li> <li>• <b>Presentations</b> (40 min): Each group presents their session design to the rest of the participants, explaining their choice of activities and how they meet the needs of the target group.</li> <li>• <b>Feedback and Discussion</b> (10 min): Facilitate a group discussion, giving feedback on the proposed session designs, emphasizing strengths and areas for improvement.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• Peer feedback during presentations.</li> <li>• Collect and review session designs for creativity and practicality. Evaluate understanding through short quizzes or group reflection on key points.</li> </ul>
<b>References</b>	Materials from <a href="https://commission.europa.eu/index_en">European Commission on NFE</a> . <a href="https://commission.europa.eu/index_en">https://commission.europa.eu/index_en</a>



### Session 3: Cultural Sensitivity in NFE Sessions

<b>Learning Outcomes</b>	To help participants develop awareness and skills to implement culturally sensitive practices in NFE sessions for young migrants.
<b>Group Size</b>	12-20 participants
<b>Duration</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Case studies on cultural sensitivity</li> <li>• Flipchart/whiteboard</li> <li>• Sticky notes</li> <li>• Markers</li> </ul>
<b>Preparation</b>	Prepare case studies or scenarios illustrating culturally sensitive and insensitive situations in learning environments. Set up space for group discussion.
<b>Description/Steps</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Cultural Sensitivity (10 min):</b> Explain what cultural sensitivity means and why it is crucial when working with young migrants. Use case studies to illustrate different scenarios.</li> <li>• <b>Case Study Activity (30 min):</b> Divide participants into small groups and assign each group a case study. Ask them to identify cultural challenges and propose solutions to make the NFE session more inclusive.</li> <li>• <b>Group Discussion (15 min):</b> After the small group work, each group presents their case and solutions. Facilitate a discussion around key points raised, focusing on practical tips for ensuring cultural sensitivity.</li> <li>• <b>Wrap-Up and Takeaways (5 min):</b> Summarize the importance of being culturally aware in NFE sessions and provide additional resources for further reading.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• Review participants' proposed solutions to case studies.</li> <li>• Encourage self-reflection on cultural awareness.</li> </ul>
<b>References</b>	Resources from <a href="https://www.coe.int/en/web/interculturalcities">Intercultural Cities Programme</a> . <a href="https://www.coe.int/en/web/interculturalcities">https://www.coe.int/en/web/interculturalcities</a>



## CHAPTER 3: PUBLIC SPEAKING TECHNIQUES

### OVERVIEW

The Public Speaking Training Course is specifically designed to support asylum seekers and youth immigrants, equipping them with vital communication skills to confidently express their experiences, advocate for their rights, and navigate new social and professional environments. The course focuses on overcoming the unique challenges faced by this group, such as language barriers, cultural differences, and the anxiety of speaking in public settings.

### AIMS

- Empower asylum seekers and youth immigrants to express themselves confidently in public.
- Enhance storytelling skills to share personal experiences and foster empathy
- Develop Advocacy skills for legal, social, and professional settings.
- Overcome language and cultural barriers to communicate effectively with diverse audiences.
- Build confidence and leadership abilities to represent themselves and their communities.

### EXPECTED LEARNING OUTCOMES:

#### Remember:

- Recognize key components of effective public speaking, such as structure, body language, and voice control.
- Recall methods to manage public speaking anxiety.

#### Understand:

- Describe the role of public speaking in advocacy and personal storytelling.
- Explain how voice and body language can impact audience engagement.

#### Apply:



- Use public speaking techniques to deliver clear and organised speeches.
- Implement anxiety-reduction strategies during practice sessions.

### Analyse:

- Distinguish between different types of speeches (informative, persuasive, narrative) and their purposes.
- Evaluate the influence of cultural differences on communication styles.

### Evaluate:

- Provide constructive feedback on peer presentations, focusing on delivery and content.
- Judge the effectiveness of storytelling as a tool for advocacy.

### Create:

- Develop and deliver a well-organised speech based on personal experiences or advocacy issues.
- Craft engaging ways to connect with the audience using storytelling and visual aids.

## PUBLIC SPEAKING TECHNIQUES:

Public Speaking is the art of communicating information to an audience in a clear, structured, and impactful way. For migrants, especially youth, mastering public speaking is crucial for sharing their stories, advocating for their rights and navigating new environments. Effective public speaking can help them express their thoughts clearly, connect with others, and build a sense of belonging in their host communities.

### Key Public Speaking Techniques:

- **Preparation and Structuring the Speech:**
  - Migrants should carefully plan their speech, ensuring they have a clear objective and message. Organising the speech into a logical flow—introduction, body, and conclusion—will make it easier to follow.
  - Thorough preparation helps reduce anxiety and builds confidence.



### **Understanding the Audience:**

- Knowing who you are speaking to is crucial. Migrants should consider the cultural backgrounds and interests of their audience to adapt their message appropriately.
- Tailoring examples and stories that resonate with the audience enhances the impact of the speech.

### **Managing Public Speaking Anxiety:**

- Public speaking can be intimidating, especially for those speaking in a new language. Techniques like deep breathing, rehearsing in front of a supportive group, and focusing on the message rather than on oneself can help overcome this fear.

### **Body Language and Physical Presence:**

- Non-verbal communication plays a vital role. Migrants should maintain eye contact, use open body language, and control their movements.
- Gestures should be natural and aligned with the spoken words, helping to reinforce the message.

### **Voice Control and Modulation:**

- Using a clear, audible voice is important, especially when overcoming language barriers. Migrants can work on varying their tone, pace, and volume to keep the audience engaged.
- Pausing effectively between key points can give the audience time to process the message.

### **Effective Use of Stories:**

- Personal stories, especially those related to the migrant experience, can create strong emotional connections with the audience.
- Storytelling can make the message more relatable and memorable, helping migrants advocate for themselves and share their unique perspectives.

### **Engaging the Audience:**



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- Interaction is key to keeping the audience interested. Asking questions, encouraging participation, or using visual aids can enhance engagement.
- Ensuring that the message is relevant and resonates with the audience's concerns or interests is crucial.
- **Feedback and Continuous Improvement:**
  - Migrants should seek feedback from trusted individuals after delivering a speech. Reflecting on performance and identifying areas for improvement will contribute to growth.
  - Continuous practice and learning from each speaking experience are essential for mastering public speaking.

Young migrants can benefit immensely from structured training that includes these techniques, as it not only boosts their public speaking prowess but also equips them with essential soft skills needed for the labour market.

Public speaking can play a pivotal role in the professional integration of young migrants. It enables them to effectively present their qualifications, advocate for their rights, and take leadership roles in community and professional settings. By mastering public speaking, young migrants can overcome barriers to employment and become more competitive in the labour market.



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## CASE STUDIES OF CHAPTER 3

### Case Study 1: Public Speaking Workshops for Young Migrants by UNHCR Jordan

#### Background Information:

The UNHCR in Jordan, in collaboration with local NGOs, launched public speaking workshops for young migrants and asylum seekers, primarily from Syria, Iraq, and Sudan. These Workshops aimed to equip participants with the skills to express their stories, advocate for their rights, and confidently communicate in public settings.

- **Title:** Empowering Young Migrants: Public Speaking Workshops by UNHCR in Jordan
- **Project Number:** No. 001-UNHCR-PSW
- **Duration:** May 2023 - November 2024
- **Location:** targeting displaced youth in regions across the **Middle East**, including **Jordan**, as well as parts of **Asia, Africa, and Latin America**.
- **Website:** [UNHCR, the UN Refugee Agency | UNHCR](#)

#### Objectives:

The Youth Leadership, Advocacy, and Public Speaking Training program aims to empower young refugees and displaced individuals by developing their leadership, public speaking, and advocacy skills. The program equips participants to confidently advocate for their rights, lead local initiatives, and engage in peacebuilding efforts while fostering collaboration through youth networks across multiple regions.

#### Target Groups:

The program's target group consists of young refugees, displaced individuals, and returnees aged 15-30 who are engaged in community leadership, advocacy, or social initiatives.

#### Description of the Problem:

The program solves the problem of young refugees and displaced individuals lacking the leadership and communication skills necessary to advocate for their rights and opportunities, helping them overcome barriers to social and economic integration.





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### **Description of the Activities:**

The Youth Leadership, Advocacy, and Public Speaking Training program included a variety of activities, such as weekly expert-led sessions on leadership development, public speaking techniques, and advocacy strategies. Participants engaged in hands-on workshops to participate in speech delivery, critical thinking, and content creation. They also took part in role-playing exercises and simulations to refine their skills in public speaking and leadership. In addition, participants collaborated on regional youth networks, organised local initiatives and were encouraged to continue leading community efforts after completing the program.

### **Outcomes/Results:**

The program resulted in participants gaining confidence in public speaking and leadership, enabling them to advocate for their rights effectively. Many used their new skills to lead local community initiatives, while others established regional youth networks for ongoing collaboration. The program empowered youth to take leadership roles in their communities and engage in advocacy on issues such as peacebuilding and social cohesion.

### **Success Stories:**

One success story from the Youth Leadership, Advocacy, and Public Speaking Training program involved a young refugee from Syria who, after completing the program, used her public speaking skills to lead advocacy efforts in her community. She organised local workshops on peacebuilding and social cohesion, empowering other young refugees to voice their concerns. Her leadership caught the attention of local NGOs, leading her to become a community leader, where she now works on improving education access for displaced youth.





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**Photo:**



the source of the photo: [NHCR, the UN Refugee Agency | UNHCR](#)

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## Case Study 2: Leadership and Public Speaking Initiative for Migrant Women by IOM

### Background Information:

The International Organization for Migration (IOM), in collaboration with local community centres in Jordan, launched a leadership and public speaking initiative for young migrant women from countries such as Yemen, Sudan, and Somalia. This initiative aimed to empower these women by helping them build communication and advocacy skills to assert their voices in professional and personal settings.

- **Title:** Empowering Migrant Women: Leadership and Public Speaking by IOM Jordan
- **Project Number:** 2020-3-ES01-KA205-083642
- **Duration:** 3-6 months
- **Location:** Jordan
- **Website:** [Speak Up | IOM Jordan](#)

### Objectives:

The objective of the initiative is to equip young migrant women with the leadership and public speaking skills necessary to overcome cultural and social barriers. It aims to enhance their ability to advocate for themselves, share their stories, and take active roles in their communities.

### Target Groups:

The target group consists of young migrant women, primarily from **Yemen, Sudan, and Somalia**, who are living in Jordan and facing challenges in expressing themselves due to cultural, language, or social barriers.

### Description of the Problem:

Migrant women often face significant challenges in advocating for themselves in both personal and professional settings due to language barriers, cultural differences, and a lack of confidence in public speaking. This program aims to provide them with the necessary skills to overcome these challenges and become active leaders in their communities.

### Description of the Activities:

The program involved interactive workshops focusing on:

- Overcoming public speaking anxiety.
- Learning voice control, body language, and storytelling.
- Practising speeches in real-life scenarios such as job interviews or community events.
- Role-playing exercises to simulate advocacy situations. Participants also engaged in group discussions and peer feedback to enhance their skills in a supportive environment.

### **Outcomes/Results:**

- Participants gained confidence in speaking publicly and advocating for themselves.
- Many used these skills to engage in community leadership and entrepreneurship.
- Some women successfully applied their skills in job interviews and local advocacy efforts, improving their chances of professional integration.

### **Success Stories:**

One participant, a young woman from Sudan, used the skills she acquired to secure a job in a local NGO after confidently presenting her qualifications during the interview. She now leads community workshops for other migrant women, teaching them public speaking techniques and helping them advocate for better social services.

### **Photo:**





## PRACTICAL WORKSHOP OF CHAPTER 3

Introduction to Public Speaking for Young Migrants	
<b>Learning Outcomes</b>	<p>1. Participants will understand the fundamentals of public speaking.</p> <p>1. Participants will learn to apply basic public speaking techniques.</p> <p>2. Participants will develop confidence in presenting in front of an audience.</p>
<b>Group Size</b>	10-15 participants
<b>Duration</b>	2 hours
<b>Materials</b>	Flip charts, markers, projector, laptop, printed handouts with key public speaking tips, video recording equipment.
<b>Preparation</b>	Set up the room in a U-shape to encourage interaction. Prepare a short presentation on the basics of public speaking, along with sample videos showcasing effective public speaking.
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. Introduction (10 minutes): Brief overview of the session and its objectives.</li> <li>2. Icebreaker Activity (10 minutes): Each participant shares their name, background, and one reason they are interested in public speaking.</li> <li>3. Presentation (30 minutes): Overview of public speaking techniques, including voice modulation, body language, and storytelling.</li> <li>4. Group Activity (30 minutes): Participants break into small groups and prepare a 2-minute presentation on a given topic.</li> <li>5. Feedback and Reflection (20 minutes): Each group presents, followed by feedback from peers and facilitators.</li> </ol>



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	6. Conclusion (20 minutes): Reflection on the experience, discussion on how public speaking skills can help in employment, and closing remarks.
<b>Learning Check/Evaluation</b>	Participants will fill out a short survey to evaluate their confidence level before and after the session and share their thoughts on how they plan to apply these skills in real-world scenarios.
<b>References</b>	<p>European Commission (2020). Public Speaking and Communication Skills in Migrant Inclusion.</p> <ul style="list-style-type: none"><li>• National Youth Council. (2019). Developing Soft Skills in Young Migrants.</li><li>• Speak Up Project Reports (2021).</li></ul>



<b>Building Trust Through Active listening</b>	
<b>Learning Outcomes</b> (Purpose of the exercise Explain why this exercise is implemented)	<ol style="list-style-type: none"> <li>1. Understand the fundamentals of active listening.</li> <li>2. Apply techniques to build trust in real-life scenarios.</li> <li>3. Develop confidence in using active listening to resolve conflicts.</li> </ol>
<b>Group Size</b> (Number of participants)	10-15 participants
<b>Duration</b>	2 hours
<b>Materials</b> (What is necessary for the trainer/facilitator and participants to carry out the exercise)	Flip charts, markers, printed handouts on active listening techniques, projector, and role-play scenario cards.
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Arrange the room in a U-shape to facilitate interaction.</li> <li>2. Prepare a presentation on active listening basics with real-life examples.</li> </ol>
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. Introduction (10 Minutes): <ul style="list-style-type: none"> <li>- Brief overview of the session and its objectives</li> <li>- Icebreaker activity: Participants share memorable listening experiences.</li> </ul> </li> <li>2. Presentation (30 minutes): <ul style="list-style-type: none"> <li>- Key concepts of active listening, including empathy, focus, and feedback.</li> <li>- Demonstration of effective vs. ineffective listening.</li> </ul> </li> <li>3. Group Activity (30 minutes) <ul style="list-style-type: none"> <li>- Role-playing exercises: Participants share a memorable listening experience.</li> <li>- Group discussion to share experiences and insights</li> </ul> </li> </ol>



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	<p>4. Feedback and Reflection (20 minutes):</p> <ul style="list-style-type: none"><li>- Peers and facilitators provide feedback on role-playing exercises.</li><li>- Reflection on personal listening styles and areas for growth</li></ul> <p>5. Conclusion ( 20 minutes):</p> <ul style="list-style-type: none"><li>- Discuss applications of active listening in daily life.</li><li>- closing remarks and distribution of resources for continued practice.</li></ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"><li>- Participants complete a short survey to assess their confidence and skills before and after the workshop.</li><li>- Facilitators gather feedback to refine future sessions.</li></ul>
<b>References</b>	<ul style="list-style-type: none"><li>- European Commission (2020). Effective Communication for Migrant Inclusion.</li><li>- National Youth Council (2019). Active Listening for Social Cohesion.</li><li>- Speak Up Project Reports (2021)</li></ul>



## CHAPTER 4: HOW TO CREATE A DIGITAL STORYTELLING

### OVERVIEW

This chapter provides a comprehensive guide to creating digital storytelling, focusing on the essential skills and competencies needed to craft engaging, impactful narratives using digital tools. It covers key elements such as story structuring, multimedia integration, audience engagement strategies, and technical proficiencies in editing software and content publishing. Readers will learn to blending text, visuals, audio, and video to enhance storytelling, fostering creativity, critical thinking, and digital literacy. By mastering these techniques, individuals can effectively communicate stories that resonate with diverse audiences in today's digital landscape.

### AIMS

- **Introduce Core Digital Storytelling Techniques:** Equip readers with the foundational skills for crafting cohesive and engaging digital narratives.
- **Enhance Digital Literacy:** Provide an understanding of multimedia tools, including audio, video, and image editing, to help storytellers effectively use digital platforms.
- **Develop Story Structuring and Narrative Skills:** Guide readers on how to construct compelling story arcs, characters, and plot points suitable for digital formats.
- **Foster Creative and Critical Thinking:** Encourage experimentation and innovation in storytelling to allow unique perspectives and authentic voices to emerge.
- **Promote Audience Engagement and Impact:** Demonstrate techniques for creating stories that connect emotionally with diverse audiences, maximising engagement across digital channels.
- **Empower Practical Application:** Equip readers with the practical competencies to produce, edit, and publish digital stories, enabling them to share impactful narratives in both personal and professional contexts.

### EXPECTED LEARNING OUTCOMES:

- Understand what digital storytelling is





- Understand what skills are developed through storytelling
- Become familiar with the methodology of storytelling
- Learn how to implement workshops for practice

## CREATING DIGITAL STORYTELLING

In today's digital landscape, storytelling has evolved from traditional narratives to dynamic, multimedia-driven experiences known as digital storytelling. This chapter examines the theory and methodology behind creating effective digital stories, combining elements like text, images, video, and sound to engage audiences more immersive ways. Digital storytelling is not only a tool for sharing information but also for developing skills in creativity, technical proficiency, and audience engagement.

### Understanding Digital Storytelling

Digital storytelling is the art of using digital tools to tell a story. Unlike traditional storytelling, which relies on spoken or written language, digital storytelling integrates multiple media formats to create a more engaging and accessible narrative experience. This process involves selecting digital elements that complement and enhance the story, aiming to evoke emotions and convey impactful messages. According to the Center for Digital Storytelling, effective digital stories generally focus on personal or social themes, allowing the storyteller to connect deeply with their audience and create an authentic, relatable experience.

### Skills Developed through Digital Storytelling

Engaging in digital storytelling fosters various skills crucial in today's media-centric world. Creatively, it encourages storytellers to think beyond words, incorporating visuals, sounds, and interactive elements to enhance their message. Technically, it involves learning tools like video editing software, graphic design platforms, and audio recording technology. These skills collectively boost digital literacy and help individuals present ideas innovatively. Critical thinking also plays a significant role, as storytellers must analyse and interpret how each element contributes to the narrative's effectiveness and the audience's understanding.

### Methodology of Digital Storytelling

The methodology of digital storytelling often follows the design-thinking model, which includes stages like *Empathize*, *Define*, *Ideate*, *Prototype*, and *Test*. Storytellers start by identifying the story's purpose and understanding their audience's needs. The *Define* phase involves clarifying the core message and identifying key elements like characters,



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settings, and themes. During *Ideate*, storytellers brainstorm creative ways to convey their story visually and aurally. *Prototyping* involves producing drafts, whether in storyboard format, rough video cuts, or audio sketches. Finally, the *Test* phase ensures that the story resonates with the intended audience, and adjustments can be made based on feedback.

### Implementing Digital Storytelling Workshops

Practical workshops can help storytellers apply theoretical knowledge to fully embrace digital storytelling. A well-structured workshop would begin with exercises in story structure and digital media basics. Participants could then experiment with different tools, such as audio recording or image editing, to develop their narratives. Collaborative activities further enhance the learning experience, allowing participants to share feedback and inspire one another. These workshops are essential for embedding the skills and confidence needed to create meaningful digital stories independently.

## CASE STUDIES OF CHAPTER 4

### Case Study 1: The Digital Storytelling STEAM Project

#### Background Information:

- **Title:** Enhancing STEAM Education through Digital Storytelling
- **Project Number:** STEAM-DT-1007
- **Duration:** 12 months
- **Location:** Denmark
- **Website:** <https://steam.catedu.es/lineas-de-trabajo/>

#### Objectives:

1. Equip teachers with digital storytelling methodologies to foster STEAM skills among students.
2. Promote interdisciplinary learning and creativity through technology-driven narratives.
3. Enhance student engagement in STEAM by applying real-world scenarios in the digital space.

#### Target Groups:

Primary and secondary school teachers and students interested in STEAM (Science, Technology, Engineering, Arts, and Math) subjects.

#### Description of the Problem:

Traditional teaching approaches in STEAM subjects often focus on textbook knowledge, which can limit student engagement and creative application. Teachers face challenges in making these subjects relatable and inspiring. The project addresses this by integrating digital storytelling as a pedagogical tool, allowing students to visualize STEAM concepts in real-life contexts.

#### Description of the Activities:

The project delivered training sessions and workshops, introducing teachers to digital storytelling tools like storyboarding, multimedia editing software, and narrative techniques tailored for STEAM topics. Activities also included collaborative storytelling projects, where students created digital narratives around concepts like renewable energy and robotics. The results showed increased student motivation and a deeper understanding of STEAM concepts. Success stories include a student group who, inspired



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by the workshops, developed an animated story on climate change impacts, later used by the school as an educational resource.

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## Case Study 2: “Voices for Change” Digital Storytelling in Social Justice

### Background Information:

- **Title:** Empowering Youth Voices through Digital Storytelling
- **Project Number:** YSJ-2030
- **Duration:** 18 months
- **Location:** Cape Town, South Africa
- **Website:** [www.youthvoicescape.org](http://www.youthvoicescape.org)

### Objectives:

1. Enable marginalized youth to express social issues through digital storytelling.
2. Develop critical digital skills that enhance employability and personal empowerment.
3. Raise awareness of social justice issues through creative digital outputs.

### Target Groups:

Youth from underserved communities aged 16-25, primarily focusing on topics like social justice, economic inequality, and community resilience.

### Description of the Problem:

Many youth in marginalized areas feel disconnected from the media narratives about their communities. They lack the means to share their own experiences and perspectives, which could challenge stereotypes and bring awareness to critical social issues. This project aimed to empower youth with storytelling tools to share authentic stories of their lived experiences.

### Description of the Activities:

Youth participated in workshops covering skills like scriptwriting, video production, and social media engagement. They created short digital stories on topics such as community activism, education challenges, and environmental issues. These digital stories were shared across social media and local community centers. Results included increased youth confidence, storytelling proficiency, and several impactful stories that caught the attention of local NGOs and were used to highlight community issues. A notable success story was a documentary created by participants that won a local youth media award, further amplifying their message.





## PRACTICAL WORKSHOPS OF CHAPTER 4

The Basics of Digital Storytelling	
<b>Learning Outcomes</b>	<p><b>Understanding of digital storytelling:</b> Participants will be able to define digital storytelling and understand its purpose and benefits in working with migrants.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> This foundational knowledge will help participants appreciate the potential of digital storytelling as a tool for empowerment and communication.</li> </ul> <p><b>Platform familiarity:</b> Participants will be able to identify and choose appropriate digital storytelling platforms based on their project needs.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Selecting the right platform is crucial for creating effective and engaging stories.</li> </ul> <p><b>Narrative development skills:</b> Participants will be able to develop engaging storylines, identify key characters and themes, and structure narratives effectively.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> A well-structured narrative is essential for captivating audiences and conveying meaningful messages.</li> </ul> <p><b>Multimedia integration:</b> Participants will be able to incorporate images, videos, audio, and text into their digital stories to enhance storytelling and create a multi-sensory experience.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Multimedia elements can make stories more visually appealing, engaging, and memorable.</li> </ul> <p><b>Basic editing and design skills:</b> Participants will be able to perform basic editing tasks (e.g., trimming, adding transitions, adjusting audio) and apply basic design principles to create visually appealing stories.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> These skills are essential for producing professional-quality digital stories.</li> </ul>
<b>Group Size</b>	<ul style="list-style-type: none"> <li>• <b>Ideal:</b> 10-15 participants</li> <li>• <b>Maximum:</b> 20 participants</li> </ul>
<b>Duration</b>	3 HOURS
<b>Materials</b>	<p><b>For the trainer/facilitator:</b></p> <ul style="list-style-type: none"> <li>• Projector and screen</li> <li>• Laptop with presentation software</li> <li>• Examples of digital stories</li> </ul>



	<ul style="list-style-type: none"> <li>• Handouts or worksheets for participants</li> </ul> <p><b>For participants:</b></p> <ul style="list-style-type: none"> <li>• Laptops or tablets (if possible)</li> <li>• Notebooks and pens</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Create a welcoming and engaging atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</li> <li>• <b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</li> <li>• <b>Gather resources:</b> Collect examples of digital stories created by migrants or organizations working with migrants.</li> </ul>
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction and Icebreaker:</b> <ul style="list-style-type: none"> <li>• Welcome participants and briefly introduce the workshop's objectives.</li> <li>• Conduct an icebreaker activity to help participants get to know each other and feel more comfortable.</li> </ul> </li> <li>2. <b>Defining Digital Storytelling:</b> <ul style="list-style-type: none"> <li>• Discuss the definition and purpose of digital storytelling.</li> <li>• Explore the benefits of using digital storytelling to empower migrants and share their experiences.</li> </ul> </li> <li>3. <b>Choosing the Right Platform:</b> <ul style="list-style-type: none"> <li>• Present a variety of digital storytelling platforms (e.g., Adobe Spark, Storyboard That, Weebly).</li> <li>• Discuss the features and capabilities of each platform and their suitability for different projects.</li> </ul> </li> <li>4. <b>Developing Compelling Narratives:</b> <ul style="list-style-type: none"> <li>• Teach participants techniques for developing engaging storylines, identifying key characters and themes, and structuring narratives effectively.</li> <li>• Provide examples of well-structured narratives and discuss their elements.</li> </ul> </li> <li>5. <b>Using Multimedia Elements:</b></li> </ol>





	<ul style="list-style-type: none"> <li>• Discuss the importance of incorporating multimedia elements into digital stories.</li> <li>• Provide tips for selecting and using images, videos, audio, and text effectively.</li> </ul> <p>6. <b>Basic Editing and Design:</b></p> <ul style="list-style-type: none"> <li>• Teach participants essential editing techniques (e.g., trimming, adding transitions, adjusting audio).</li> <li>• Introduce basic design principles for creating visually appealing stories.</li> </ul> <p>7. <b>Hands-On Activity:</b></p> <ul style="list-style-type: none"> <li>• Have participants work individually or in small groups to create a short digital story using a chosen platform.</li> <li>• Provide guidance and support as needed.</li> </ul> <p>8. <b>Sharing and Feedback:</b></p> <ul style="list-style-type: none"> <li>• Have participants share their digital stories with the group.</li> <li>• Provide constructive feedback and discuss areas for improvement.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• <b>Pre- and post-workshop surveys:</b> Assess participants' knowledge and skills related to digital storytelling before and after the workshop.</li> <li>• <b>Group feedback:</b> Ask participants to share their thoughts and experiences regarding the workshop.</li> </ul>
<b>References</b>	<p><b>Authors:</b></p> <ul style="list-style-type: none"> <li>• Howard Rheingold</li> <li>• Scott McQuire</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Adobe Express: <a href="https://www.adobe.com/express/">https://www.adobe.com/express/</a></li> <li>• Storyboard That: <a href="https://help.storyboardthat.com/get-started/how-to-create-a-storyboard">https://help.storyboardthat.com/get-started/how-to-create-a-storyboard</a></li> <li>• Weebly: <a href="https://www.weebly.com/?lang=en">https://www.weebly.com/?lang=en</a></li> </ul>



### Advanced Digital Storytelling Techniques

<b>Learning Outcomes</b>	<p><b>Interactive storytelling skills:</b> Participants will be able to incorporate interactive elements into their digital stories to enhance engagement and foster deeper connections with audiences.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Interactive elements can make stories more engaging and memorable, and they can also provide opportunities for audiences to participate and contribute.</li> </ul> <p><b>Mobile storytelling expertise:</b> Participants will be able to design digital stories specifically for mobile devices, considering factors such as screen size, touch interactions, and data limitations.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> As more people consume content on mobile devices, it is important for storytellers to adapt their work to this platform.</li> </ul> <p><b>Social impact storytelling skills:</b> Participants will be able to use digital storytelling to raise awareness, promote social change, and empower migrants.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Digital storytelling can be a powerful tool for social justice and advocacy.</li> </ul> <p><b>Collaboration and community building skills:</b> Participants will be able to collaborate effectively with migrants and other stakeholders to create more authentic and impactful stories.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Collaboration can lead to more diverse and meaningful stories, and it can also help to build community and empower migrants.</li> </ul> <p><b>Ethical awareness:</b> Participants will be aware of the ethical implications of digital storytelling, including issues of privacy, consent, and representation.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> It is important for storytellers to be mindful of ethical considerations to ensure that their work is respectful and responsible.</li> </ul>
<b>Group Size</b>	<ul style="list-style-type: none"> <li>• <b>Ideal:</b> 10-15 participants</li> <li>• <b>Maximum:</b> 20 participants</li> </ul>
<b>Duration</b>	3 HOURS
<b>Materials</b>	<p><b>For the trainer/facilitator:</b></p> <ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Projector and screen (optional)</li> </ul>



	<ul style="list-style-type: none"> <li>• Handouts or worksheets for participants</li> </ul> <p><b>For participants:</b></p> <ul style="list-style-type: none"> <li>• Notebooks and pens</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Create a welcoming and engaging atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</li> <li>• <b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</li> <li>• <b>Gather resources:</b> Collect relevant articles, books, or videos on effective communication and public speaking.</li> </ul>
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction and Recap:</b> <ul style="list-style-type: none"> <li>• Welcome participants and briefly recap the key points from Workshop 1.</li> <li>• Introduce the focus of this workshop and its objectives.</li> </ul> </li> <li>2. <b>Interactive Storytelling:</b> <ul style="list-style-type: none"> <li>• Explore techniques for creating interactive elements (e.g., quizzes, branching narratives) in digital stories.</li> <li>• Discuss the benefits of interactivity and provide examples of successful interactive stories.</li> </ul> </li> <li>3. <b>Mobile Storytelling:</b> <ul style="list-style-type: none"> <li>• Discuss the unique challenges and opportunities of designing stories for mobile devices.</li> <li>• Explore techniques for optimizing stories for mobile screens and considering factors such as touch interactions and data limitations.</li> </ul> </li> <li>4. <b>Storytelling for Social Impact:</b> <ul style="list-style-type: none"> <li>• Discuss the potential of digital storytelling for social change and empowerment.</li> <li>• Explore strategies for using digital storytelling to raise awareness, promote advocacy, and create positive social change.</li> </ul> </li> <li>5. <b>Collaboration and Community Building:</b> <ul style="list-style-type: none"> <li>• Explore opportunities for collaboration with migrants and other stakeholders in digital storytelling projects.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>Discuss the benefits of collaboration and strategies for building inclusive and equitable partnerships.</li> </ul> <p>6. <b>Ethical Considerations:</b></p> <ul style="list-style-type: none"> <li>Discuss the ethical implications of digital storytelling, including issues of privacy, consent, and representation.</li> <li>Explore best practices for ethical storytelling and how to avoid potential pitfalls.</li> </ul> <p>7. <b>Hands-On Activity:</b></p> <ul style="list-style-type: none"> <li>Have participants work individually or in small groups to create a short digital story incorporating interactive elements, mobile-friendly design, or a social impact focus.</li> <li>Provide guidance and support as needed.</li> </ul> <p>8. <b>Sharing and Feedback:</b></p> <ul style="list-style-type: none"> <li>Have participants share their digital stories with the group.</li> <li>Provide constructive feedback and discuss areas for improvement.</li> </ul>
<b>Learning Check/Evaluation</b>	<p><b>Pre- and post-workshop surveys:</b> Assess participants' communication skills and confidence levels before and after the workshop.</p> <p><b>Peer feedback:</b> Have participants provide feedback on each other's presentations.</p>
<b>References</b>	<p><b>Authors:</b></p> <ul style="list-style-type: none"> <li>Emily van Beek</li> <li>Chris Milk</li> <li>Casey Neistat</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>The Interactive Storytelling Institute: <a href="https://www.arts.ac.uk/storytelling-institute">https://www.arts.ac.uk/storytelling-institute</a></li> <li>Mobile Storytelling: <a href="https://medium.com/nightingale/telling-compelling-data-stories-on-mobile-3be0a0d3959">https://medium.com/nightingale/telling-compelling-data-stories-on-mobile-3be0a0d3959</a></li> </ul>



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## CHAPTER 5: TOOLKIT LAB

### THE CHARACTERISTICS OF NFE METHODOLOGIES

#### OVERVIEW

This module explores the DEV MIGRA program's focus on building resilience in young workers supporting migrants. It details the program's aim to equip these workers with mental and psychosocial support skills, using Non-Formal Education (NFE) methodologies, specifically within workshops held in Spain, to aid migrant reintegration.

#### AIMS

- **Enhance the skills of youth workers:** To improve the practical abilities of individuals working directly with migrants in care facilities and migration centers.
- **Promote migrant reintegration:** To facilitate the successful and sustainable reintegration of migrants into their communities.
- **Develop resilience-focused support:** To equip youth workers with the knowledge and techniques to provide mental and psychosocial support that fosters resilience in migrants.
- **Utilize NFE methodologies:** To employ non-formal education methods, such as workshops, to deliver training and skill development effectively.
- **Address the impact of adversity and trauma:** To enable youth workers to assist migrants in effectively adjusting to and recovering from adversity, trauma, and significant stressors.





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## EXPECTED LEARNING OUTCOMES:

### **Increased youth worker competence:**

- Participants will demonstrate improved abilities in providing mental and psychosocial support to migrants.

### **Enhanced understanding of resilience:**

- Youth workers will gain a deeper understanding of the concept of resilience and its application in migrant support.

### **Practical application of NFE methodologies:**

- Participants will be able to effectively utilize Non-Formal Education methodologies in their work with migrants.

### **Improved migrant reintegration support:**

- Youth workers will be better equipped to facilitate the successful reintegration of migrants into their communities.

### **Greater capacity to address trauma:**

- Youth workers will have an increased capacity to help migrants navigate and process trauma, and other stressors.

## DEVMIGRA: Fostering Resilience in Migrant Support Through Non-Formal Education

### Introduction:

The global migration landscape presents complex challenges, demanding effective and compassionate support systems for individuals navigating displacement and resettlement. Within this context, the DEVMIGRA program emerges as a crucial initiative, focusing on empowering young individuals working directly with migrants. By prioritising the development of resilience-focused skills, DEVMIGRA aims to enhance the capacity of youth workers to provide meaningful mental and psychosocial support, facilitating successful reintegration and healing. This chapter delves into the theoretical foundations of DEVMIGRA, exploring the program's objectives, the significance of resilience, and the application of Non-Formal Education (NFE) methodologies within the Spanish workshop context.

### The Central Role of Resilience:

At the heart of DEVMIGRA lies the understanding that resilience is not merely a personality trait but a dynamic process. Psychologists define resilience as the ability to effectively adapt to adversity, trauma, tragedy, threats, or significant stressors. For migrants, who often face profound challenges, including displacement, loss, and cultural adjustment, resilience is paramount. DEVMIGRA recognises that fostering resilience is not about eliminating hardship but about equipping individuals with the tools to navigate it. This involves building coping mechanisms, promoting self-efficacy, and fostering a sense of belonging and community.

The program acknowledges the diverse forms of trauma and stress experienced by migrants, ranging from the physical and emotional trauma of displacement to the challenges of navigating new social and cultural environments. By focusing on resilience, DEVMIGRA aims to empower youth workers to provide support that addresses the holistic needs of migrants, promoting healing and fostering a sense of agency.

### Non-Formal Education (NFE) Methodologies: A Practical Approach:

DEVMIGRA employs Non-Formal Education (NFE) methodologies as a central component of its training program. NFE, characterised by its flexibility, learner-centred approach, and emphasis on practical skills, is particularly well-suited for addressing the complex needs of migrant support. In the context of the Spanish workshops, NFE facilitates interactive learning, encouraging participants to actively engage with the material and apply their knowledge in real-world scenarios.



The workshops utilise a variety of NFE techniques, including group discussions, role-playing, case studies, and experiential learning activities. These methods foster a collaborative learning environment, enabling participants to share experiences, develop critical thinking skills, and build a supportive network. The emphasis on practical application ensures that youth workers have the skills and confidence to support migrants in their daily work effectively.

### The Spanish Workshop Context:

The workshops held in Spain provide a specific context for implementing DEV MIGRA. Spain, as a country with a significant migrant population, offers a relevant and timely setting for training youth workers. The workshops are designed to address the specific challenges faced by migrants in Spain while also providing a broader understanding of the global migration context.

The workshops emphasize the importance of cultural sensitivity and intercultural communication, recognising migrants' diverse backgrounds and experiences. Participants are encouraged to understand the cultural nuances that can impact communication and support, fostering a more inclusive and effective approach to migrant assistance.

### Outcomes and Impact:

The DEV MIGRA program aims to achieve several key outcomes, including:

- **Enhanced capacity of youth workers:** Participants will develop a deeper understanding of resilience and gain practical skills in providing mental and psychosocial support.
- **Improved migrant reintegration:** Youth workers will be better equipped to facilitate the successful reintegration of migrants into their communities.
- **Increased resilience among migrants:** By providing effective support, youth workers will contribute to developing resilience among migrants, enabling them to navigate challenges and build fulfilling lives.
- **Strengthened support networks:** The workshops will foster a sense of community among youth workers, creating a network of support and collaboration.



## CASE STUDIES OF CHAPTER 5

### Case Study 1: Instrumental - IKEA Skills for Employment

- **Title:** IKEA UPPNÅ Skills for Employment
- **Background Information:**
  - This program is a collaboration between IKEA and various refugee support organisations.
  - It operates in multiple locations, including the UK and Ireland.
  - Website: Information can be found via searching "IKEA refugee employment programs"
  - Duration: Ongoing.
  - Location: UK and Ireland.
- **Objectives:**
  - To facilitate the integration of refugees into the workforce.
  - To provide practical skills training and employment support.
  - To foster a sense of belonging and community.
- **Target Groups:**
  - Refugees and asylum seekers.
- **Description of the Problem:**
  - Refugees often face significant barriers to employment, including language difficulties, lack of recognized qualifications, and cultural differences.
  - This leads to economic hardship and social isolation.
- **Description of the Activities:**
  - Provision of skills training, including CV writing, interview techniques, and customer service.
  - Language support and cultural orientation.
  - Partnerships with refugee support organizations to provide holistic support.
  - Provision of opportunities to understand IKEA's company culture.
  - Outcomes:
    - Increased employment rates among participating refugees.
    - Enhanced language and employability skills.
    - Improved social integration.
    - Success stories: many refugees have gained stable employment at IKEA, and other companies, and have improved their living conditions.



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## Case Study 2: Exploratory - Migrant and Refugee Insights Shaping Local Policies (Ecuador)

- **Title:** Migrant and Refugee Insights Shaping Local Policies
- **Background Information:**
  - Collaboration between the International Organization for Migration (IOM), the United Nations Development Programme (UNDP), and the United Nations High Commissioner for Refugees (UNHCR).
  - 
  - Location: Santo Domingo, Ecuador.
  - Website: [migration4development.org](http://migration4development.org)
  - Duration: Ongoing.
- **Objectives:**
  - To understand the needs and challenges faced by migrants and refugees at the local level.
  - To inform the development of policies and services that are responsive to their needs.
  - To increase the inclusion of migrant voices in local policy.
- **Target Groups:**
  - Migrants, refugees, and displaced persons.
  - Local government officials.
- **Description of the Problem:**
  - Local governments often lack sufficient data and understanding of the specific needs of migrant and refugee populations.
  - This can lead to policies and services that are ineffective or inappropriate.
- **Description of the Activities:**
  - Conducting participatory research and data collection with migrants and refugees.
  - Facilitating dialogue between migrants, refugees, and local government officials.
  - Providing technical assistance to local governments in the development of inclusive policies.
  - Outcomes:
    - Improved understanding of the needs and challenges of migrant and refugee populations.
    - Increased participation of migrants and refugees in local decision-making.
    - Development of more inclusive and effective local policies.
    - Success stories: Local policies have been changed to better serve the needs of the migrant community, and better communication





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between the local government, and the migrant community has  
been established.



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## PRACTICAL WORKSHOPS OF CHAPTER 5

Understanding NFE Principles and Approaches	
Learning Outcomes	<p><b>Understanding of NFE:</b> Participants will be able to define NFE and differentiate it from formal and informal education.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> This foundational knowledge will help youth workers understand the unique characteristics and benefits of NFE in working with migrants.</li> </ul> <p><b>Knowledge of NFE principles:</b> Participants will be familiar with the core principles of NFE, including learner-centeredness, experiential learning, relevance, flexibility, and inclusivity.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> These principles provide a framework for designing and implementing effective NFE programs for migrants.</li> </ul> <p><b>Awareness of NFE approaches:</b> Participants will be familiar with various NFE approaches, such as participatory methods, problem-based learning, and community-based education.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Understanding different NFE approaches will enable youth workers to choose the most appropriate methods for specific migrant populations and contexts.</li> </ul> <p><b>Knowledge of NFE in migrant contexts:</b> Participants will be able to identify the unique challenges and opportunities of applying NFE principles and approaches in migrant settings.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> This knowledge will help youth workers tailor NFE programs to the specific needs and experiences of migrants.</li> </ul>
Group Size	<ul style="list-style-type: none"> <li>• <b>Ideal:</b> 10-15 participants</li> <li>• <b>Maximum:</b> 20 participants</li> </ul>
Duration	3 HOURS
Materials	<p><b>For the trainer/facilitator:</b></p> <ul style="list-style-type: none"> <li>• Projector and screen</li> <li>• Laptop with presentation software</li> <li>• Handouts or worksheets for participants</li> </ul> <p><b>For participants:</b></p> <ul style="list-style-type: none"> <li>• Notebooks and pens</li> </ul>



<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• <b>Create a welcoming and engaging atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</li> <li>• <b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</li> <li>• <b>Gather resources:</b> Collect examples of digital stories created by migrants or organizations working with migrants.</li> </ul>
<p><b>Description/Steps</b></p>	<ol style="list-style-type: none"> <li>1. <b>Introduction and Icebreaker:</b> <ul style="list-style-type: none"> <li>• Welcome participants and briefly introduce the workshop's objectives.</li> <li>• Conduct an icebreaker activity to help participants get to know each other and feel more comfortable.</li> </ul> </li> <li>2. <b>Defining NFE:</b> <ul style="list-style-type: none"> <li>• Discuss the definition and characteristics of NFE, distinguishing it from formal and informal education.</li> <li>• Explore the benefits of NFE for migrants.</li> </ul> </li> <li>3. <b>NFE Principles:</b> <ul style="list-style-type: none"> <li>• Discuss the core principles of NFE, including learner-centeredness, experiential learning, relevance, flexibility, and inclusivity.</li> <li>• Provide examples of how these principles can be applied in migrant contexts.</li> </ul> </li> <li>4. <b>NFE Approaches:</b> <ul style="list-style-type: none"> <li>• Explore various NFE approaches, such as participatory methods, problem-based learning, and community-based education.</li> <li>• Discuss the strengths and weaknesses of each approach and their suitability for different migrant populations.</li> </ul> </li> <li>5. <b>NFE in Migrant Contexts:</b> <ul style="list-style-type: none"> <li>• Examine the unique challenges and opportunities of applying NFE principles and approaches in migrant settings.</li> <li>• Discuss factors to consider when designing NFE programs for migrants, such as cultural</li> </ul> </li> </ol>





	<p>sensitivity, language barriers, and trauma experiences.</p> <p>6. <b>Group Discussion:</b></p> <ul style="list-style-type: none"> <li>Facilitate a group discussion on the potential of NFE to address the needs and challenges of migrants.</li> <li>Encourage participants to share their experiences and perspectives.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li><b>Pre- and post-workshop surveys:</b> Assess participants' knowledge and understanding of NFE principles and approaches before and after the workshop.</li> <li><b>Group feedback:</b> Ask participants to share their thoughts and experiences regarding the workshop.</li> </ul>
<b>References</b>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">REFLECTION: TURNING EXPERIENCE INTO LEARNING</a> David Boud</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>UNESCO, <a href="https://www.unesco.org">https://www.unesco.org</a></li> <li><a href="#">International Council for Adult Education</a></li> </ul>



### Implementing NFE Methodologies with Migrants

<p><b>Learning Outcomes</b></p>	<p><b>Needs assessment skills:</b> Participants will be able to conduct effective needs assessments to identify the specific learning needs and interests of migrant populations.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> A well-conducted needs assessment is essential for designing NFE programs that are relevant and responsive to the needs of migrants.</li> </ul> <p><b>Curriculum development skills:</b> Participants will be able to develop NFE curricula that are relevant, engaging, and culturally appropriate for migrants.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> A well-designed curriculum is crucial for ensuring the success of NFE programs and their impact on migrants.</li> </ul> <p><b>Facilitation skills:</b> Participants will develop skills in facilitating various NFE activities, such as group discussions, role-playing, and community projects.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Effective facilitation is essential for creating a supportive and inclusive learning environment for migrants.</li> </ul> <p><b>Evaluation skills:</b> Participants will be able to use appropriate assessment and evaluation methods to measure the impact of NFE programs on migrants.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Evaluation is essential for determining the effectiveness of NFE programs and making necessary adjustments.</li> </ul> <p><b>Problem-solving skills:</b> Participants will be able to identify and address potential challenges and barriers to implementing NFE methodologies with migrants.</p> <ul style="list-style-type: none"> <li>• <b>Why:</b> Effective problem-solving is essential for overcoming obstacles and ensuring the success of NFE programs.</li> </ul>
<p><b>Group Size</b></p>	<ul style="list-style-type: none"> <li>• <b>Ideal:</b> 10-15 participants</li> <li>• <b>Maximum:</b> 20 participants</li> </ul>
<p><b>Duration</b></p>	<p>3 HOURS</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• <b>For the trainer/facilitator:</b> <ul style="list-style-type: none"> <li>• Projector and screen</li> <li>• Laptop with presentation software</li> <li>• Handouts or worksheets for participants</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Case studies of successful NFE programs with migrants</li> <li>• <b>For participants:</b> <ul style="list-style-type: none"> <li>• Notebooks and pens</li> </ul> </li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Create a welcoming and engaging atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</li> <li>• <b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</li> <li>• <b>Gather resources:</b> Collect relevant articles, books, or videos on effective communication and public speaking.</li> </ul>
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction and Recap:</b> <ul style="list-style-type: none"> <li>• Welcome participants and briefly recap the key points from Workshop 1.</li> <li>• Introduce the focus of this workshop and its objectives.</li> </ul> </li> <li>2. <b>Needs Assessment:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of conducting needs assessments to identify the specific learning needs and interests of migrants.</li> <li>• Explore various needs assessment techniques, such as surveys, interviews, and focus groups.</li> </ul> </li> <li>3. <b>Curriculum Development:</b> <ul style="list-style-type: none"> <li>• Discuss the principles of designing relevant, engaging, and culturally appropriate NFE curricula for migrants.</li> <li>• Provide guidance on developing learning objectives, selecting appropriate activities, and incorporating cultural elements.</li> </ul> </li> <li>4. <b>Facilitating NFE Activities:</b> <ul style="list-style-type: none"> <li>• Discuss effective facilitation techniques for various NFE activities, such as group discussions, role-playing, and community projects.</li> <li>• Provide practical tips and strategies for creating a supportive and inclusive learning environment.</li> </ul> </li> </ol>



	<p><b>5. Assessment and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of assessing and evaluating NFE programs to measure their impact on migrants.</li> <li>• Explore various assessment and evaluation methods, such as pre- and post-tests, surveys, and case studies.</li> </ul> <p><b>6. Addressing Challenges and Barriers:</b></p> <ul style="list-style-type: none"> <li>• Discuss common challenges and barriers to implementing NFE methodologies with migrants, such as language barriers, cultural differences, and trauma experiences.</li> <li>• Explore strategies for overcoming these challenges and ensuring the success of NFE programs.</li> </ul> <p><b>7. Case Study Analysis:</b></p> <ul style="list-style-type: none"> <li>• Present case studies of successful NFE programs with migrants.</li> <li>• Analyze the strategies used in these programs and discuss the lessons learned.</li> </ul> <p><b>8. Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• Facilitate a group discussion on the challenges and opportunities of implementing NFE methodologies with migrants.</li> <li>• Encourage participants to share their experiences and perspectives.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• <b>Pre- and post-workshop surveys:</b> Assess participants' knowledge and skills related to implementing NFE methodologies before and after the workshop.</li> <li>• <b>Group feedback:</b> Ask participants to share their thoughts and experiences regarding the workshop.</li> </ul>
<b>References</b>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">REFLECTION: TURNING EXPERIENCE INTO LEARNING</a> David Boud</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• UNESCO, <a href="https://www.unesco.org">https://www.unesco.org</a></li> <li>• <a href="#">International Council for Adult Education</a></li> </ul>



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### Overcoming Anxiety and Building Confidence

<b>Learning Outcomes</b>	<p>To equip youth workers with strategies to manage their anxiety and build self-confidence, enabling them to effectively communicate with and support migrants.</p> <p><b>Increased understanding of anxiety:</b> Participants will be able to identify the physical, emotional, and cognitive symptoms of anxiety related to public speaking.</p> <p><b>Development of relaxation techniques:</b> Participants will learn and practice relaxation techniques, such as deep breathing, progressive muscle relaxation, and mindfulness, to manage anxiety symptoms.</p> <p><b>Enhanced positive visualization skills:</b> Participants will be able to visualize themselves successfully overcoming public speaking challenges and achieving their goals.</p> <p><b>Improved self-affirmation practices:</b> Participants will learn to create and use positive affirmations to challenge negative self-talk and reinforce self-worth.</p>
<b>Group Size</b>	<p><b>Ideal:</b> 10-15 participants <b>Maximum:</b> 20 participants</p>
<b>Duration</b>	<b>Approximately:</b> 2 hours
<b>Materials</b>	<p><b>For the trainer/facilitator:</b></p> <ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Projector and screen (optional)</li> <li>• Handouts or worksheets for participants</li> </ul> <p><b>For participants:</b></p> <ul style="list-style-type: none"> <li>• Notebooks and pens</li> </ul>
<b>Preparation</b>	<p><b>Create a welcoming and comfortable atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</p> <p><b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</p> <p><b>Gather resources:</b> Collect relevant articles, books, or videos on anxiety management and building self-confidence.</p>



<p><b>Description/Steps</b></p>	<p><b>Introduction and Icebreaker:</b></p> <ul style="list-style-type: none"> <li>• Welcome participants and briefly introduce the workshop's objectives.</li> <li>• Conduct an icebreaker activity to help participants get to know each other and feel more comfortable.</li> </ul> <p><b>Understanding Anxiety:</b></p> <ul style="list-style-type: none"> <li>• Discuss the common symptoms of anxiety, including physical, emotional, and cognitive manifestations.</li> <li>• Explore the impact of anxiety on public speaking performance.</li> </ul> <p><b>Relaxation Techniques:</b></p> <ul style="list-style-type: none"> <li>• Teach participants effective relaxation techniques, such as deep breathing, progressive muscle relaxation, and mindfulness.</li> <li>• Guide participants through a guided relaxation exercise.</li> </ul> <p><b>Positive Visualization:</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of positive visualization and its benefits for overcoming anxiety.</li> <li>• Lead participants in a visualization exercise where they imagine themselves delivering a successful public speech.</li> </ul> <p><b>Building Self-Belief:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of self-belief and how to challenge negative self-talk.</li> <li>• Teach participants how to create and use positive affirmations.</li> </ul> <p><b>Group Discussion and Sharing:</b></p> <ul style="list-style-type: none"> <li>• Encourage participants to share their experiences and insights related to anxiety and public speaking.</li> <li>• Facilitate a discussion about strategies for overcoming challenges and building self-confidence.</li> </ul> <p><b>Conclusion and Takeaways:</b></p> <ul style="list-style-type: none"> <li>• Summarize the key points covered during the workshop.</li> <li>• Encourage participants to practice the techniques learned and seek additional support if needed.</li> </ul>
<p><b>Learning Check/Evaluation</b></p>	<ul style="list-style-type: none"> <li>• <b>Pre- and post-workshop surveys:</b> Assess participants' levels of anxiety and self-confidence before and after the workshop.</li> </ul>





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	<ul style="list-style-type: none"><li>• <b>Group feedback:</b> Ask participants to share their thoughts and experiences regarding the workshop.</li></ul>
References	<p><b>Books:</b></p> <ul style="list-style-type: none"><li>• The Relaxation and Stress Reduction Workbook by Martha Davis et al.</li><li>• <i>Mindfulness for Beginners</i> by Jon Kabat-Zinn</li></ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"><li>• Anxiety and Depression Association of America (ADAA): <a href="https://adaa.org/">https://adaa.org/</a></li><li>• National Alliance on Mental Illness (NAMI): <a href="https://www.nami.org/">https://www.nami.org/</a></li></ul>



Effective Communication and Engagement	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Improved narrative skills:</b> Participants will be able to craft compelling and engaging stories that resonate with their audience.</li> <li>• <b>Enhanced presentation skills:</b> Participants will develop skills in using body language, voice modulation, and eye contact to deliver impactful presentations.</li> <li>• <b>Developed question-handling abilities:</b> Participants will learn how to effectively handle questions and objections, providing clear and informative responses.</li> <li>• <b>Increased adaptability:</b> Participants will be able to tailor their communication style to different audiences and situations.</li> </ul>
<b>Group Size</b>	<ul style="list-style-type: none"> <li>• <b>Ideal:</b> 10-15 participants</li> <li>• <b>Maximum:</b> 20 participants</li> </ul>
<b>Duration</b>	3 HOURS
<b>Materials</b>	<p><b>For the trainer/facilitator:</b></p> <ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Projector and screen (optional)</li> <li>• Handouts or worksheets for participants</li> </ul> <p><b>For participants:</b></p> <ul style="list-style-type: none"> <li>• Notebooks and pens</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Create a welcoming and engaging atmosphere:</b> Ensure the room is well-lit, ventilated, and free from distractions.</li> <li>• <b>Prepare handouts or worksheets:</b> Develop materials that reinforce the key concepts discussed during the workshop.</li> <li>• <b>Gather resources:</b> Collect relevant articles, books, or videos on effective communication and public speaking.</li> </ul>



<p><b>Description/Steps</b></p>	<ol style="list-style-type: none"> <li>1. <b>Introduction and Icebreaker:</b> <ul style="list-style-type: none"> <li>• Welcome participants and briefly introduce the workshop's objectives.</li> <li>• Conduct an icebreaker activity to help participants get to know each other and feel more comfortable.</li> </ul> </li> <li>2. <b>Crafting Compelling Narratives:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of storytelling in communication.</li> <li>• Teach participants techniques for developing engaging narratives, including using strong visuals, vivid language, and personal anecdotes.</li> </ul> </li> <li>3. <b>Effective Body Language and Voice Modulation:</b> <ul style="list-style-type: none"> <li>• Explore the impact of body language and voice modulation on communication.</li> <li>• Practice exercises to improve posture, gestures, and vocal delivery.</li> </ul> </li> <li>4. <b>Handling Questions and Objections:</b> <ul style="list-style-type: none"> <li>• Discuss common questions and objections that youth workers might encounter.</li> <li>• Practice responding to questions in a clear, concise, and informative manner.</li> </ul> </li> <li>5. <b>Adapting to Different Audiences:</b> <ul style="list-style-type: none"> <li>• Explore the importance of tailoring communication to different audiences.</li> <li>• Discuss strategies for adapting language, content, and delivery style to meet the needs of diverse groups.</li> </ul> </li> <li>6. <b>Practice Presentations:</b> <ul style="list-style-type: none"> <li>• Divide participants into small groups and have them practice delivering presentations on a given topic.</li> <li>• Provide feedback and guidance on areas for improvement.</li> </ul> </li> <li>7. <b>Conclusion and Takeaways:</b> <ul style="list-style-type: none"> <li>• Summarize the key points covered during the workshop.</li> <li>• Encourage participants to continue practicing their communication skills and seek additional resources if needed.</li> </ul> </li> </ol>
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<b>Learning Check/Evaluation</b>	<p><b>Pre- and post-workshop surveys:</b> Assess participants' communication skills and confidence levels before and after the workshop.</p> <p><b>Peer feedback:</b> Have participants provide feedback on each other's presentations.</p>
<b>References</b>	<p><b>Books:</b></p> <ul style="list-style-type: none"><li>• Talk Like Ted: The 9 Public-Speaking Secrets of the World's Top Minds by Carmine Gallo</li><li>• <i>Crucial Conversations: Tools for Talking When Stakes Are High</i> by Kerry Patterson et al.</li></ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"><li>• Toastmasters International: <a href="https://www.toastmasters.org/">https://www.toastmasters.org/</a></li><li>• National Communication Association: <a href="https://www.natcom.org/">https://www.natcom.org/</a></li></ul>



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## CHAPTER 6: EVALUATION

The evaluations are essential to measure the effectiveness of the training course and the training format. They serve multiple purposes:

- To gather insights from participants and trainers about the content's relevance, quality, and applicability.
- To refine the training format and manual based on real-time feedback and needs.
- To ensure that the training empowers participants with the skills and tools needed to effectively promote inclusion and support for young migrants.

### Audience:

- **Daily evaluations:** For the participants (youth workers/operators), allowing them to share immediate feedback on individual sessions and overall daily experience.
- **Final evaluation:** Both participants and trainers should provide insights on the training course, its alignment with objectives, and its impact.





## PRACTICAL WORKSHOPS OF CHAPTER 6

Daily Evaluation Workshop	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Participants reflect on the day's sessions and articulate their thoughts.</li> <li>• Trainers gain actionable insights to adapt and improve subsequent sessions.</li> <li>• Encourage participants to actively engage in the feedback process.</li> </ul>
<b>Group Size</b>	24 participants, working individually to provide anonymous feedback.
<b>Duration</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sticky notes (three colours: green, yellow, orange)</li> <li>• Large flipchart paper or wall divided into three labelled sections:               <ul style="list-style-type: none"> <li>◦ What Worked? (What did you find most useful or enjoyable in today's session?)</li> <li>◦ What Could Be Improved? (What could have been done differently to improve the session?)</li> <li>◦ Questions/Ideas (Do you have any questions, concerns, or suggestions for tomorrow?)</li> </ul> </li> <li>• Markers</li> </ul>
<b>Preparation</b>	<p>Prepare a flipchart or wall space with three sections clearly labelled.</p> <p>Ensure enough sticky notes and markers for all participants.</p>



<b>Description/Steps</b>	<p><b>Introduction (5 minutes):</b></p> <ul style="list-style-type: none"><li>• Brief participants on the purpose of the feedback wall.</li><li>• Explain the meaning of each sticky note colour.</li></ul> <p><b>Feedback Writing (15 minutes):</b></p> <ul style="list-style-type: none"><li>• Participants write their feedback on sticky notes:<ul style="list-style-type: none"><li>◦ Green: Positive aspects of the sessions.</li><li>◦ Yellow: Suggestions for improvement.</li><li>◦ Red: Questions, confusions, or additional ideas.</li></ul></li><li>• Encourage participants to be honest and concise.</li></ul> <p><b>Posting &amp; Review (10 minutes):</b></p> <ul style="list-style-type: none"><li>• Participants post their sticky notes on the relevant sections of the wall.</li><li>• Facilitator quickly summarizes the feedback and acknowledges key points, without going into detail to keep the session brief.</li></ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"><li>• Review the number and distribution of sticky notes for balanced feedback.</li><li>• Address key points in the next day's session to demonstrate responsiveness.</li></ul>





Final Evaluation Workshop	
<b>Learning Outcomes</b>	<p>Participants evaluate the training program comprehensively. Trainers identify strengths, weaknesses, and actionable improvements.</p> <p>Encourage collaborative reflection and exchange of diverse perspectives.</p>
<b>Group Size</b>	24 participants, divided into 5 groups of approximately 5 members each.
<b>Duration</b>	1 hour
<b>Materials</b>	<ul style="list-style-type: none"> <li>• flipcharts or large papers</li> <li>• Markers (enough for all groups)</li> <li>• Pre-written prompts for each flipchart: <ul style="list-style-type: none"> <li>○ Content Relevance</li> <li>○ Methodology</li> <li>○ Skills Gained</li> <li>○ Facilitation</li> <li>○ Overall Experience</li> </ul> </li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Write each prompt clearly on a separate flipchart or large paper.</li> <li>• Arrange the flipcharts in a carousel layout, spaced around the room.</li> </ul> <p>Content Relevance</p> <ul style="list-style-type: none"> <li>• What topics were most relevant to your needs?</li> <li>• What topics were less relevant?</li> </ul> <p>Methodology</p> <ul style="list-style-type: none"> <li>• How effective were the non-formal education methodologies used?</li> <li>• Any suggestions for improving the methods?</li> </ul> <p>Skills Gained</p> <ul style="list-style-type: none"> <li>• What skills did you improve during the training?</li> <li>• What additional skills would you like to develop in the future?</li> </ul> <p>Facilitation</p> <ul style="list-style-type: none"> <li>• What were the trainers' strengths?</li> <li>• How could the facilitation be improved?</li> </ul>



	<p>Overall Experience</p> <ul style="list-style-type: none"> <li>• What was the highlight of the training for you?</li> <li>• Any recommendations for future training sessions?</li> </ul>
<b>Description/Steps</b>	<p><b>Introduction (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Explain the carousel method and its purpose.</li> <li>• Assign groups to starting stations.</li> </ul> <p><b>Group Rotations (35 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups spend 7 minutes at each station discussing the prompt and writing feedback on the flipchart.</li> <li>• Facilitators at each station help guide discussions and ensure contributions remain focused.</li> </ul> <p><b>Debrief (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Facilitators summarize feedback from their stations to the entire group.</li> <li>• Participants share final reflections or additional points.</li> </ul>
<b>Learning Check/Evaluation</b>	<ul style="list-style-type: none"> <li>• Evaluate the depth and diversity of feedback collected at each station.</li> <li>• Use feedback summaries to create an actionable report for trainers and organizers.</li> </ul>

## CHAPTER 7: TRAINING COURSE IN MALAGA

In line with the established training format, a training course was implemented for youth workers in Málaga to both enhance their skills and test the practical applicability of the approach. The DEV MIGRA Training Course, held from June 10 to 15, 2025, aimed to strengthen the mediation competencies of youth workers engaged with migrants.

The programme specifically targeted professionals operating in care facilities and migration centres, equipping them with the knowledge and tools to provide mental and psychosocial support, promote social integration, and foster resilience among young migrants. In this context, *resilience* refers to the capacity to adapt effectively to adversity, trauma, and stressors — a crucial ability considering the high incidence of mental health challenges, including PTSD, within migrant populations.

The training methodology was grounded in non-formal education principles, combining self-directed learning, reflection, and peer-to-peer exchanges to facilitate the transfer of learning into real-life practice. Moreover, the course contributed to the development of an Interactive Toolkit, co-designed with youth workers and migrants. This toolkit provides guidelines and practical activities — such as public speaking and digital storytelling — tailored to diverse European contexts and languages.

The training course brought together 20 participants, including youth workers, NGO representatives, youth leaders, and youth animators from various European countries, with English as the primary working language. Activities were conducted at La Noria in central Málaga. Following the course, participants were expected to organise local follow-up activities to apply the skills and knowledge gained during the training.

Post-training, evaluation feedback was collected from 16 respondents, providing comprehensive quantitative and qualitative insights into the course's reception and impact. This feedback is particularly valuable for youth workers, offering an opportunity to reflect on the training's effectiveness and areas for further improvement.



In terms of organisation, 87.5% of respondents rated it *very good* (5 on a 1–5 scale), while the remainder rated it *good* (4). Satisfaction with content was similarly high: 62.5% reported being *very satisfied* and \*37.5% *satisfied*, confirming the training's thematic relevance and quality. Online resources received mixed but largely positive evaluations, with 68.8% rating them *very good* and a small share assigning moderate scores (3 or 2). The overall impression of the training was overwhelmingly positive — 56.3% rated it *very good* and \*43.8% *good* — confirming the effectiveness of the training format when implemented according to the provided guidelines.

All participants unanimously acknowledged the training's usefulness for their professional practice, highlighting the value of the non-formal education methods introduced. The methodology was praised for being well-structured, dynamic, and inclusive, promoting active engagement and peer exchange. Trainers received specific compliments for their energy, delivery, and facilitation skills.

Regarding pacing, most participants found the sessions appropriately timed, though some expressed interest in longer or additional sessions to explore specific topics in greater depth. The overall duration was considered adequate; however, extending the training could enhance learning outcomes. To address this, trainers might consider pre-session informal consultations to understand participants' preferences regarding session length better and adapt the programme accordingly. This approach would further strengthen the training's impact on the target group and provide valuable insights for refining future editions.

The success of the Málaga training marks an important step in validating the DEV MIGRA approach. Building on these results, upcoming activities will focus on scaling, refining, and integrating the training model into broader youth work and migration support practices across Europe.



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On-going training session during the training course in Malaga, Spain.



Group Photo of all trainers from the partners countries in Malaga, Spain

Interc**V**mbia<sup>☆</sup>





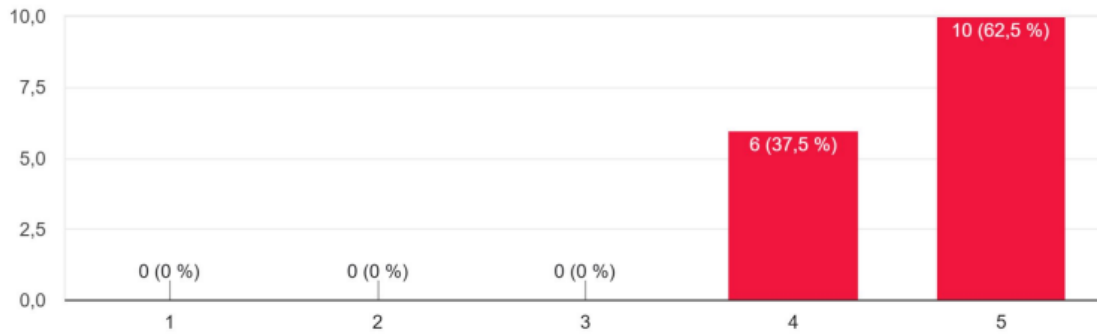


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How satisfied are you with the contents of this training course? 1 = muy mal / very bad; 5= muy bien/very good

16 respuestas



DEVMIIRA: Development of Mediation Skillset for Youth Workers for Migrants: Project Code: 101131322

Statistics Overview, from the Evaluation of the Training Course in Malaga, Spain

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On-going training session during the training course in Malaga, Spain.

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## CONCLUSION

The DEVMIGRA Manual is a comprehensive initiative designed to empower young migrants and youth workers through coaching, mentoring, and non-formal education. It supports young migrants—particularly refugees and asylum seekers aged 18 to 25—in overcoming integration challenges, serving as both a practical guide and a catalyst for participation, skill development, and personal empowerment.

Its main goal is to equip youth workers with practical tools and methods to identify and strengthen the abilities of young migrants while fostering inclusive learning environments that combine theory with real-world practice.

Key features include:

- Flexible, participant-centred approaches that adapt to diverse needs.
- Skill-building modules such as public speaking and digital storytelling to boost confidence and employability.
- A Toolkit Lab promoting co-creation, ownership, and innovation.
- Continuous evaluation to ensure responsiveness and ongoing improvement.

In conclusion, the DEVMIGRA Training Format embodies a commitment to inclusion and empowerment. By applying its tools and principles, youth workers can turn challenges into opportunities and bridge cultural and social divides, fostering social inclusion, employability, and personal growth among young migrants.

We hope this manual serves as a valuable and sustainable resource, enabling youth workers to create lasting impact, build resilient individuals, and contribute to more inclusive and cohesive communities across Europe.





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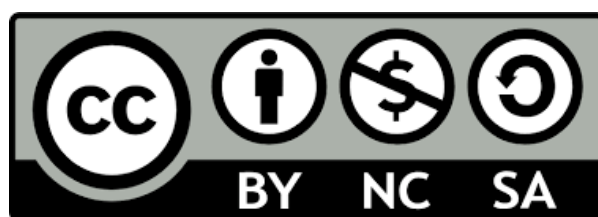




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