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Capacity Building in the Field of Youth



DEV MIGRA

Development of Mediation Skillset for Youth Workers for
Migrants

Project Code: 101131322

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TRAINING FORMAT

IntercVmbia





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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/



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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/

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.





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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/>

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PRACTICAL WORKSHOPS OF CHAPTER 2

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

Session 2: Designing an NFE Session for Young Migrants

Learning Outcomes	To guide participants through the process of designing a practical NFE session tailored to young migrants' needs.
Group Size	8-15 participants
Duration	1 hour 30 minutes
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Example session templates • Sticky notes
Preparation	Create templates for NFE session plans and provide examples of past successful integration activities. Prepare the space for group work.
Description/Steps	<ul style="list-style-type: none"> • Overview of Session Design (15 min): Introduce the basic structure of an NFE session (opening, main activity, closing, evaluation) using the flipchart. • Group Activity (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. • Presentations (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. • Feedback and Discussion (10 min): Facilitate a group discussion, giving feedback on the proposed session designs, emphasizing strengths and areas for improvement.
Learning Check/Evaluation	<ul style="list-style-type: none"> • Peer feedback during presentations. • Collect and review session designs for creativity and practicality. Evaluate understanding through short quizzes or group reflection on key points.
References	Materials from European Commission on NFE . https://commission.europa.eu/index_en



Session 3: Cultural Sensitivity in NFE Sessions

Learning Outcomes	To help participants develop awareness and skills to implement culturally sensitive practices in NFE sessions for young migrants.
Group Size	12-20 participants
Duration	1 hour
Materials	<ul style="list-style-type: none"> • Case studies on cultural sensitivity • Flipchart/whiteboard • Sticky notes • Markers
Preparation	Prepare case studies or scenarios illustrating culturally sensitive and insensitive situations in learning environments. Set up space for group discussion.
Description/Steps	<ul style="list-style-type: none"> • Introduction to Cultural Sensitivity (10 min): Explain what cultural sensitivity means and why it is crucial when working with young migrants. Use case studies to illustrate different scenarios. • Case Study Activity (30 min): 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. • Group Discussion (15 min): 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. • Wrap-Up and Takeaways (5 min): Summarize the importance of being culturally aware in NFE sessions and provide additional resources for further reading.
Learning Check/Evaluation	<ul style="list-style-type: none"> • Review participants' proposed solutions to case studies. • Encourage self-reflection on cultural awareness.
References	Resources from Intercultural Cities Programme . https://www.coe.int/en/web/interculturalcities



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:



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- 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.

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:





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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.

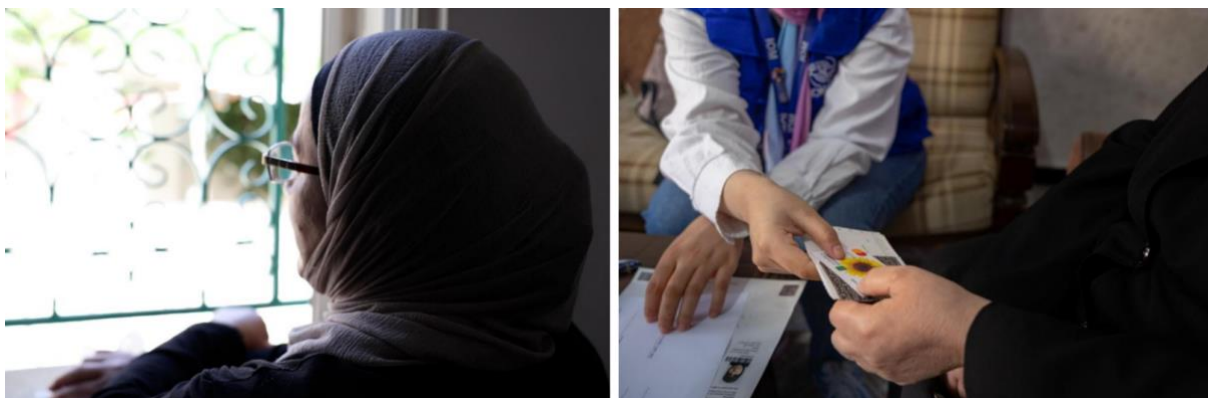
Outcomes/Results:

- 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:



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PRACTICAL WORKSHOP OF CHAPTER 3

Introduction to Public Speaking for Young Migrants	
Learning Outcomes	<p>1. Participants will understand the fundamentals of public speaking.</p> <ol style="list-style-type: none"> 1. Participants will learn to apply basic public speaking techniques. 2. Participants will develop confidence in presenting in front of an audience.
Group Size	10-15 participants
Duration	2 hours
Materials	Flip charts, markers, projector, laptop, printed handouts with key public speaking tips, video recording equipment.
Preparation	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.
Description/Steps	<ol style="list-style-type: none"> 1. Introduction (10 minutes): Brief overview of the session and its objectives. 2. Icebreaker Activity (10 minutes): Each participant shares their name, background, and one reason they are interested in public speaking. 3. Presentation (30 minutes): Overview of public speaking techniques, including voice modulation, body language, and storytelling. 4. Group Activity (30 minutes): Participants break into small groups and prepare a 2-minute presentation on a given topic.



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	<p>5. Feedback and Reflection (20 minutes): Each group presents, followed by feedback from peers and facilitators.</p> <p>6. Conclusion (20 minutes): Reflection on the experience, discussion on how public speaking skills can help in employment, and closing remarks.</p>
Learning Check/Evaluation	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.
References	<p>European Commission (2020). Public Speaking and Communication Skills in Migrant Inclusion.</p> <ul style="list-style-type: none">• National Youth Council. (2019). Developing Soft Skills in Young Migrants.• Speak Up Project Reports (2021).



Building Trust Through Active listening

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



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



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.



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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, 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 included collaborative storytelling, where students created digital narratives on topics like renewable energy and robotics, boosting motivation and STEAM understanding. One group even developed an animated climate change story, later used as a school resource.

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

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	
Learning Outcomes	<p>Understanding of digital storytelling: 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"> • Why: This foundational knowledge will help participants appreciate the potential of digital storytelling as a tool for empowerment and communication. <p>Platform familiarity: Participants will be able to identify and choose appropriate digital storytelling platforms based on their project needs.</p> <ul style="list-style-type: none"> • Why: Selecting the right platform is crucial for creating effective and engaging stories. <p>Narrative development skills: Participants will be able to develop engaging storylines, identify key characters and themes, and structure narratives effectively.</p> <ul style="list-style-type: none"> • Why: A well-structured narrative is essential for captivating audiences and conveying meaningful messages. <p>Multimedia integration: 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"> • Why: Multimedia elements can make stories more visually appealing, engaging, and memorable. <p>Basic editing and design skills: 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"> • Why: These skills are essential for producing professional-quality digital stories.
Group Size	<ul style="list-style-type: none"> • Ideal: 10-15 participants • Maximum: 20 participants
Duration	3 HOURS
Materials	<p>For the trainer/facilitator:</p> <ul style="list-style-type: none"> • Projector and screen • Laptop with presentation software



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



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



Advanced Digital Storytelling Techniques

Learning Outcomes	<p>Interactive storytelling skills: 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"> • Why: Interactive elements can make stories more engaging and memorable, and they can also provide opportunities for audiences to participate and contribute. <p>Mobile storytelling expertise: 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"> • Why: As more people consume content on mobile devices, it is important for storytellers to adapt their work to this platform. <p>Social impact storytelling skills: Participants will be able to use digital storytelling to raise awareness, promote social change, and empower migrants.</p> <ul style="list-style-type: none"> • Why: Digital storytelling can be a powerful tool for social justice and advocacy. <p>Collaboration and community building skills: 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"> • Why: Collaboration can lead to more diverse and meaningful stories, and it can also help to build community and empower migrants. <p>Ethical awareness: 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"> • Why: It is important for storytellers to be mindful of ethical considerations to ensure that their work is respectful and responsible.
Group Size	<ul style="list-style-type: none"> • Ideal: 10-15 participants • Maximum: 20 participants
Duration	3 HOURS
Materials	<p>For the trainer/facilitator:</p> <ul style="list-style-type: none"> • Flipchart and markers • Projector and screen (optional)



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



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



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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.



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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
 - 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>Understanding of NFE: Participants will be able to define NFE and differentiate it from formal and informal education.</p> <ul style="list-style-type: none"> Why: This foundational knowledge will help youth workers understand the unique characteristics and benefits of NFE in working with migrants. <p>Knowledge of NFE principles: 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"> Why: These principles provide a framework for designing and implementing effective NFE programs for migrants. <p>Awareness of NFE approaches: 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"> Why: Understanding different NFE approaches will enable youth workers to choose the most appropriate methods for specific migrant populations and contexts. <p>Knowledge of NFE in migrant contexts: 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"> Why: This knowledge will help youth workers tailor NFE programs to the specific needs and experiences of migrants.
Group Size	<ul style="list-style-type: none"> Ideal: 10-15 participants Maximum: 20 participants
Duration	3 HOURS
Materials	<p>For the trainer/facilitator:</p> <ul style="list-style-type: none"> Projector and screen Laptop with presentation software Handouts or worksheets for participants <p>For participants:</p> <ul style="list-style-type: none"> Notebooks and pens



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



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



Implementing NFE Methodologies with Migrants

<p>Learning Outcomes</p>	<p>Needs assessment skills: 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"> • Why: A well-conducted needs assessment is essential for designing NFE programs that are relevant and responsive to the needs of migrants. <p>Curriculum development skills: Participants will be able to develop NFE curricula that are relevant, engaging, and culturally appropriate for migrants.</p> <ul style="list-style-type: none"> • Why: A well-designed curriculum is crucial for ensuring the success of NFE programs and their impact on migrants. <p>Facilitation skills: 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"> • Why: Effective facilitation is essential for creating a supportive and inclusive learning environment for migrants. <p>Evaluation skills: 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"> • Why: Evaluation is essential for determining the effectiveness of NFE programs and making necessary adjustments. <p>Problem-solving skills: 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"> • Why: Effective problem-solving is essential for overcoming obstacles and ensuring the success of NFE programs.
<p>Group Size</p>	<ul style="list-style-type: none"> • Ideal: 10-15 participants • Maximum: 20 participants
<p>Duration</p>	<p>3 HOURS</p>
<p>Materials</p>	<ul style="list-style-type: none"> • For the trainer/facilitator: <ul style="list-style-type: none"> • Projector and screen • Laptop with presentation software • Handouts or worksheets for participants



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



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



Overcoming Anxiety and Building Confidence

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



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



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



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



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



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



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



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



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

CHAPTER 7: CONCLUSION

The DEVMIGRA Training Format serves as an innovative educational model designed to equip youth workers with the skills, knowledge, and methodologies necessary to recognize and support migrants' qualifications and competencies. Rooted in non-formal education (NFE), coaching, and mentoring, the training format integrates theoretical insights, case studies, and practical workshops to ensure a well-rounded learning experience.

Key components include:

- Public speaking modules to enhance communication skills and self-expression.
- Digital storytelling workshops focused on promoting the skills and experiences of migrants.

This five-day training will take place in Málaga, Spain, in June 2025, bringing together youth workers from Italy, Spain, Lebanon, and Jordan. The event will provide a hands-on opportunity to test and refine the DEVMIGRA Training Format, allowing participants to enhance their skills through interactive learning, peer exchange, and practical workshops.

Each participating organisation will send five youth workers, who will engage in theory-based sessions, case studies, and hands-on activities designed to strengthen their capacity to support young migrants. A structured agenda will be developed and shared in advance, ensuring a well-organized learning process. Attendance records and visual documentation will be maintained for monitoring and evaluation purposes.

Following the training, participants will apply their newly acquired skills and methodologies in their respective countries, implementing local activities to foster migrant inclusion, empowerment, and employability.

By adopting this training format, youth workers will be empowered to implement innovative and inclusive practices, bridging social and cultural gaps while fostering the employability and personal growth of young migrants. The approach aims to create a sustainable impact, transforming challenges into opportunities for integration and empowerment.



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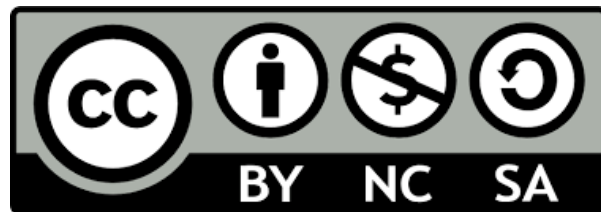




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