ERASMUS+
Capacity Building in the Field of Youth

DEVMIGRA

Development of Mediation Skillset for Youth Workers for Migrants

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Chapter 1
Introduction

1.1 Background and Link with the DEVMIGRA Manual

DEVMIGRA "Development of mediation skillset for youth workers for migrants" is an Erasmus Plus Capacity Building in the field of Youth project implemented by a consortium of European and South Mediterranean organizations. The consortium was led by INTERCAMBIA Spain (Home - EXCHANGE - EUROPAERESTU.eu) with MV International Italy (MV International – Network of NGOs), Jordan Youth Innovation Forum (JYIF) and Chabibeh Sporting Club Lebanon (chabibehclub.org) as partners.

The **objective of DEVMIGRA** is to enhance the abilities of young individuals working with migrants. The project focused on developing the skills of youth workers who operate in facilities such as care facilities and migration centers to assist and reintegrate migrants through a resilient approach. Therefore, the aim is to equip young workers with the expertise to provide mental and psychosocial support to aid in the recovery process.

This toolkit **"Development of Mediation Skillset for Youth Workers for Migrants"** is the second intellectual output of the **DEVMIGRA** project which is derived from the DEVMIGRA Manual, the first intellectual output, which can be found on the following link: MANUAL | Devmigra. The manual entitled **"Mediation Skills for Youth Operators".** The manual is designed to equip professionals working in the fields of migration, education, and non-formal learning with the knowledge and tools necessary to effectively support young migrants.

The **"Mediation Skills for Youth Operators"** manual offers a three-pronged approach:

1. **Theoretical Foundation:** The manual provides a solid theoretical foundation in relevant topics to equip operators with a comprehensive understanding of the issues faced by young migrants.

2. **Methodological Guidance:** It outlines practical methodologies and approaches specifically suited for working with young migrants in a non-formal learning environment.

3. **Essential Tools:** The manual equips operators with a toolkit of essential resources, including examples and templates, to effectively implement the recommended methodologies.

The theoretical foundations and methodological guidance are covered in the manual, while this toolkit includes the essential tools and resources, including examples and templates, to effectively implement the recommended methodologies.

1.2 The Co-Design Approach

This toolkit was developed through a participatory, user-centred and iterative process, involving youth workers and young migrants at all key stages. Its development combined research, co-design, testing and refinement to ensure that the content is practical, relevant and adaptable across different national contexts.

The process started with a needs analysis and mapping of best practices on non-formal education (NFE) methodologies for working with young migrants. This research informed the structure and learning objectives of the toolkit.

The first version of the toolkit was co-created during the international training course, which brought together youth workers, trainers and cultural mediators from all partner countries. Participants were trained in NFE, public speaking and digital storytelling, and worked collaboratively to design practical tools based on their professional experience. Daily reflection and evaluation sessions ensured continuous feedback and collective ownership of the content.

The draft toolkit was then tested during local workshops implemented in each partner country with young migrants aged 18–25 holding refugee or asylum status. Youth workers applied the tools directly in real settings, while young migrants actively contributed feedback on clarity, relevance and usability. Their inputs led to contextual adaptations and improvements, strengthening the toolkit's responsiveness to real needs.

Feedback from the international training course and local workshops was analysed at consortium level and used to refine the toolkit before final validation. This iterative cycle ensures that the toolkit reflects lived experience, shared expertise and practical applicability in non-formal youth work with migrants.

Toolkit Co-Development Process

1

Needs Analysis & Research
Mapping young migrants' needs and non-formal education best practices at national level.

2

Co-Design in Transnational Training
Youth workers and trainers co-create tools during the international training course using NFE methods**.**

3

First Toolkit Draft
Initial set of practical methods, activities and facilitation tools developed collaboratively.
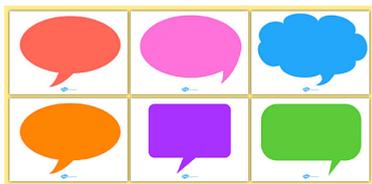
4

Local Workshops with Young Migrants
Youth workers test the toolkit with young migrants in real non-formal learning settings.

5

Feedback & Evaluation
Inputs collected from youth workers and young migrants through reflection sessions and questionnaires.

Intercambia

MV International

CHABIBEH SPORTING CLUB

We Offer Much More Than Sports,
We Offer Life Time Skills

6

Iterative Refinement
Content adapted, improved and contextualised based on feedback and field experience.

7

Final Toolkit
User-centred, practical and adaptable toolkit for youth work with young migrants.

This toolkit was developed through a participatory and iterative process involving youth workers and young migrants

1.3 The Toolkit's Purpose and Structure

The objective of the DEVMIGRA Toolkit – Development of Mediation Skillset for Youth Workers for Migrants is to provide practical, adaptable non-formal education (NFE) tools that support youth workers in promoting the skills recognition, psychosocial wellbeing, and social inclusion of young migrants, particularly those with refugee or asylum status.

Building on the DEVMIGRA Manual's theoretical and methodological foundations, the toolkit translates concepts into concrete educational activities, templates, and facilitation tools that can be directly applied in youth work, community centres, care facilities, and migration contexts. It strengthens youth workers' mediation capacities and supports young migrants in identifying, expressing, and valuing their competences in hosting societies. The toolkit is structured to guide users from contextual understanding to practical application and reflection:

1. Introduction – Purpose, link with the DEVMIGRA Manual, and co-design approach
2. State of the Art – Migration and youth work contexts, country snapshots, and key insights
3. Good Practices and Reference Models – Transferable practices from partner countries
4. Co-Design Process – From training to local implementation
5. Educational Activities and Tools – Ready-to-use activities, shared templates, and co-designed tools
6. Feedback and Evaluation – Common evaluation framework and learning outcomes

7. Conclusions and Recommendations – Sustainability, transferability, and policy insights

How to Use the Toolkit

- **Step 1:** Review the contextual sections to understand challenges and opportunities in youth work with migrants.
- **Step 2:** Select relevant activities from Chapter 5 based on your target group and local context.
- **Step 3**: Adapt activities using the shared templates to reflect participants' needs, language, and cultural background.
- **Step 4:** Implement activities using NFE methods such as storytelling, peer learning, and skills narration.
- **Step 5:** Collect feedback and reflect using the evaluation tools to refine future practice.

The toolkit is modular and flexible: activities can be used independently or combined into longer learning pathways.

Who is this toolkit for?

The toolkit is primarily designed for:

- Youth workers, cultural mediators, trainers, and volunteers working with young migrants.
- Civil society organisations, NGOs, and community centres active in migration, youth, and inclusion fields.
- Educators and facilitators using non-formal education methodologies

It also indirectly benefits:

- Young migrants aged 18–25, especially those with refugee or asylum status, by supporting skills recognition, confidence building, and employability pathways.
- Local stakeholders and institutions seeking inclusive, practice-oriented youth work tools.

The toolkit is suitable for use in European and South-Mediterranean contexts and is designed to be transferable to other settings working with young people with fewer opportunities

Chapter 2
State of the Art

2.1 Migration and Youth Work Contexts in Partner Countries

The Euro-Mediterranean region continues to be one of the world's most dynamic migration spaces. Southern Europe receives steady inflows from Africa and the Middle East, while the Middle Eastern host countries shoulder disproportionate refugee burdens. Youth — defined here as individuals aged roughly 15–29 — feature prominently in migration flows, both as agents of mobility and as vulnerable individuals confronting inclusion and employability barriers.

The Euro-Mediterranean region has become one of the world's most significant migration corridors, shaped by conflict, economic inequality, political instability, and environmental pressures. Southern European countries such as Italy and Spain increasingly function as destination and transit countries, while Jordan and Lebanon host some of the highest proportions of refugees per capita globally. Across the region, young migrants (18–25) represent a particularly vulnerable group, often experiencing disrupted education pathways, limited access to labour markets, and prolonged periods in reception or hosting facilities.

While migration presents structural challenges for host societies, it also offers opportunities for social and economic development if young migrants' skills, experiences, and aspirations are effectively recognised and supported. However, the proposal highlights that existing integration systems—largely based on formal education and employment frameworks—often fail to respond adequately to the realities of young migrants' lives, particularly those with irregular trajectories or missing documentation.

Italy is both a destination and transit hub for migrants from Africa and the Middle East. Migrants face linguistic and cultural barriers, and many find themselves in low-wage or unstable employment. Integration gaps persist in formal education and employment, particularly when migrants cannot validate prior skills or qualifications acquired abroad. Language proficiency — especially Italian — is reported as a core barrier to inclusion and higher education access for migrant youth.

Spain receives significant arrivals from North Africa and West Africa, and domestic debates increasingly frame migration as part of demographic renewal and labour market strategy, rather than solely a challenge of social cohesion.

However, young migrants often encounter segmented labour markets with high rates of precarious employment and limited pathways to stable careers despite qualifications earned elsewhere.

Jordan hosts large numbers of refugees, predominantly from Syria, with youth disproportionately represented. Access to formal employment and education remains constrained by legal and economic factors. Civil society organisations and vocational training institutions strive to fill gaps, yet systematic recognition of prior learning and flexible routes into employment are limited.

Lebanon has an entrenched youth unemployment challenge compounded by economic crisis and political fragmentation. Young Lebanese and migrant youth alike struggle with limited formal opportunities and weak public inclusion infrastructure. Research shows that youth employment prospects have been structurally poor for decades due to mismatch between education, labour market demand, and fragile policy environments, accentuating exclusion risks for migrants and refugees alike.

Across these contexts, youth work and non-formal education (NFE) have emerged as critical bridges to inclusion and employability:

- Youth work provides safe social spaces, psychosocial support and participatory learning environments where young migrants can build confidence and connect with peers and community actors.

- NFE methods such as experiential learning, peer exchange, project-based activities and storytelling bypass rigid formal systems that often exclude youth with non-linear educational trajectories. These methods are grounded in voluntary, participatory learning that responds to learners' needs and aspirations rather than institutional requirements

The DEVMIGRA project specifically situates youth work as a mediator that helps young migrants re-frame lived experiences into recognized skills — fostering social inclusion and labour market readiness by using tools such as digital storytelling, skills narration and reflective group processes.

Across Italy, Spain, Jordan and Lebanon, research and practice reveal several recurring challenges:

1. Lack of Skills Recognition

Many young migrants arrive with competencies gained abroad, yet formal systems rarely validate these through credential recognition or accredited pathways, increasing the risk of "brain waste" and underemployment.

2. Limited Participation

Young migrants may be nominally included in services but lack meaningful participation in decision-making, program design, or civic life. Trust barriers, legal uncertainty, and social exclusion often limit sustained engagement.

3. Cultural and Linguistic Barriers

Language proficiency and cultural adaptation are persistent obstacles to educational success, employment access, and social integration — reinforcing marginalisation risks.

4. Inflexible Training Approaches

Rigid education and training systems struggle to accommodate diverse learning histories and life circumstances of migrant youth, especially those without formal documentation or stable residency status.

These challenges are widely recognised in migration and youth labour research as structural and persistent across Mediterranean societies

Despite these obstacles, several opportunities have been identified to enhance inclusion and employability:

1. Non-Formal Education Methodologies

NFE's participatory and learner-centred nature enables young migrants to build confidence, transversal skills and agency, complementing formal credentials.

2. Intercultural Dialogue

Creating spaces for intercultural interaction fosters understanding, reduces prejudice and builds mutual recognition — vital for social cohesion in increasingly diverse societies.

3. Peer Learning

Structured peer exchange leverages youth networks and experiences, strengthening collective identity and facilitating the transfer of tacit knowledge that formal systems often overlook.

4. Digital Storytelling and Public Expression

Tools like digital storytelling empower young migrants to narrate personal journeys, articulate competencies, and bridge cultural and linguistic divides, thereby enhancing employability and self-representation.

These opportunities are increasingly embedded in both European and Mediterranean youth and migration policy frameworks, highlighting the added value of youth work and NFE in contemporary inclusion strategies

Italy, Spain, Jordan and Lebanon illustrate diverse but interconnected challenges in youth inclusion within the Euro-Mediterranean migration landscape. While formal systems often lag in recognising migrant competencies or adapting to diverse pathways, **youth work and non-formal education provide flexible, participatory avenues** to build skills, foster social connection and enhance employability. By combining practice-based insights with emerging policy evidence, this analysis underscores the strategic importance of youth-centred, intercultural and learner-driven approaches in advancing inclusion in the region.

2.2 Country Snapshots 🟦
Detailed National Perspective for Spain

Country / Partner Organization	Spain/Asociacion Juvenil Intercambia
Migration and Youth Work Context	Spain is a primary destination for asylum seekers and refugees, many of whom cross borders irregularly and face long waiting periods in hosting centers[1]. This process often leads to social exclusion and a loss of support networks for young migrants aged 18-25[2222]. External Context: According to recent data from the Spanish Ministry of Interior and Eurostat, Spain consistently ranks among the top EU countries for first-time asylum applications, particularly from Latin American and African nations, necessitating robust local integration frameworks.

Country / Partner Organization	Spain/Asociacion Juvenil Intercambia
Existing Frameworks for Skills Recognition	The project focuses on the European Union's priority of recognizing migrant qualifications to adapt to the labor market[3]. It aligns with the "European Qualification Passport for Refugees" (Council of Europe) to boost government recognition of migrant rights[4]. External Context: In Spain, the *Homologación* (official recognition) process for foreign degrees is often cited by the ILO and local NGOs as a bureaucratic hurdle, making non-formal validation of skills essential for immediate labor market entry.
NFE and Inclusion Practices	Spain, led by Asociacion Juvenil Intercambia (AJI), employs Non-Formal Education (NFE) to promote active citizenship, human rights, and intercultural dialogue[55555555]. These practices include specific modules on public speaking and digital storytelling to help migrants disclose their skills in hosting societies[66666666]. External Context: Spain has a strong tradition of "Youth Pass" implementation and community-based "Talleres de Empleo" (Employment Workshops) that utilize NFE to bridge the gap between social care and professional life.
Key Needs Identified	There is a critical gap in training for youth workers (mediators and volunteers) on how to use NFE to specifically value migrant skills[7777]. The primary objective is to increase employability and inclusion for young people with fewer opportunities[8888]. External Context: The Spanish Youth Strategy 2030 highlights that youth with migrant backgrounds face double the unemployment risk compared to native-born peers, necessitating the "mediation skillset" DEVMIGRA aims to provide.
Sources of Information	External: Spanish Ministry of Inclusion, Social Security and Migration; Eurostat Migration Statistics (2023/2024); ILO reports on Migrant Integration in Spain.

References
 Spanish Ministry of Inclusion, Social Security and Migration (Official Portal)

- *Description:* The primary government body responsible for migration policies in Spain.
- **Link:** Migration Portal - Ministry of Inclusion

 Eurostat: Migration and Asylum Statistics (2024/2025 Edition)
   - *Description:* Detailed statistical data on first-time asylum seekers and migrant integration in the EU and Spain.
   - **Link:** Eurostat Migration Statistics Explained

International Labour Organization (ILO): Migrant Integration Reports
   - *Description:* Research on the labor market integration of immigrants in Spain and the barriers to skill recognition.
   - **Link:** ILO - Labor Market Integration of New Immigrants in Spain

Mixed Migration Centre (MMC): Data on Spain
   - *Description:* Focuses on the vulnerabilities and protection risks of young migrants on the Mediterranean route to Spain.
   - **Link:** MMC Europe Portal

Detailed National Perspective for Italy

Country / Partner Organization	Italy / MV International
Migration and Youth Work Context	Italy has experienced significant migration flows in recent years. In january 2024, over 5.0 million non-EU nationals resided in Italy (about 8.6% of the population), and more than 200,000 Ukrainians were under temporary protection. Sea arrivals increased (exceeding 150,000 in 2023), and the number of unaccompanied minors was exceptionally high (around 14,000 new UMCs in 2022 and 18,820 in 2023). Italy's integration policy has historically emphasized border control: the last national integration strategy was in 2005, and today integration is managed mainly by regional programs. In 2022 the government launched a multiannual Integration Strategy (2021–27) targeting language training, education and labour inclusion for refugees and migrants. On the youth-policy side, Italy approved a new National Youth Strategy (2024–26) in December 2023, explicitly promoting inclusion of vulnerable and migrant youth and funding non-formal education projects. Despite this, Italian youth (especially those with migrant backgrounds) face high unemployment and emigration pressures. Youth workers must cope with heavy caseloads and limited resources, for

	example, they report a lack of specialized training, long bureaucratic delays, and insufficient intercultural support in schools and community centres. Civil society organizations and volunteer tutors play a key role in filling gaps, but more structured support is needed for migrant youth programs.
Existing Frameworks for Skills Recognition	Italy has introduced formal frameworks to recognise learning from non-formal settings. In 2013 a law established the Sistema Nazionale di Certificazione delle Competenze (SNCC) for validating competences acquired informally. In practice, however, awareness of SNCC is still growing. For youth work, the EU's Youthpass is the primary tool used to certify skills gained in youth mobility and volunteering projects. The Italian Youth Agency actively promotes Youthpass (even seeking university credit recognition for it). Additionally, volunteers in Italy's Servizio Civile receive official certificates of their acquired skills and training credits. Several Erasmus+-funded projects coordinated by Italian NGOs have developed self-assessment and skills-transparency tools for young people. At the local level, some regions and NGOs provide preparatory courses or mentorship to help migrants document their work and language skills. Overall, while these instruments exist, their use specifically for migrants' prior learning is still uneven, and many qualified young migrants struggle to have their foreign diplomas and skills recognised in Italy.
NFE and Inclusion Practices	Non-formal education (NFE) is widely used in Italy's youth and migrant services to foster inclusion. Community centres, NGOs and schools run after-school clubs, arts and sports workshops, and peer-learning activities for newcomer youth. For example, volunteer tutors often use cooperative learning methods, participatory theatre or art projects to build language and social skills in a non-formal setting. Research notes that non-formal education has been recognised as very useful for the inclusion of young people with migrant backgrounds. Such NFE programs complement formal schooling (which all children in Italy, including unaccompanied minors, are guaranteed by law). In practice, centres under the public reception system (SAI, formerly SPRAR) and local youth projects mix formal training (language/civics classes) with informal activities

	(cultural orientation, sports, digital media labs) to help young migrants integrate. Schools, sports clubs and cultural organizations have increasingly adopted NFE techniques (e.g. intercultural dialogue, project-based learning) in youth programs. These practices help create safe spaces where migrant youth can develop confidence, learn Italian, and build social connections outside the traditional classroom.
Key Needs Identified	● Specialised training & staff: Youth workers and tutors need more training in intercultural communication and non-formal pedagogy. Practitioners report gaps in their own preparation – they call for better selection of staff and mentoring by intercultural education experts. More professional cultural mediators and counsellors should be employed to support young migrants' complex needs. ● Recognition of skills and qualifications: Migrant youth frequently face 'brain waste,' working below their qualification level. Streamlined procedures are needed to validate foreign diplomas and non-formal skills so that migrants can pursue suitable education or work. Reducing the bureaucracy around diploma recognition would greatly improve their integration prospects. ● Resources and capacity: Many local projects lack stable funding and staff. Integration initiatives have suffered budget cuts, leading to overcrowded reception centres and temporary facilities. Increasing funding for youth-migrant programs and hiring more trained educators/social workers would strengthen inclusion efforts. ● Administrative support & continuity: Migrant youth often struggle with paperwork (permits, residency, housing). Long delays in processing documents, lack of clear guidance, and abrupt cut-off of support at age 18 are common issues. There is a need for case-management services and legal/administrative assistance embedded in youth projects to help navigate these hurdles. ● Non-formal inclusion activities: Expanding extracurricular programs (sports, arts, community volunteering) is crucial. NFE initiatives have shown

| | strong positive outcomes for social cohesion. More support (funding, space, outreach) for community-based inclusion projects and peer networks will help migrant youth engage with local communities. |
| | Intercultural dialogue and anti-discrimination: Building mutual understanding between native and migrant youth is essential. Formal anti-racism and intercultural education should be integrated into school curricula and youth work. Creating intercultural spaces and events (festivals, dialogue workshops, cooperative projects) can counter xenophobia and promote inclusive attitudes. |

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Detailed National Perspective for Jordan

Country / Partner Organization	Jordan / Jordan Youth Innovation Forum (JYIF)
Migration and Youth Work Context	Jordan hosts one of the highest proportions of migrants and refugees in the world relative to its population. The country has been significantly affected by regional instability, particularly due to the Syrian crisis, as well as long-standing Palestinian displacement and the presence of migrant workers from different regions. Young migrants and refugees in Jordan often face complex challenges related to access to education, employment, and social participation. Youth work in Jordan plays a crucial role in addressing these challenges, especially in urban areas and refugee-hosting communities. Civil society organizations and youth-led

	initiatives complement public policies by providing non-formal learning opportunities, psychosocial support, and skills development pathways. However, youth work interventions often operate in a fragmented landscape, with limited coordination and uneven access across regions. Key challenges include: • Limited recognition of skills acquired through informal or non-formal experiences; • Restricted access to the labor market for young migrants and refugees; • Social exclusion, marginalization, and limited opportunities for civic participation; • The need for youth workers to be better equipped with inclusive and intercultural methodologies.
Existing Frameworks for Skills Recognition	In Jordan, formal frameworks for the recognition of skills acquired by migrants and refugees remain limited. Skills validation is mainly linked to formal education and regulated professions, with few structured mechanisms acknowledging competences developed through non-formal or informal learning pathways. Some initiatives promoted by international organizations, NGOs, and development agencies aim to support employability and vocational skills development for young migrants and refugees, often through short-term projects or sector-specific programs. While these initiatives provide valuable opportunities, they are not always integrated into a national, systematic framework for skills recognition. As a result, many young migrants possess skills and competences that remain invisible or undervalued, particularly soft skills such as communication, adaptability, leadership, and intercultural competence — areas directly addressed by the DEVMIGRA approach.
NFE and Inclusion Practices	Non-formal education (NFE) is widely used in Jordan as a tool for youth empowerment, inclusion, and social cohesion, especially within projects targeting vulnerable groups, including young migrants and refugees. Youth organizations such as JYIF actively implement NFE methodologies including: • Participatory workshops; • Peer learning activities;

	- Storytelling and self-expression exercises; - Community-based initiatives and civic engagement activities. NFE is particularly effective in contexts where formal education pathways are disrupted or inaccessible. It allows young migrants to develop transversal skills, build confidence, and engage in dialogue with peers and youth workers in a safe and inclusive environment. However, despite its widespread use, NFE outcomes are rarely formally recognized, and youth workers often lack shared tools to document and validate learning achievements in a structured and transferable way.
Key Needs Identified	Based on JYIF's experience and local DEVMIGRA activities, the following key needs have been identified: - Stronger tools for recognising and documenting skills developed through non-formal education; - Inclusive methodologies tailored to the specific needs of young migrants and refugees; - Capacity-building opportunities for youth workers in mediation, communication, and intercultural dialogue; - Safe spaces for self-expression, storytelling, and peer exchange; - Greater alignment between local youth work practices and transferable European-inspired frameworks for skills recognition.

Detailed National Perspective for Lebanon

Country / Partner Organization	Lebanon / Youth Chabibeh Sporting Club (YCSC)
Migration and Youth Work Context	Lebanon is one of the countries hosting the highest number of refugees per capita globally. The country hosts a large population of refugees, primarily Syrians displaced since 2011, as well as long-standing Palestinian refugee communities and migrant workers from Africa and Asia. Prolonged political instability, economic collapse since 2019, and the deterioration of public services have severely affected both host communities and migrant populations, with young people among the most impacted groups. Young migrants and refugees aged 18–25 in Lebanon face compounded vulnerabilities. Many experiences disrupted

	education pathways, limited access to formal employment, legal insecurity related to residency status, and high exposure to poverty and psychosocial distress. The economic crisis has significantly reduced employment opportunities, particularly for youth, leading to high unemployment and informal or exploitative labour conditions. For refugee youth, restrictions on legal work sectors and the absence of clear long-term integration policies further exacerbate exclusion risks.
	Youth work in Lebanon operates largely outside formal state-led youth policies, which remain weakly institutionalised. Civil society organisations, community centres, sports clubs, and youth-led initiatives play a central role in providing youth services, psychosocial support, and learning opportunities. In this context, youth work often serves as a substitute for formal inclusion systems, especially for migrant and refugee youth who have limited access to public education, vocational training, or employment programmes.
	Non-governmental organisations and local associations implement youth activities in refugee camps, informal settlements, and urban neighbourhoods, focusing on life skills, resilience, social cohesion, and community engagement. However, youth work actors often operate with limited resources, short-term funding, and high staff turnover, which constrains the continuity and scalability of interventions. Youth workers frequently lack specialised training in mediation, intercultural communication, and non-formal methodologies tailored to young migrants' needs—gaps directly addressed by the DEVMIGRA project
Existing Frameworks for Skills Recognition	Lebanon does not have a comprehensive or fully institutionalised national framework for recognising skills acquired through non-formal or informal learning, including those developed by migrant and refugee youth. Existing recognition mechanisms focus predominantly on formal education credentials and technical and vocational education and training (TVET), leaving significant gaps for individuals with non-linear or interrupted learning pathways.

	At national level, efforts have been made to develop a National Qualifications Framework (NQF) intended to link education and training outcomes to labour market needs. However, the framework remains only partially implemented and has not yet resulted in operational systems for validating prior learning or experiential competences. For migrants and refugees, recognition of foreign diplomas is often difficult due to missing documentation, administrative barriers, and high costs, limiting access to further education or decent employment. Within the TVET sector, policy reforms supported by international partners promote competency-based approaches and work-based learning. While these reforms acknowledge the importance of skills acquired outside formal education, Lebanon still lacks a structured Recognition of Prior Learning (RPL) system that would allow informal and non-formal competences to be formally assessed and certified. As a result, skills recognition in Lebanon is largely addressed through project-based initiatives implemented by NGOs, UN agencies, and civil society organisations. These initiatives often use non-formal assessment tools, training certificates, and skills profiling methodologies to support employability, particularly for refugee and vulnerable youth. However, outcomes are rarely transferable or recognised beyond the project level. This fragmented landscape underlines the strategic role of youth work and non-formal education in making young migrants' skills visible, valued, and communicable—an approach central to the DEVMIGRA toolkit
NFE and Inclusion Practices	Non-formal education (NFE) plays a central role in youth inclusion practices in Lebanon, particularly for migrant and refugee youth who face limited access to formal education, vocational training, and employment pathways. In the absence of strong state-led youth and integration policies, civil society organisations, community centres, sports clubs, and youth-led initiatives are the primary providers of learning and inclusion opportunities. NFE activities implemented across Lebanon focus on life skills development, psychosocial support,

	employability-related competences, and social cohesion. Common methodologies include participatory workshops, peer learning, sports and arts-based activities, storytelling, and community engagement projects. These approaches are especially relevant for young migrants and refugees with disrupted schooling, as they offer flexible, learner-centred environments that value experience, expression, and collective learning.
	Many programmes targeting refugee and vulnerable youth are implemented with the support of international organisations and donors, often combining NFE with vocational orientation, soft-skills training, and civic engagement components. However, these initiatives are frequently short-term and project-based, limiting continuity and long-term impact. Outcomes of non-formal learning are rarely documented or formally recognised, reducing their visibility in education or labour market contexts.
	Despite these constraints, NFE remains a key inclusion mechanism in Lebanon, providing safe spaces for interaction, confidence-building, and intercultural dialogue. Strengthening youth workers' capacities to intentionally use NFE for skills identification and mediation is therefore critical—an objective directly addressed by the DEVMIGRA toolkit
Key Needs Identified	Based on the national context and partner experience within DEVMIGRA, several key needs have been identified in relation to youth work, migration, and skills recognition in Lebanon:
	● **Recognition of non-formal and experiential skills:** Young migrants and refugees often possess valuable competences gained through work, volunteering, or lived experience, yet lack tools and frameworks to identify, document, and communicate these skills in ways recognised by employers or education providers.
	● **Capacity-building for youth workers:** Youth workers and facilitators require targeted training in mediation, intercultural communication, and non-formal education methodologies specifically adapted to working with migrant and refugee youth in fragile contexts.

	● **Psychosocially informed approaches:** Many young migrants face stress, trauma, and uncertainty linked to displacement and economic hardship. Youth work practices need to integrate psychosocial awareness and safe-space methodologies alongside skills development. ● **Continuity and sustainability of programmes:** Youth inclusion initiatives are often short-term and project-based, limiting long-term engagement and follow-up with young migrants transitioning to adulthood. ● **Bridging learning and employability:** There is a strong need for practical tools that help young migrants translate non-formal learning outcomes into employability-relevant narratives, supporting access to livelihoods in both formal and informal labour markets. ● **Inclusive participation and voice:** Young migrants require more opportunities to actively participate in programme design, storytelling, and peer learning, strengthening agency and social inclusion

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- OECD & UNDP – Informality, Youth Employment and Skills Mismatch in Lebanon
  https://www.undp.org/lebanon

2.3 Key Insights for the Toolkit

The comparative analysis of Spain, Italy, Jordan, and Lebanon highlights several shared structural patterns despite different migration regimes and policy contexts. Across all countries, youth workers demonstrate strong motivation and commitment to supporting young migrants, often operating in complex and resource-constrained environments. However, this motivation is frequently not matched by adequate institutional support, specialised training, or formal recognition of youth work competences.

A second commonality is the presence of persistent gaps in formal education and training systems. Formal pathways often fail to accommodate young migrants' non-linear educational trajectories, missing documentation, language barriers, or legal constraints. As a result, many young migrants are excluded from credential recognition and experience "skills invisibility" and underemployment. Finally, all contexts show a strong reliance on community-based actors and networks. Civil society organisations, NGOs, youth centres, and informal community spaces play a decisive role in inclusion, psychosocial support, and skills development, particularly where state systems are limited or fragmented. Youth work and non-formal education function as key bridging mechanisms across all partner countries.

These shared findings directly informed the design of the DEVMIGRA Toolkit. Activities were intentionally structured to support youth workers' mediation roles, building on their existing motivation while strengthening methodological clarity, confidence, and professionalisation. The toolkit prioritises non-formal, flexible, and learner-centred approaches that respond to gaps in formal education systems and are adaptable to diverse legal, institutional, and cultural contexts.

Given the reliance on community networks, toolkit activities are designed to be low-threshold, resource-light, and transferable, allowing implementation in community centres, care facilities, and informal learning spaces. Reflection, storytelling, peer learning, and group-based exercises were selected to help youth workers translate lived experience into structured learning and skills narration without requiring formal accreditation systems.

The state-of-the-art analysis confirms the strategic relevance of DEVMIGRA's core priorities. The emphasis on empowerment responds to the need for young migrants to regain agency, confidence, and voice in contexts marked by exclusion and uncertainty. Inclusion is addressed through participatory non-formal education practices that create safe spaces for interaction, intercultural dialogue, and social belonging beyond formal institutions. Finally, the focus on recognition of skills directly tackles the widespread invisibility of competences acquired through migration, work, and life experience. By equipping youth workers with mediation tools to identify, articulate, and valorise these skills, DEVMIGRA operationalises inclusion and employability in contexts where formal recognition mechanisms remain limited or inaccessible.

Chapter 3
Good Practices and Reference Models

3.1 Mapping Existing Good Practices

The identification and analysis of good practices within the DEVMIGRA project followed a structured, participatory, and practice-oriented methodology, combining desk research, partner expertise, and field-based validation across the four partner countries: Spain, Italy, Jordan, and Lebanon. This methodology was designed to ensure relevance, transferability, and alignment with the project's focus on youth work, non-formal education (NFE), and skills recognition for young migrants.

1. Desk Research and Contextual Mapping

The process began with national-level desk research conducted by each partner organisation. This phase focused on identifying existing initiatives, tools, and programmes related to:

- Non-formal education and youth work with migrants,
- Skills recognition and validation (formal and non-formal),
- Employability, inclusion, and psychosocial support for young migrants.

Sources included national policy documents, reports from international organisations, Erasmus+ project results, NGO publications, and relevant EU and regional frameworks. This research provided a contextual baseline and ensured that good practices were analysed within each country's institutional and socio-economic environment.

2. Practice-Based Identification by Partner Organisations

Building on desk research, partner organisations identified good practices drawn from their direct operational experience and professional networks. Priority was given to practices that had been tested in real settings with young migrants aged 18–25 and that reflected everyday youth work realities in community centres, reception facilities, and informal learning spaces. This step ensured that selected practices were grounded in feasibility rather than theoretical models alone.

3. Common Selection and Analysis Criteria

To ensure consistency across countries, all practices were analysed using shared criteria agreed at consortium level. These included:

- Relevance to youth migrants' inclusion and employability,
- Use of non-formal education methodologies,
- Capacity to support skills identification, narration, or recognition,
- Innovation and added value compared to existing approaches,

- Transferability to other national and organisational contexts,

- Sustainability beyond short-term project funding.

Each practice was documented using a common template, enabling comparative analysis across the four countries.

4. Collective Review and Validation

Good practices were reviewed collectively during transnational meetings and the international training course. Feedback from youth workers, trainers, and cultural mediators contributed to refining the analysis and identifying transferable elements. This iterative validation process ensured that the selected practices informed the toolkit's design and directly supported the DEVMIGRA objectives.

3.2 Highlights from Partner Countries

Good practices from Spain

Category	Tool 1: European Qualifications Passport for Refugees (EQPR)
Title of Practice	**European Qualifications Passport for Refugees (EQPR)**
Implementing Organization	**Council of Europe** (Coordinated with Spanish Ministry of Science, Innovation and Universities)
Context and Target Group	Young refugees in Spain who cannot provide documentary evidence of their studies due to forced displacement.
Objectives	To create a standardized assessment that allows universities and employers to trust a refugee's claimed skills, bypassing traditional "lost" paperwork.
Activities Implemented	**1. Structured Interviews:** In-depth technical interviews conducted by trained credential evaluators. **2. Evidence Mapping:** Analysis of secondary evidence (photos of diplomas, curricula, or professional memberships). **3. Passport Issuance:** A document valid for 5 years that describes the level of qualification.
Results / Impact	Enables immediate access to Master's programs or specialized jobs in Spain, reducing the "brain waste" of high-skilled refugees.

Category	Tool 1: European Qualifications Passport for Refugees (EQPR)
Transferability	High; follows the Lisbon Recognition Convention, making it valid across the European Higher Education Area.

Category	Tool 2: YouthPass Self-Assessment & Recognition
Title of Practice	YouthPass Recognition Tool
Implementing Organization	SALTO-YOUTH / Spanish National Agency (ANE)
Context and Target Group	Youth workers and young migrants involved in Non-Formal Education (NFE) projects in Spain.
Objectives	To provide a formal certificate that translates NFE experiences into "Key Competencies" recognized by the labor market.
Activities Implemented	1. **Reflection Sessions:** Periodic guided sessions where migrants identify skills learned (e.g., teamwork, digital literacy). 2. **Competence Mapping:** Translating activities into 8 EU Key Competencies. 3. **Digital Certification:** Generation of a unique, verifiable PDF certificate.
Results / Impact	Empowers young migrants by giving them a "language" to describe their non-formal skills to Spanish hiring managers, increasing confidence.
Transferability	Universally accepted across all Erasmus+ and ESC projects, allowing migrants to build a cumulative "Skill Portfolio" across the EU.

Council of Europe - EQPR Project Details:

- *Focus:* The technical manual for evaluators and the impact on Mediterranean countries.
- **Link:** coe.int/education/eqpr

SALTO-YOUTH Toolbox - Inclusion Tools:
- *Focus:* A library of NFE tools specifically designed for youth workers working with refugees in Spain.
- **Link:** salto-youth.net/toolbox

European Commission - Youth Strategy 2019-2027:
- *Focus:* The official EU policy framework that mandates the use of these recognition tools.
- **Link:** EU Youth Strategy

OECD - International Migration Outlook:
- *Focus:* Statistical context on the labor market integration of migrants in the Spanish territory.
- **Link:** OECD Migration Statistics

Good practices from Italy

Title of Practice	Urban Innovation BootCamp
Implementing Organization	Prefecture of Treviso and Ca' Foscari University of Venice, Treviso Campus
Context and Target Group	Implemented in 2016 in Treviso (Italy), the Urban Innovation BootCamp involved 40 young people, including five asylum seekers, to co-develop innovative solutions for social inclusion, sustainability, and local development. The initiative addressed challenges linked to migration, youth unemployment, and urban accessibility.
Objectives	The project aimed to: • Foster networking among public bodies, associations, and enterprises to promote innovation. • Provide young people, including migrants, with practical skills and methods for social innovation. • Develop sustainable and inclusive solutions for the improvement of local economic and social systems.
Activities Implemented	• Six-week BootCamp combining workshops, teamwork, and mentoring. • Collaboration between students and asylum seekers to co-design innovative projects.

	● Intensive 24-hour "BlueWave" event for idea acceleration and prototyping. ● Local partnerships with public institutions, businesses, and NGOs.
Results / Impact	● 44 participants developed five innovative projects addressing local needs, such as Beescover (e-commerce for local products) and Veasyt-live! (video interpreting service for migrants). ● Strengthened soft and technical skills among participants, including critical thinking and project management. ● Enhanced migrants' sense of belonging, empowerment, and employability.
Transferability	The BootCamp model can be adapted in other cities as a replicable format for youth innovation, inclusion, and intercultural collaboration, particularly in academic or civic innovation contexts.

https://www.unive.it/pag/fileadmin/user_upload/ateneo/didattica-innovativa/doc/urban-innovation-anni-precedenti.pdf

https://www.unive.it/pag/14024/?tx_news_pi1%5Bnews%5D=1500&cHash=81d65f1130bf3a29ca84a2bdb80c003b

Title of Practice	SuperBa – Overcoming Barriers
Implementing Organization	Associazione Italiana Amici di Raoul Follereau (AIFO)
Context and Target Group	Implemented in Bologna and Sanremo (Italy) in October 2021, the project brought together young migrants, refugees, and persons with disabilities to promote inclusion, intercultural dialogue, and social participation through non-formal education and public events.
Objectives	● Promote acceptance and solidarity towards migrants and people with disabilities. ● Encourage youth leadership and advocacy for inclusive local policies. ● Raise awareness of rights and accessibility through civic engagement.
Activities Implemented	● Preparation meetings and international exchanges with participants from Spain, Belgium, and Italy.

	- Public events, workshops, and inclusive games to raise awareness about disability and migration. - Creation of advocacy tools such as an "inclusive goose game" and local campaigns. - Collaboration with local institutions and associations for accessibility initiatives.
Results / Impact	- Participants developed communication, intercultural, and teamwork skills. - Enhanced visibility of youth with disabilities and migrants as active citizens. - Inspired local administrations to adopt inclusive practices (e.g., accessible tourist guide). - Broadened empowerment among participants and personal assistants, increasing civic awareness.
Transferability	This model demonstrates how non-formal education and intercultural exchange can effectively promote inclusion. It is replicable by youth and civic organizations aiming to address intersectional discrimination and foster community solidarity.

https://livesanta.it/en/between-September-30th-and-October-5th-santa-margherita-ligure-four-public-events-promoted-within-the-international-project-Superba-overcoming-barriers/

https://giornale.uici.it/svolto-in-liguria-levento-superba-superando-barriere/

Good practices from Jordan

Title of Practice	Ready for Tomorrow (RFT)
Implementing Organization	Jordan Youth Innovation Forum (JYIF)
Context and Target Group	The initiative was launched in Jordan to tackle the socio-economic challenges exacerbated by the post-pandemic landscape. It specifically targets young Jordanians and migrants/refugees (aged 18–30) residing in urban areas who face significant barriers to social inclusion and employment. The context is characterized by high competition in the labor market and a "digital gap" that disproportionately affects vulnerable youth and displaced populations, hindering their ability to access modern professional opportunities.

Objectives	- Digital Empowerment: To equip youth with high-demand digital tools and technical literacies necessary for the 21st-century economy. - Soft Skills Development: To foster essential transversal skills such as intercultural communication, emotional intelligence, and leadership in multicultural settings. - Enhanced Employability: To provide practical guidance on personal branding, digital networking, and professional self-representation. - Social Cohesion: To create a collaborative environment where local and migrant youth can work together, breaking down social stigmas and building mutual trust.
Activities Implemented	- Technical Digital Bootcamps: Hands-on workshops focusing on creative software (e.g., Canva for visual storytelling), project management tools, and social media for professional growth. - Career Mentoring & Personal Branding: One-on-one and group coaching sessions dedicated to optimizing CVs, building LinkedIn profiles, and mastering the art of digital interviewing. - Inclusive Innovation Labs: Collaborative spaces where participants utilize Non-Formal Education (NFE) methodologies to co-design solutions for local community challenges, emphasizing the use of technology for social good. - Networking Hubs: Events designed to connect participants with local industry experts and digital entrepreneurs, facilitating a direct link between training and the labor market.
Results / Impact	The program has successfully trained over 200 young participants, significantly increasing their self-perception of professional readiness and digital competence. Qualitative feedback indicates a 75% increase in confidence regarding intercultural collaboration. Many participants have successfully transitioned into freelance roles or improved their job-seeking strategies. Beyond metrics, RFT has established a sustainable community of practice, where former participants act as mentors for new cohorts, fostering long-term social resilience.

Transferability	The RFT model is highly transferable to other regions within the DEVMIGRA network because it relies on accessible, low-cost digital tools and a modular NFE curriculum. The framework can be easily adapted to include specific mediation modules (like those in the DEVMIGRA Manual). Its focus on "digital storytelling for employability" is particularly relevant for youth workers seeking to integrate migrants by transforming their lived experiences into professional assets and personal narratives of empowerment.

Good practices from Lebanon

Title of Practice	STEAM Education: A Key to Higher Education for Vulnerable Syrian and Lebanese Youth
Implementing Organization	Kayany Foundation; HOPES-LEB https://www.hopes-madad.org/projects/steam-education-a-key-to-access-higher-education-for-vulnerable-syrian-and-lebanese-youth/
Context and Target Group	120 Syrian and Lebanese students aged 15-22 from secondary public schools. 20 middle and secondary science and maths teachers in the Bekaa area
Objectives	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). The project seeks to: ● 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 ● 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 ● Improve the capacity of secondary level science educators
Activities Implemented	To achieve the project's objectives, the following activities WERE implemented:

	- 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. - STEAM curriculum design to enhance and modernise Kayany's sciences and maths program - Training of Teachers ToT for science and mathematics teachers at Kayany's middle schools - Students Outreach and registration - 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. - STEAM courses and blended into Lebanese curriculum with 120 students 3D skills and 3d printing courses with 60 students - Electronics and coding micro-controllers with 60 students
Results / Impact	**Student Participation**: 120 students participated in the STEAM education program, divided into four training cycles. Each cycle included 30 students, reflecting strong engagement and sustained interest. **Teacher Training**: 20 science and maths teachers received training, enhancing their capability to deliver STEAM subjects effectively. **Training Cycles**: 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. **Qualitative Results:** **Enhanced Critical Thinking**: Students demonstrated improved problem-solving and analytical skills, crucial for academic success and future careers. **Increased Engagement**: The hands-on, practical nature of the STEAM Labs and projects led to higher student motivation and engagement in their studies. **Practical Application**: Students used their new skills to develop projects addressing real-world challenges, which helped solidify their learning and provided practical benefits.

Transferability	The STEAM Education good practice shows high transferability to other contexts working with migrant and refugee youth, particularly where access to formal education and higher education pathways is limited. Its implementation through community-based and non-formal learning spaces allows replication in youth centres, NGOs, schools, and reception facilities across European and South Mediterranean contexts.
	The practice's focus on transferable and transversal skills—such as critical thinking, problem-solving, teamwork, creativity, and digital literacy—makes it relevant across different education systems and labour markets. These competences can be easily integrated into non-formal education programmes and aligned with DEVMIGRA's approach to skills identification and narration.
	Transferability is further strengthened by the Training of Trainers model, which builds the capacity of local educators and youth workers, enabling sustainability and adaptation without reliance on external expertise. While technical content requires contextualisation and resource adaptation, the core methodology—experiential STEAM learning as a pathway to empowerment, inclusion, and skills visibility—can be effectively transferred and scaled in diverse migration and youth work context

Title of Practice	Youth Empowerment Through Self-resilience
Implementing Organization	Danish Refugee Council (DRC) with partners Novo Nordisk Foundation, Al Majmoua, Fairtrade Lebanon
Context and Target Group	720 vulnerable youth and their families in North Lebanon and Bekaa
Objectives	● Enhance social and economic empowerment and self-reliance for young Syrian refugees and conflict-affected youth in Lebanon. ● Provide safe spaces for technical skills training. ● Offer mentorship. ● Build community cohesion through social activities. ● Alleviate pressure on basic needs and access to social and protection services.
Activities Implemented	● Social Protection: Support for families to alleviate basic needs.

	● Livelihoods Promotion: Technical skills training and mentorship.
	● Financial Inclusion: Building financial capacity.
	● Social Empowerment: Social activities to foster community cohesion.
	● Methodologies: Holistic approach based on the Graduation Approach, which aims to address immediate needs and build long-term self-reliance.
Results / Impact	**Quantitative:** ● 720 youth and their families are reached. Ongoing support from February 2022 to December 2024. **Qualitative:** ● Increased sense of safety and protection. ● Enhanced self-reliance and confidence. ● Improved community engagement and hope for the future.
Transferability	

Title of Practice	Innovation in Youth Preparedness to Labor Market
Implementing Organization	Coordinating Entity: UNICEF Lebanon Implementing Partners: INJAZ Lebanon, Nawaya Network, DOT Lebanon
Context and Target Group	Lebanese and non-Lebanese youth aged 17-25, particularly those in rural and marginalized areas
Objectives	● Increase access to technical and vocational training for Lebanese and non-Lebanese youth ● Develop entrepreneurial and digital skills ● Improve professional readiness and employability
Activities Implemented	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: ● Design Thinking training ● Business Development training ● Incubation and Seed Funding for viable projects ● Post-incubation support through mentorship and referrals to competitions and further opportunities
Results / Impact	● **Reach and Engagement:** 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) (INVEST INVOLVE INSPIRE | Injaz Lebanon). ● **Innovation Labs:** 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) (INVEST INVOLVE INSPIRE | Injaz Lebanon). ● **Youth-Led Projects:** 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 (Nawaya). ● **Female Empowerment:** A significant portion of the supported enterprises are female-led, contributing to gender equality and empowering young women in Lebanon (Nawaya). ● **Employment and Economic Impact:** 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 (Nawaya). ● **Mentorship and Networking:** 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) (Nawaya).
Transferability	

3.3 Shared Lessons and Transferable Elements

The comparative analysis of good practices implemented in Spain, Italy, Jordan, and Lebanon highlights a set of common success factors and transferable elements that cut across diverse institutional, cultural, and migration contexts. Despite differences in

resources and policy environments, the practices reveal consistent patterns in what makes non-formal education (NFE) effective when working with young migrants.

A first critical success factor across all countries is trust-building. Effective NFE initiatives prioritise the creation of safe, non-judgmental spaces where young migrants feel respected, listened to, and emotionally secure. Trust is established through consistent facilitation, voluntary participation, and clear ethical boundaries—particularly important in contexts marked by trauma, uncertainty, or exclusion.

Storytelling and self-expression emerge as a second shared factor. Practices using personal narratives, digital storytelling, public speaking, or creative expression enable young migrants to make sense of their experiences and transform lived realities into articulated strengths and competences. Storytelling functions both as a psychosocial tool and as a bridge toward skills recognition and empowerment.

A third recurring factor is peer support and collective learning. Activities that encourage group work, peer exchange, and mixed participation (migrant and local youth, youth workers and learners) strengthen confidence, reduce isolation, and foster mutual recognition. Peer-based dynamics help normalise diversity and support learning beyond hierarchical teacher–student models.

Transferable elements that inspired the Toolkit's co-design

Across all partner countries, good practices consistently rely on participatory facilitation rather than top-down instruction. Youth workers act as mediators and facilitators, guiding reflection and dialogue while valuing participants' knowledge and agency. This approach directly informed the toolkit's facilitation tips and activity structures. Experiential learning is another key transferable element. Learning-by-doing, role-play, project-based tasks, creative labs, and simulations allow participants to acquire skills through action and reflection rather than abstract instruction. These methods proved adaptable across contexts and central to the toolkit's practical orientation. Finally, all practices underline the importance of local adaptation. Successful initiatives are flexible, modular, and responsive to language levels, cultural norms, legal constraints, and available resources. This insight shaped the toolkit's design as a non-prescriptive resource, encouraging users to adapt activities to their specific contexts while maintaining shared values of empowerment, inclusion, and skills recognition.

Chapter 4
The Co-Design Process – From Training to Local Action

4.1 Methodology of the Co-Design Process

The toolkit was developed through a participatory, transnational and iterative process that actively involved youth workers and young migrants from the outset. Its development was embedded within the DEVMIGRA project methodology, combining research, co-design, testing, feedback and refinement phases to ensure relevance, usability and contextual adaptability across different countries.

The process was coordinated at consortium level and implemented through Capacity Building Activity C1 (training course) and local workshops, ensuring continuous interaction between practitioners, young migrants and partner organisations throughout the project lifecycle

Co-development through Local Workshops with Young Migrants
Following C1, the draft toolkit was tested and further developed through local workshops implemented in each partner country, involving both trained youth workers and young migrants aged 18–25 with refugee or asylum status.
In the local workshops:

- Youth workers applied the toolkit methods directly with young migrants using NFE activities such as storytelling, skills narration and public speaking exercises.
- Young migrants provided direct feedback on the clarity, relevance and usefulness of the tools.
- Trainers documented challenges, adaptations and contextual differences emerging during implementation.
- Feedback was collected through questionnaires, group discussions and facilitators' reports.

This phase allowed young migrants to act not only as beneficiaries but as active contributors, shaping how tools address their needs, language, confidence levels and cultural contexts

Iterative refinement and quality assurance
The toolkit development followed an iterative loop:
1. Research and needs analysis at national level.
2. Co-design and drafting during C1.
3. Testing and adaptation during local workshops.
4. Feedback collection and analysis through evaluation tools.

5. Revision and finalisation at consortium level.

All feedback was consolidated through partners' reports and quality monitoring mechanisms, leading to revisions of content, language and structure before final validation. This ensured that the final toolkit is:
- User-centred and practice-oriented
- Adaptable to different cultural and institutional contexts
- Directly applicable in non-formal youth work with migrants

The participatory and iterative nature of the process guarantees that the toolkit reflects collective knowledge, shared ownership and real field experience rather than a fixed or prescriptive model

4.2 Roles of Partners and Participants

Country / Partner Organization	Spain / Intercambia
Number and Type of Participants	Standard participatory models recommend a ratio of 1 facilitator to 5–8 participants. The target group consistently involves First-Generation Migrants (Ages 18–25). This demographic is prioritized by the European Commission as they are at the highest risk of "NEET" status (Not in Education, Employment, or Training).
Structure of Co-Design Sessions	The process is modeled after the Human-Centered Design (HCD) cycle: 1. Empathize: Deep dive into migrant barriers. 2. Ideate: Collaborative brainstorming of NFE solutions. 3. Prototype: Creating draft tools. 4. Test: Real-world validation with end-users.
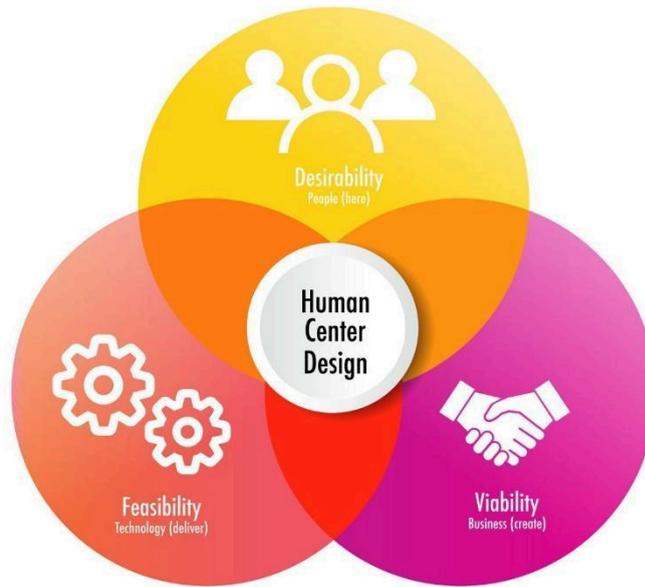
Human- Centered Design Principles
Infographic

Country / Partner Organization	Italy/ MV International
Number and Type of Participants	5 Youth workers, 10 young migrants
Structure of Co-Design Sessions	One local workshop lasting approximately four hours. The session combined short presentations, interactive Mentimeter brainstorming, non-formal education activities and practical exercises. Dedicated co-design moments were included, where participants jointly reviewed the tested activities and provided constructive feedback. Group discussion and reflection were used to adapt the Training Format and Toolkit to real needs.
Main Outputs	Participants co-designed and refined practical activities focused on public speaking and digital storytelling. These included interactive speaking games such as image-based storytelling and "Guess the Legend," designed to improve confidence, storytelling structure and clarity of speech.

	Strong emphasis was placed on body language, gestures, facial expressions and non-verbal communication. Participants explored how posture, eye contact, hand movements and tone of voice influence how a message is received, and how these elements can differ across cultures. Discussions helped raise awareness of cultural differences in communication styles, encouraging respectful and inclusive interaction.
	Additional ideas were generated to adapt the activities for employability contexts, including self-presentation exercises, job interview simulations and storytelling linked to personal skills and CVs. Participants also suggested integrating migrant native languages alongside the local language to support newcomers and reduce barriers to participation.
	Further contributions included encouraging stronger participation of women, adding more icebreakers and energisers, and using simple digital tools to create short personal stories. All ideas were collected as concrete improvements to be integrated into the final version of the Toolkit.
Challenges & Lessons Learned	Language barriers and different levels of fluency were among the main challenges, especially for newly arrived migrants who are still adapting to a new environment. Some participants experienced self-doubt and impostor syndrome, feeling unsure about their abilities or hesitant to speak in front of others.
	These challenges highlighted the importance of creating a safe, supportive and non-judgmental space, where mistakes are accepted as part of learning. The experience confirmed that simple, inclusive activities, peer encouragement and awareness of cultural differences in communication, including non-verbal cues, are essential to build confidence and meaningful participation.

Country / Partner Organization	Jordan / Jordan Youth Innovation Forum (JYIF)
Number and Type of Participants	10 Youth Workers

Structure of Co-Design Sessions	The co-design process was structured into 5 sessions following a logic of "learning-by-doing": • Foundational Phase: participants explored NFE principles and mapped how these tools could address cultural sensitivities and language barriers specifically in the Jordanian context. • Exploration & Reflection: leveraging the DEVMIGRA Manual, the group analyzed previous field experiences to identify successful interventions and critical challenges in youth mediation. • Creative Development: a dedicated "Digital Storytelling" module allowed participants to prototype narratives for emotional processing, focusing on ethical considerations and the prevention of re-traumatization. • Toolkit Lab: a collaborative co-creation workshop where ideas were transformed into practical tools tailored for youth centers.
Main Outputs	• NFE Micro-Activities Portfolio: a set of locally adapted exercises targeting social integration, communication barriers, and emotional expression among young migrants. • Digital Storytelling Frameworks: draft storyboards and audio-recording protocols designed to help vulnerable youth voice their experiences in a safe digital environment. • Toolkit Contributions: a curated collection of intercultural games, reflection techniques, and emotional support activities that integrate the DEVMIGRA methodology with local Jordanian youth work practices.
Challenges & Lessons Learned	• Cultural Nuances: a key lesson was the necessity of adapting NFE tools to respect the specific cultural and social norms. • Digital Sensitivity: while technology is a powerful tool for empowerment, facilitators learned that it must be coupled with strict ethical guidelines regarding consent and the psychological safety of the participants. • Mediation through Creativity: the co-design sessions proved that creative expression (storytelling and public

speaking) is often more effective than direct dialogue when dealing with complex migration-related traumas.

Country / Partner Organization	Lebanon/ Youth Chabibeh Sporting Club (YCSC)
Number and Type of Participants	5 Youth workers, 10 young migrants
Structure of Co-Design Sessions	A local workshop lasting around four hours was conducted on Lebanon. The session combined brief presentations, brainstorming, non-formal education activities, and hands-on exercises based on the toolkit developed during the project. Specific co-design moments allowed participants to review the tested activities together and provide constructive feedback. Group discussions and reflective sessions were used to adapt the Training Format and Toolkit to the participants' real needs.
Main Outputs	Participants co-designed and refined practical activities focused on public speaking and digital storytelling. These included interactive speech games like image-based storytelling aimed at boosting confidence, improving storytelling structure, and enhancing speech clarity. Strong attention was given to body language, gestures, facial expressions, and other forms of non-verbal communication. Participants explored how posture, eye contact, hand movements, and tone of voice affect how a message is received and how these elements may vary across cultures. Discussions raised awareness of cultural differences in communication styles, promoting respectful and inclusive interaction.

Additional ideas were suggested to adapt activities for employability contexts, including self-presentation exercises, job interview simulations, and storytelling connected to personal skills and job interviews. Other contributions included encouraging greater participation of women, adding more icebreakers and energizers, and using simple digital tools to create short personal stories. All suggestions were |

	collected as concrete improvements to be incorporated into the final version of the Toolkit.
Challenges & Lessons Learned	Among the main challenges, especially for newly arrived migrants who are still adapting to a new environment, is the self-doubt and impostor syndrome, feeling unsure about their abilities or hesitant to speak in front of others. These challenges highlighted the importance of creating a safe, supportive and non-judgmental space, where mistakes are accepted as part of learning. The experience confirmed that simple, inclusive activities, peer encouragement and awareness of cultural differences in communication, including non-verbal cues, are essential to build confidence and meaningful participation.

4.3 Outcomes of the Co-Design Phase

The co-design phase carried out across Spain, Italy, Jordan, and Lebanon generated a set of convergent outcomes despite differing national contexts, policy environments, and institutional capacities. Through transnational training and local workshops involving youth workers and young migrants, the process revealed shared priorities, values, and methodological orientations that directly shaped the Toolkit's practical content.

Main Thematic Areas Identified

Three core thematic areas emerged consistently across all partner countries:

- **Communication**:
  Participants identified communication as a foundational competence for both youth workers and young migrants. This included verbal and non-verbal expression, public speaking, storytelling, and intercultural communication. Particular emphasis was placed on overcoming language barriers, managing self-doubt, and developing confidence in self-presentation, especially in employability-related contexts such as interviews or community dialogue.

- **Empowerment**:
  Empowerment was understood as the process of restoring agency, confidence, and voice to young migrants whose experiences of displacement, exclusion, or marginalisation often undermine self-esteem. Co-design activities highlighted the importance of safe spaces, voluntary participation, and creative expression as key drivers of empowerment, enabling participants to recognise and articulate their own skills and strengths.

- **Community Engagement**:
  The co-design process underscored the role of youth work as a bridge between young migrants and their host communities. Activities promoting peer learning, collaboration, and intercultural dialogue were seen as essential for fostering social connection, reducing stereotypes, and encouraging active participation in community life.

Shared Values Guiding the Activities

Across all countries, the activities developed during the co-design phase were guided by a shared set of values:

- **Inclusion**: ensuring equal participation regardless of language level, gender, legal status, or prior education, and adapting activities to diverse needs and contexts.
- **Empathy**: recognising lived experience, emotional vulnerability, and cultural difference, and promoting respectful, non-judgmental facilitation.
- **Creativity**: using storytelling, role-play, visual and digital tools, and experiential learning to enable expression beyond formal or academic formats.

These values informed not only the content of the activities but also the facilitation approach, reinforcing youth workers' roles as mediators rather than instructors.

The outcomes of the co-design phase directly shaped the structure, methodology, and content of Chapter 5. The practical section reflects the identified thematic areas through activities focused on communication, empowerment, and community engagement, while embedding shared values into facilitation guidance and ethical considerations.

Activities are presented as modular, adaptable tools grounded in non-formal education principles, allowing youth workers to tailor them to local realities. The inclusion of step-by-step guidance, facilitation tips, adaptation notes, and feedback summaries mirrors the iterative learning process experienced during co-design. Overall, Chapter 5 operationalises the collective knowledge generated through the co-design phase, translating cross-country insights into concrete, user-centred tools for youth work with young migrants.

Chapter 5
Educational Activities and Tools

Purpose: present the Toolkit's practical content, a set of tested and adaptable NFE activities developed through the co-design process.

5.1 How to Use this Toolkit

This toolkit provides ready-to-use non-formal education (NFE) activities to support youth workers and facilitators working with young migrants. Activities can be used individually or combined into longer learning pathways.

Start by identifying your objective (e.g. confidence-building, skills recognition, communication, inclusion) and your target group's profile (age, language level, emotional readiness, available time). Select activities that best match these needs and adapt them to your local context. All activities are modular and can be adjusted in duration, materials, language, and group size.

Each activity is linked to relevant chapters of the DEVMIGRA Manual, which provide the theoretical and methodological foundations. Reviewing the related manual section before implementation will help facilitators apply the activity intentionally and strengthen learning outcomes.

When facilitating, prioritise safety, inclusion, and voluntary participation. Create a respectful environment where participants feel comfortable expressing themselves. Be attentive to cultural differences, power dynamics, and emotional well-being—especially in activities involving personal stories or reflection. Always include a short debrief to support learning, reflection, and closure.

Use this checklist before, during, and after each activity.

Before the Activity
☐ Clarify the objective of the session
☐ Identify the target group (age, background, language level)
☐ Review the linked chapter(s) of the DEVMIGRA Manual
☐ Adapt the activity to your local context and resources
☐ Prepare materials and space (accessible, safe, inclusive)
☐ Set clear ground rules (respect, confidentiality, voluntary participation)

During the Activity
☐ Create a welcoming and non-judgmental atmosphere
☐ Use inclusive language and encourage equal participation
☐ Be flexible with timing and pacing
☐ Monitor group dynamics and emotional responses
☐ Allow participants to opt out or adapt their level of sharing
☐ Encourage peer support and collaborative learning

After the Activity

☐ Facilitate a reflection or debrief session
☐ Help participants articulate skills or learning outcomes
☐ Collect informal feedback (what worked / what was challenging)
☐ Reflect on facilitation: what to adjust next time
☐ Document observations using the toolkit templates if relevant

When using this toolkit, facilitators must also ensure a safe, respectful, and inclusive learning environment. Participation in all activities should be voluntary, and young migrants should never be pressured to share personal or traumatic experiences. Facilitators are expected to apply a do-no-harm and trauma-informed approach, remain attentive to emotional distress, and adapt or stop activities if needed. Clear ground rules on respect and confidentiality should be established at the start of each session, and alternative ways of participation should always be offered. Youth workers should be aware of power dynamics and cultural sensitivities and have access to referral pathways for psychosocial or protection support where necessary

5.2 Shared Template for Documenting Co-Designed Activities 🟩

Activity Title	Choose a clear and descriptive title that reflects the activity's focus.
Thematic Area	Indicate the theme (e.g. communication, resilience, storytelling, intercultural dialogue).
Related Manual Chapter	Specify the DEVMIGRA Manual section or module that inspired the activity.
Co-Design Origin	Describe briefly in which co-design session or local lab the activity was created and who participated (youth workers, young migrants, etc.).
Objective(s)	Clearly state what the activity aims to achieve (learning, empowerment, collaboration, etc.).
Target Group	Define participants (e.g. youth workers, young migrants, mixed groups).
Duration	Approximate total time needed to implement the activity.
Materials Needed	List required resources or tools.
Step-by-Step Implementation	Outline the sequence of actions to conduct the activity.

Facilitation Tips	Provide advice on managing the activity, encouraging participation, or handling sensitive topics.
Expected Outcomes	Describe what participants will gain (skills, knowledge, awareness, confidence).
Adaptation Notes	Suggest how the activity can be adapted to other contexts or target groups.
Testing & Evaluation Notes	Short summary of how the activity was tested and what feedback or results emerged.
Feedback Summary	Include a short participant quote or key lesson learned from testing.

5.3 Locally Co-Designed Activities

Activity Title	Voices of Resilience: Digital Storytelling
Thematic Area	Emotional Expression, Digital Literacy, Intercultural Mediation
Related Manual Chapter	Chapter 4
Co-Design Origin	Developed during Session 4 of the Local Training Course in Amman. It was co-created by 10 youth workers who identified a lack of safe spaces for migrants to share their journey without feeling judged.
Objective(s)	• To enable young migrants to process and articulate complex emotions through a creative medium. • To build technical skills in audio-visual production. • To empower participants by giving them agency over their own personal narrative.
Target Group	Mixed groups of young migrants/refugees and local youth workers.
Duration	4 - 5 Hours (can be split into two sessions).
Materials Needed	Smartphones, internet access, simple editing apps (CapCut/Anchor), paper for storyboarding, microphones (optional).
Step-by-Step Implementation	1. Introduction to Ethics: discussing consent and the "Right to be Silent" regarding traumatic memories. 2. Drafting the Narrative: using "Journey Mapping" to identify key moments of resilience. 3. Storyboarding: translating words into visual or audio cues.

	4. Technical Lab: recording the voice-over and adding ambient sounds or images. 5. The "Circle of Voices": a voluntary sharing session where participants listen to the produced snippets in a safe environment.
Facilitation Tips	Ensure the facilitator is trained in trauma-informed care. If a participant becomes overwhelmed, allow them to switch to a fictional story or a neutral topic.
Expected Outcomes	Participants gain increased self-awareness, improved digital skills, and a sense of relief through expression. Youth workers gain a tool for deep mediation.
Adaptation Notes	In areas with low literacy, use only audio/voice-memos. For younger groups, use photography (PhotoVoice) instead of video.
Testing & Evaluation Notes	Tested during the local TC in October. Youth workers found it highly effective for "breaking the ice" on sensitive topics that are hard to discuss through direct questions.
Feedback Summary	The integration of digital tools allowed for a logically structured narrative, facilitating the communication of complex concepts that often remain unexpressed in standard verbal interviews. The methodology proved effective in lowering language barriers through the strategic use of audio-visual elements.

Activity Title	The Bridge Builder: Mastering Intercultural Dialogue
Thematic Area	Communication Skills, Conflict Resolution, Youth Advocacy
Related Manual Chapter	Chapter 5
Co-Design Origin	Conceptualized during Session 2 and 3 of the JYIF Local Training. Participants worked on role-play scenarios based on real-life tensions observed in Jordanian community centres.
Objective(s)	● To practice mediation techniques in a controlled, safe environment. ● To improve public speaking and advocacy skills when representing migrant interests. ● To identify and deconstruct cultural stereotypes. ● To improve public speaking and advocacy skills when representing migrant interests.

	• To identify and deconstruct cultural stereotypes.
Target Group	Youth workers, volunteers, and peer-mentors.
Duration	3 Hours.
Materials Needed	Role-play scenario cards, flipcharts for debriefing, a timer.
Step-by-Step Implementation	1. Warm-up: "The Silent Mediator" – resolving a task using only non-verbal cues. 2. Scenario Distribution: trios are formed (Role A: Migrant, Role B: Local official/neighbor, Role C: Youth Mediator). 3. Improvisation: 10 minutes of role-play based on a specific conflict (e.g., access to a youth club). 4. Role-Switch: participants swap roles to experience different perspectives. 5. The Public Pitch: mediators must present a 2-minute solution speech to the "community council" (the rest of the group).
Facilitation Tips	Watch for "over-acting" stereotypes. If a role-play becomes too tense, use the "Freeze" technique to discuss the emotions involved before continuing.
Expected Outcomes	Improved ability to handle high-pressure communication, better understanding of the "other's" perspective, and refined public speaking skills.
Adaptation Notes	Can be adapted to specific legal or bureaucratic contexts (e.g., mock interviews for work permits) to provide practical training for migrants.
Testing & Evaluation Notes	The activity was praised for its realism. Participants noted that practicing "Public Speaking" helped them feel more professional when advocating for migrants' rights.
Feedback Summary	The role-play approach provided a realistic simulation of power dynamics between institutions and migrants. Practitioners reported a technical improvement in managing speaking turns and maintaining neutral language during simulated conflict mediation.

Activity Title	Bridges of Cooperation: Life Skills and Intercultural Teamwork
Thematic Area	Communication, collaboration, intercultural dialogue

Related Manual Chapter	Chapter 2 – NFE Methodologies for Youth Operators
Co-Design Origin	Emerges from the Intercultural Life Skills *Workshop* designed jointly by youth workers and young migrants to improve cooperation and empathy through creative tasks.
Objective(s)	To enhance interpersonal communication, empathy, and non-verbal understanding among diverse participants through playful collaboration.
Target Group	Mixed group of young migrants and youth workers (10–15 participants).
Duration	A day
Materials Needed	Paper, recycled materials (bottles, straws, tape), rope or string, markers, flipcharts.
Step-by-Step Implementation	- Introduction: Facilitator explains the value of cooperation and intercultural communication. - Icebreaker: "Symbol of My Culture" — each participant shares a small object or gesture representing their background. - Main Activity: *Bridge-Building Challenge* — teams use provided materials to build a symbolic bridge connecting two chairs; only non-verbal communication is allowed. - Group Debrief: Discuss what helped or blocked cooperation and what they learned about communication beyond words. - Closing: Collective creation of a "Bridge of Values" poster summarizing teamwork lessons.
Facilitation Tips	Encourage equal participation; focus on emotional safety and humor; highlight the importance of patience and listening.
Expected Outcomes	Describe what participants will gain (skills, knowledge, awareness, confidence).
Adaptation Notes	Can be repeated with different materials or contexts (urban/rural, indoor/outdoor). Works well in training courses or local community centers.

Testing & Evaluation Notes	Evaluation relies on observation grids assessing teamwork quality and post-activity reflection forms.
Feedback Summary	

Activity Title	Speak Up for Inclusion: Public Speaking and Storytelling Lab
Thematic Area	Public speaking, self-expression, confidence building
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Within the *Local Communication and Storytelling Lab* in Italy with youth workers and young migrants exploring how personal narratives and stage presence can promote inclusion.
Objective(s)	To develop participants' ability to speak clearly, confidently, and authentically in front of others while connecting personal stories to collective values of diversity and inclusion.
Target Group	Mixed group of youth workers and young migrants (12–15 participants).
Duration	3-5 hours
Materials Needed	Flipcharts, markers, smartphone or camera for recording, timer, projector or screen (optional)
Step-by-Step Implementation	1. Warm-Up: "Voice and Breath" exercises to relax and strengthen confidence. 2. Mini Input: Short introduction to key techniques from Chapter 3 (posture, tone, gestures, emotion). 3. Story Construction: Each participant outlines a 2-minute story on "A moment I felt strong." 4. Presentation Practice: Participants perform their story; peers give constructive feedback focusing on clarity and emotional connection.

	5. Reflection: Group discusses what makes a voice inspiring and how storytelling can empower marginalized voices.
Facilitation Tips	Encourage applause and empathy; model vulnerability as a facilitator; allow language flexibility so participants can mix English and their native language, which can help develop knowledge and empathy for other cultures
Expected Outcomes	Participants express themselves more confidently, discover the persuasive power of their personal narratives, and strengthen mutual respect.
Adaptation Notes	Can be extended into a digital storytelling module (linking to Chapter 4). Suitable for schools, NGOs, or intercultural festivals.
Testing & Evaluation Notes	Evaluation focuses on self-reported confidence levels and qualitative peer feedback after each session.
Feedback Summary	-

Activity Title	Truth or Story: Speaking with Confidence and Awareness
Thematic Area	Public speaking, non-verbal communication, confidence building
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Co-designed and tested during the Local Communication and Storytelling Lab in Italy, involving youth workers and young migrants exploring how voice, gestures and body language influence credibility and self-expression.
Objective(s)	To help participants improve clarity, confidence and awareness of body language and non-verbal communication while speaking in front of others.

Target Group	Mixed group of youth workers and young migrants 15 participants.
Duration	45–60 minutes
Materials Needed	Flipcharts, markers, smartphone or camera for recording, timer, projector or screen (optional)
Step-by-Step Implementation	**Introduction:** The facilitator explains that communication is not only about words, but also about posture, gestures, facial expressions and tone of voice. **Image Assignment:** One participant is shown an image that the rest of the group cannot see. **Speaking Moment:** The participant speaks for one minute describing the image. They can choose to describe it truthfully or invent a story. **Audience Observation:** The group listens carefully, paying attention to voice, body language, gestures and confidence. **Guessing Round:** Participants guess whether the speaker told the truth or created a story, explaining their reasoning. **Short Reflection:** The facilitator highlights how non-verbal cues influence perception.
Facilitation Tips	Create a relaxed atmosphere and remind participants that there are no wrong answers. Encourage respectful feedback and highlight cultural differences in body language and expression. Allow language flexibility so participants can mix English and their native language, which can help develop knowledge and empathy for other cultures.
Expected Outcomes	Participants become more aware of how they communicate beyond words, gain confidence in speaking, and learn to read non-verbal signals.

Adaptation Notes	The activity can be simplified for newcomers by allowing use of native languages or done in pairs for participants with lower confidence.
Testing & Evaluation Notes	Evaluation is based on group discussion and self-reflection on confidence and communication awareness.
Feedback Summary	Participants found the activity engaging and helpful in understanding how gestures, posture and tone affect communication. Many reported feeling more confident after the exercise.

Activity Title	Guess the Legend: Storytelling Without Names
Thematic Area	Storytelling, public speaking, narrative skills, cultural awareness
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Developed and tested during the Local Communication and Storytelling Lab in Italy, where participants explored how storytelling can convey identity, values and impact without relying on labels or names.
Objective(s)	To strengthen storytelling skills, encourage structured narration and build confidence in speaking while raising awareness of cultural references and shared values.
Target Group	Mixed group of youth workers and young migrants 15 participants.
Duration	45–60 minutes
Materials Needed	Timer or phone, chairs arranged in a semi-circle.
Step-by-Step Implementation	**Introduction:** The facilitator explains the importance of storytelling in communication and inclusion. **Character Choice:** Each participant thinks of a well-known person but does not reveal the name.

	Storytelling: The participant has two minutes to describe the person's background, actions or impact using storytelling rather than facts. **Audience Guess:** The group listens and tries to guess who the person is. **Discussion:** Participants reflect on what made the story clear or engaging.
Facilitation Tips	Encourage participants to focus on emotions, actions and values rather than dates or technical details. Allow language flexibility and support participants who feel unsure.
Expected Outcomes	Participants improve narrative structure, speaking flow and confidence, while learning to communicate meaning across cultural differences.
Adaptation Notes	The activity can be adapted for digital storytelling by recording short videos or using images to support the narration.
Testing & Evaluation Notes	Evaluation is based on participant reflection and peer feedback on clarity, engagement and confidence.
Feedback Summary	Participants enjoyed the creative challenge and reported feeling more comfortable speaking in front of others. The activity helped highlight storytelling as a powerful tool for inclusion and self-expression.

Activity Title	Bridges of Cooperation: Life Skills and Intercultural Teamwork
Thematic Area	Communication, collaboration, intercultural dialogue
Related Manual Chapter	Chapter 2 – NFE Methodologies for Youth Operators
Co-Design Origin	Emerges from the Intercultural Life Skills *Workshop* designed jointly by youth workers and young migrants to improve cooperation and empathy through creative tasks.

Objective(s)	To enhance interpersonal communication, empathy, and non-verbal understanding among diverse participants through playful collaboration.
Target Group	Mixed group of young migrants and youth workers (10–15 participants).
Duration	A day
Materials Needed	Paper, recycled materials (bottles, straws, tape), rope or string, markers, flipcharts.
Step-by-Step Implementation	- Introduction: Facilitator explains the value of cooperation and intercultural communication. - Icebreaker: "Symbol of My Culture" — each participant shares a small object or gesture representing their background. - Main Activity: *Bridge-Building Challenge* — teams use provided materials to build a symbolic bridge connecting two chairs; only non-verbal communication is allowed. - Group Debrief: Discuss what helped or blocked cooperation and what they learned about communication beyond words. - Closing: Collective creation of a "Bridge of Values" poster summarizing teamwork lessons.
Facilitation Tips	Encourage equal participation; focus on emotional safety and humour; highlight the importance of patience and listening.
Expected Outcomes	Describe what participants will gain (skills, knowledge, awareness, confidence).
Adaptation Notes	Can be repeated with different materials or contexts (urban/rural, indoor/outdoor). Works well in training courses or local community centres.
Testing & Evaluation Notes	Evaluation relies on observation grids assessing teamwork quality and post-activity reflection forms.
Feedback Summary	-

Activity Title	Speak Up for Inclusion: Public Speaking and Storytelling Lab
Thematic Area	Public speaking, self-expression, confidence building
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Within the *Local Communication and Storytelling Lab* in Italy with youth workers and young migrants exploring how personal narratives and stage presence can promote inclusion.
Objective(s)	To develop participants' ability to speak clearly, confidently, and authentically in front of others while connecting personal stories to collective values of diversity and inclusion.
Target Group	Mixed group of youth workers and young migrants (12–15 participants).
Duration	3-5 hours
Materials Needed	Flipcharts, markers, smartphone or camera for recording, timer, projector or screen (optional)
Step-by-Step Implementation	1. Warm-Up: "Voice and Breath" exercises to relax and strengthen confidence. 2. Mini Input: Short introduction to key techniques from Chapter 3 (posture, tone, gestures, emotion). 3. Story Construction: Each participant outlines a 2-minute story on "A moment I felt strong." 4. Presentation Practice: Participants perform their story; peers give constructive feedback focusing on clarity and emotional connection. 5. Reflection: Group discusses what makes a voice inspiring and how storytelling can empower marginalized voices.
Facilitation Tips	Encourage applause and empathy; model vulnerability as a facilitator; allow language flexibility so participants can mix English and their native language, which can help develop knowledge and empathy for other cultures

Expected Outcomes	Participants express themselves more confidently, discover the persuasive power of their personal narratives, and strengthen mutual respect.
Adaptation Notes	Can be extended into a digital storytelling module (linking to Chapter 4). Suitable for schools, NGOs, or intercultural festivals.
Testing & Evaluation Notes	Evaluation focuses on self-reported confidence levels and qualitative peer feedback after each session.
Feedback Summary	-

Activity Title	Truth or Story: Speaking with Confidence and Awareness
Thematic Area	Public speaking, non-verbal communication, confidence building
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Co-designed and tested during the Local Communication and Storytelling Lab in Italy, involving youth workers and young migrants exploring how voice, gestures and body language influence credibility and self-expression.
Objective(s)	To help participants improve clarity, confidence and awareness of body language and non-verbal communication while speaking in front of others.
Target Group	Mixed group of youth workers and young migrants 15 participants.
Duration	45–60 minutes
Materials Needed	Flipcharts, markers, smartphone or camera for recording, timer, projector or screen (optional)
Step-by-Step Implementation	● **Introduction:** The facilitator explains that communication is not only about words, but also

	about posture, gestures, facial expressions and tone of voice.
	Image Assignment: One participant is shown an image that the rest of the group cannot see. **Speaking Moment:** The participant speaks for one minute describing the image. They can choose to describe it truthfully or invent a story. **Audience Observation:** The group listens carefully, paying attention to voice, body language, gestures and confidence. **Guessing Round:** Participants guess whether the speaker told the truth or created a story, explaining their reasoning. **Short Reflection:** The facilitator highlights how non-verbal cues influence perception.
Facilitation Tips	Create a relaxed atmosphere and remind participants that there are no wrong answers. Encourage respectful feedback and highlight cultural differences in body language and expression. Allow language flexibility so participants can mix English and their native language, which can help develop knowledge and empathy for other cultures.
Expected Outcomes	Participants become more aware of how they communicate beyond words, gain confidence in speaking, and learn to read non-verbal signals.
Adaptation Notes	The activity can be simplified for newcomers by allowing use of native languages or done in pairs for participants with lower confidence.
Testing & Evaluation Notes	Evaluation is based on group discussion and self-reflection on confidence and communication awareness.
Feedback Summary	Participants found the activity engaging and helpful in understanding how gestures, posture and tone affect communication. Many reported feeling more confident after the exercise.

Activity Title	Guess the Legend: Storytelling Without Names
Thematic Area	Storytelling, public speaking, narrative skills, cultural awareness
Related Manual Chapter	Chapter 3 – Public Speaking Techniques for Youth Operators and Chapter 4 – How to Create a Digital Storytelling
Co-Design Origin	Developed and tested during the Local Communication and Storytelling Lab in Italy, where participants explored how storytelling can convey identity, values and impact without relying on labels or names.
Objective(s)	To strengthen storytelling skills, encourage structured narration and build confidence in speaking while raising awareness of cultural references and shared values.
Target Group	Mixed group of youth workers and young migrants 15 participants.
Duration	45–60 minutes
Materials Needed	Timer or phone, chairs arranged in a semi-circle.
Step-by-Step Implementation	• **Introduction:** The facilitator explains the importance of storytelling in communication and inclusion. • **Character Choice:** Each participant thinks of a well-known person but does not reveal the name. • **Storytelling:** The participant has two minutes to describe the person's background, actions or impact using storytelling rather than facts. • **Audience Guess:** The group listens and tries to guess who the person is. • **Discussion:** Participants reflect on what made the story clear or engaging.
Facilitation Tips	Encourage participants to focus on emotions, actions and values rather than dates or technical details. Allow language flexibility and support participants who feel unsure.

Expected Outcomes	Participants improve narrative structure, speaking flow and confidence, while learning to communicate meaning across cultural differences.
Adaptation Notes	The activity can be adapted for digital storytelling by recording short videos or using images to support the narration.
Testing & Evaluation Notes	Evaluation is based on participant reflection and peer feedback on clarity, engagement and confidence.
Feedback Summary	Participants enjoyed the creative challenge and reported feeling more comfortable speaking in front of others. The activity helped highlight storytelling as a powerful tool for inclusion and self-expression.

5.4 Transnationally Validated Activities

After comparing and synthesizing local experiences, a selection of 4–5 activities has been identified as particularly effective and transferable across countries.
 These include:

- *Life Skills Workshop* – Enhancing communication and self-confidence.
- *Storytelling for Empowerment* – Using personal narratives to strengthen identity.
- *Peer Mentoring Circles* – Promoting solidarity and reflection.
- *Public Speaking and Digital Storytelling* – Creative self-expression for inclusion.
- *Community Mini-Projects* – Collaborative action for social participation

Chapter 6
Feedback and Evaluation

6.1 Common Evaluation Framework

The evaluation of the DEVMIGRA Toolkit followed a participatory and qualitative approach, fully consistent with the project's co-design philosophy and non-formal education (NFE) methodology. Feedback was collected during and after the implementation of toolkit activities in Spain, Italy, Jordan, and Lebanon, actively involving youth workers and young migrants as co-evaluators rather than passive respondents.

Evaluation focused on understanding how participants experienced the activities, how the tools supported learning and empowerment, and how adaptable and usable the toolkit proved in diverse national and organisational contexts. Rather than measuring impact through quantitative indicators alone, the evaluation prioritised reflection, dialogue, and lived experience, allowing partners to capture nuanced outcomes related to confidence, participation, and inclusion.

Across all partner countries, a shared set of qualitative tools was applied to ensure consistency while allowing contextual adaptation:

- **Feedback forms** completed by youth workers and participants after activities, focusing on clarity, relevance, and usability of the tools.
- **Reflection circles**, facilitated at the end of sessions, enabling collective discussion of emotions, learning outcomes, challenges, and suggestions for improvement.
- **Post-activity questionnaires**, used to gather individual perceptions regarding skill development, confidence, and applicability of activities to real-life contexts (e.g. employability, community engagement).

These tools enabled triangulation of feedback from different perspectives and ensured that both facilitator and participant voices informed the final version of the Toolkit. Feedback from all partner countries shows strong convergence across the agreed quality indicators:

- Participant Engagement
- Perceived Usefulness
- Skill Development
- Inclusion Impact

The consolidated feedback from all partners directly informed final revisions of the Toolkit. Adjustments focused on:

- Simplifying language where needed,
- Strengthening facilitation guidance related to emotional safety and inclusion,

- Clarifying objectives and expected outcomes of activities,
- Reinforcing adaptation notes to support transferability across contexts.

This evaluation process ensured that the final Toolkit is user-centred, field-tested, and responsive to real needs, reflecting collective learning from diverse Euro-Mediterranean youth work environments.

6.2 National Feedback Results

Country / Partner Organization	Spain / Asociacion Juvenil Intercambia (AJI).
Number of Participants	A minimum of **10 young migrants** and **10 youth workers** per local training cycle, ensuring a balanced 1:1 ratio for peer-to-peer qualitative feedback.
Evaluation Method	A **Participatory and Qualitative** approach utilizing: * **Reflection Circles:** Guided group discussions for emotional and social impact. * **Pre/Post Questionnaires:** Measuring perceived skill development (e.g., public speaking confidence). * **Feedback Forms:** Assessing the usability of the NFE tools.
Main Findings	High participant engagement in **digital storytelling** as a medium for self-expression. Evaluation typically identifies that young migrants perceive the validation of "soft skills" as the most useful outcome for their immediate integration.
Changes or Improvements Suggested	**1. Linguistic Adaptation:** Need for simplified instructions to accommodate lower language proficiency. **2. Digital Accessibility:** Requests for mobile-friendly versions of the Interactive Toolkit. **3. Temporal Flexibility:** Suggestions to extend the duration of testing activities to allow for deeper reflection.

Country / Partner Organization	Italy / MV International
Number of Participants	15 participants (5 youth workers and 10 young migrants)

Evaluation Method	The evaluation was conducted through a combination of interactive digital tools and open discussion. A Mentimeter activity was used to assess participants' prior knowledge, personal experiences, confidence levels and perceptions related to public speaking, digital storytelling and migration challenges. This was complemented by open group discussions and reflective dialogue during and after the practical activities to collect qualitative feedback.
Main Findings	● Participants reported increased ● Awareness of public speaking techniques, especially voice, body language, gestures and non-verbal communication. ● Many participants initially expressed low confidence, self-doubt and impostor syndrome, particularly among newly arrived migrants. ● Digital storytelling was perceived as a powerful tool to share personal experiences, build confidence and connect with others. ● Language barriers were identified as a key challenge, highlighting the importance of allowing the use of migrant native languages alongside the local language. ● Participants valued the non-formal and interactive approach, noting that games and practical exercises made learning easier and more engaging. ● The Mentimeter activity helped participants express opinions freely and reflect on their own experiences, even when they felt shy to speak openly.
Changes or Improvements Suggested	Participants suggested strengthening the Toolkit by including more employability-oriented activities, such as job interview simulations and self-presentation exercises. They also highlighted the need to encourage stronger participation of women, address self-confidence and impostor syndrome more explicitly, and integrate activities that are accessible for newcomers with limited language skills. Based on the feedback, greater emphasis should be placed on flexibility, cultural awareness and peer support within the activities.

Country / Partner Organization	Jordan / Jordan Youth Innovation Forum (JYIF)
Number of Participants	10 Youth Workers / Practitioners
Evaluation Method	Mixed-method approach: pre- and post-training self-assessment forms, focus group discussions, and peer-observation during the "Toolkit Lab" sessions.
Main Findings	• Methodological Competence: participants reported a significant increase in their ability to adapt the DEVMIGRA Manual to the local Jordanian context. • Tool Utility: the Digital Storytelling and Role-Play modules were rated as the most "immediately applicable" tools for their daily work. • Professional Confidence: participants noted a strengthened professional identity as "mediators," moving beyond simple administrative support for migrants.
Changes or Improvements Suggested	Participants recommended expanding the toolkit to include more "low-tech" versions of the digital activities for use in areas with limited internet connectivity, and adding more specific guidance on legal frameworks for refugee employment in Jordan.

Country / Partner Organization	Lebanon / Youth Chabibeh Sporting Club
Number of Participants	10 young migrants and 5 youth workers
Evaluation Method	A participatory and qualitative approach was employed to evaluate the activities. Guided reflection circles facilitated group discussions, allowing participants to share and explore the emotional and social impact of the sessions. Individual interviews were conducted to assess perceived skill development, including improvements in public speaking confidence. Additionally, feedback forms were used to evaluate the usability and overall effectiveness of the non-formal education (NFE) tools.

Main Findings	Participants showed high engagement with the public speaking and digital storytelling as a tool for self-expression. The evaluation highlighted that young migrants often value the recognition and validation of "soft skills" as the most meaningful outcome for their immediate integration.
Changes or Improvements Suggested	Develop mobile-friendly version in Arabic of the Interactive Toolkit.
	Extend the duration of testing activities to allow for deeper reflection and practice.
	Increase the number of participants to the testing of the toolkit

6.3 Cross-Country Lessons and Adjustments

The participatory and qualitative evaluation conducted across Spain, Italy, Jordan, and Lebanon confirms the overall quality, usability, and relevance of the DEVMIGRA Toolkit. Feedback collected through feedback forms, reflection circles, and post-activity questionnaires highlights consistent patterns across all partner contexts, despite differing institutional and socio-economic environments.

Participant Engagement

High levels of engagement were reported in all countries. Interactive and experiential non-formal education methods—such as storytelling, role-play, peer learning, and group challenges—proved effective in sustaining motivation and participation. Reflection circles showed that initial hesitation linked to language barriers or self-doubt decreased over time as participants felt safer and more confident within the group.

Perceived Usefulness

Youth workers consistently assessed the Toolkit as practical and directly applicable to everyday youth work with migrants. The modular structure, clear objectives, and step-by-step guidance were identified as key strengths, particularly in resource-constrained settings. Participants valued the Toolkit's relevance to real-life situations, including communication, employability, and community engagement.

Skill Development

Qualitative feedback indicates clear progress in transversal skills. Participants reported increased confidence in communication, improved public speaking, and greater awareness of verbal and non-verbal expression. Youth workers observed that the

Toolkit effectively supports skills identification and narration, helping young migrants translate lived experience into recognisable competences.

Impact

The Toolkit demonstrated a strong inclusion impact across all contexts. Activities were accessible to participants with diverse language levels, educational backgrounds, and legal statuses. The emphasis on voluntary participation, safe spaces, and creative expression encouraged the involvement of women, newly arrived migrants, and individuals with low self-confidence, fostering peer support and a sense of belonging.

Adjustments and Quality Improvements

Cross-country feedback informed targeted refinements to the Toolkit, including simplified language, strengthened facilitation guidance on emotional safety and group dynamics, clearer articulation of expected outcomes, and enhanced adaptation notes to support transferability.

Overall, the evaluation confirms that the Toolkit is user-centred, adaptable, and grounded in real practice. The participatory evaluation process ensured continuous quality improvement and reinforced shared ownership of the final output across the consortium

Chapter 7
Conclusions and Recommendations

Purpose: summarize the added value of the Toolkit and provide practical and policy-level recommendations for sustainability and transferability.

7.1 Summary of Achievements

The DEVMIGRA Toolkit represents a core achievement of the project, translating its strategic objectives into practical, field-tested non-formal education (NFE) tools for youth work with young migrants. In line with the project proposal, the Toolkit directly contributes to strengthening youth workers' mediation capacities while supporting young migrants in identifying, articulating, and valuing their skills and experiences.

Contribution to DEVMIGRA's objectives

The Toolkit operationalises DEVMIGRA's aim to enhance the use of NFE methodologies for skills recognition, psychosocial support, and social inclusion. By building on the DEVMIGRA Manual's theoretical framework, it provides concrete activities, templates, and facilitation guidance that enable youth workers to apply mediation, communication, and storytelling approaches in real-life contexts. The co-design process ensured that tools are adaptable to different legal, cultural, and institutional environments, fulfilling the project's objective of flexibility and transferability.

Impact on youth workers

Youth workers across all partner countries reported increased confidence and competence in using NFE intentionally for mediation and skills recognition. The Toolkit strengthened their ability to facilitate inclusive spaces, manage intercultural communication, and support young migrants' self-expression. It also contributed to the professionalisation of youth work practices in contexts where formal recognition and training opportunities remain limited.

Impact on young migrants

For young migrants, the Toolkit supported empowerment, confidence-building, and participation. Activities enabled participants to reflect on lived experience, develop communication and public speaking skills, and translate informal learning into identifiable competences relevant for employability and social engagement. The emphasis on voluntary participation and safe spaces ensured accessibility for individuals with diverse backgrounds, language levels, and vulnerabilities.

Impact on partner organisations

Partner organisations enhanced their organisational capacity to design, deliver, and evaluate inclusive youth work interventions. The shared methodology and templates facilitated cross-country learning, quality assurance, and coherence, strengthening the consortium's ability to implement future transnational or local initiative

7.2 Recommendations for Practice and Policy

For practitioners (youth workers and facilitators)
- Apply co-design as a continuous practice, involving young migrants not only as participants but as contributors to activity design, adaptation, and evaluation.
- Use NFE methods intentionally, linking activities to clear learning and empowerment objectives rather than isolated engagement.
- Prioritise safe, inclusive spaces and voluntary participation, especially when working with storytelling, reflection, or emotionally sensitive content.
- Integrate reflection and skills narration systematically to support recognition of competences developed through lived experience.

For organisations (NGOs, youth centres, training providers)
- Integrate NFE methodologies into staff training, induction, and outreach programmes, particularly for work with migrants and young people with fewer opportunities.
- Use shared templates and evaluation tools to document outcomes, improve quality, and support accountability to donors and stakeholders.
- Foster cross-sector collaboration between youth work, employment services, and community actors to strengthen pathways from non-formal learning to inclusion and employability.

For policymakers and institutions
- Recognise and support NFE as a legitimate and complementary approach to formal education and training in migration-related work.
- Promote frameworks that allow documentation and validation of skills acquired through non-formal and informal learning, especially for migrants facing documentation or legal barriers.
- Invest in capacity-building for youth workers as key mediators of inclusion, social cohesion, and skills recognition in diverse societies.

7.3 Sustainability and Transferability
The DEVMIGRA Toolkit was designed from the outset to ensure sustainability beyond the project's lifetime. Its modular structure, low-resource requirements, and emphasis on adaptation allow replication in diverse youth work settings, including community centres, reception facilities, schools, and informal learning spaces.

Replication and adaptation
Activities can be implemented independently or combined into longer learning pathways, adapted to different age groups, language levels, and cultural contexts.

Facilitation tips and adaptation notes support contextualisation without compromising core values of inclusion, empowerment, and empathy.

Dissemination and multilingual availability

The Toolkit is intended for wide dissemination through partner networks, project websites, and Erasmus+ platforms. Its language and structure facilitate translation and multilingual use, supporting accessibility across European and South Mediterranean contexts.

Future integration

The Toolkit provides a solid foundation for integration into future Erasmus+ projects, European Solidarity Corps initiatives, and locally funded youth and migration programmes. Partner organisations are encouraged to embed the Toolkit into ongoing training formats, outreach activities, and institutional strategies, ensuring continuity of impact and alignment with European priorities on inclusion, diversity, and skills recognition.

Annexes

Purpose: provide supplementary materials and resources supporting the implementation of the Toolkit.

A.1 Templates and Forms

A.2 Country Resource Maps and Local Networks
Italy:

Italy hosts a rich group of institutions, associations, and community initiatives working on youth empowerment, intercultural dialogue, and migrant inclusion. The following map outlines the main categories and examples of stakeholders relevant to DEVMIGRA objectives.

Institutional Actors
- Ministry of the Interior – Department for Civil Liberties and Immigration
- ANPAL – National Agency for Active Labour Policies
- Regional and Municipal Offices for Youth and Social Policies
- Prefectures and Municipalities (e.g. Treviso, Bologna, Rimini)

Universities and Research Centres
- Ca' Foscari University of Venice, Treviso Campus
- University of Bologna
- Fondazione ISMU (Iniziative e Studi sulla Multietnicità)

Local and Thematic Platforms
- The Italian Network of Intercultural Cities
- Emilia-Romagna Youth Network YOUZ

Civil Society and NGOs
- AIFO - Associazione Italiana Amici di Raoul Follereau
- Caritas Italiana and local diocesan branches
- ARCI and ACLI Networks

1. Institutional Actors

- **Ministry of the Interior – Department for Civil Liberties and Immigration:** coordination of national migration and asylum policies.
- **ANPAL – National Agency for Active Labour Policies:** manages integration paths and training programs for young migrants.
- **Regional and Municipal Offices for Youth and Social Policies:** promote youth work and non-formal education initiatives at local level.
- **Prefectures and Municipalities (e.g. Treviso, Bologna, Rimini):** active in hosting and supporting local projects that link youth, innovation, and inclusion (e.g. Urban Innovation BootCamp).

2. Universities and Research Centres

- **Ca' Foscari University of Venice, Treviso Campus:** key actor in social innovation and intercultural mediation projects.
- **University of Bologna:** active in research and practice on social inclusion, disability, and youth participation.
- **Fondazione ISMU (Iniziative e Studi sulla Multietnicità):** leading centre for studies and initiatives on migration and diversity management, implementing *MamaVenture*.

3. Civil Society and NGOs

- **AIFO - Associazione Italiana Amici di Raoul Follereau:** promotes inclusive youth exchanges and training, including *SuperBa – Overcoming Barriers*.
- **Caritas Italiana and local diocesan branches:** provide social support, job orientation, and community integration for migrants.
- **ARCI and ACLI Networks:** offer youth centres and non-formal learning spaces for intercultural engagement.

4. Local and Thematic Platforms

- **The Italian Network of Intercultural Cities:** Città del Dialogo, The network "Città del Dialogo" is the Italian Network of cities that collaborate on promoting intercultural policies, defining good practices of local governance, and capitalising on the benefits of cultural diversity.
- **Emilia-Romagna Youth Network YOUZ:** supports inclusive youth projects combining disability awareness and migration.

Jordan:
1. Public Institutions and Governmental Agencies
- Ministry of Youth (Jordan): the primary governmental body responsible for youth policy and the management of Youth Centres across the Kingdom. It provides legal and physical infrastructure for youth engagement.
  https://www.moy.gov.jo/
- The National Centre for Human Rights (NCHR): an independent national institution that monitors the human rights situation in Jordan, including the rights of refugees and migrants, and provides legal advocacy.
  https://nchr.org.jo/
- Higher Council for the Rights of Persons with Disabilities (HCD): given the intersectionality of vulnerability, the HCD is a key partner for inclusive youth work, ensuring that migrant youth with disabilities are not left behind.

2. International Organizations and Agencies
- UNHCR Jordan: the UN Refugee Agency leads the coordination of international action to protect refugees in Jordan. It is a fundamental resource for legal protection and socio-economic data.
  https://www.unhcr.org/jo/
- IOM Jordan (International Organization for Migration): focuses on migration management, providing support for migrant health, labor rights, and voluntary return programs.
  https://jordan.iom.int/
- UNICEF Jordan (Makani Centers): a nationwide network of "Makani" (My Place) centers that provide integrated services, including non-formal education and protection, for vulnerable Jordanian and refugee children and youth.

3. Civil Society and NGOs (Non-Governmental Organizations)
- Jordan Youth Innovation Forum (JYIF): a leading NGO focused on youth empowerment through innovation, digital literacy, and non-formal education (NFE). JYIF acts as a bridge between local youth and international opportunities (Erasmus+, etc.).
  https://jyif.org/
- Generations For Peace (GFP): a global non-profit peacebuilding organization based in Jordan that uses sport, art, and dialogue to foster social cohesion and transform conflict in host communities.
  https://www.generationsforpeace.org/
- ARDD (Arab Renaissance for Democracy and Development): provides legal aid, psychosocial support, and research on migration and refugees' rights in the MENA region.
  https://ardd-jo.org/

- Jordan River Foundation (JRF): founded by HM Queen Rania, it implements large-scale community empowerment and child safety programs, focusing on livelihoods for both Jordanians and refugees.

4. Local and Thematic Platforms
- The Jordan Youth Strategy (2019-2025) Network: a platform for stakeholders involved in implementing the national youth strategy, focusing on active citizenship and economic participation.
- Youth For Peace Network (Y4P): a local network of young activists and mediators working on de-escalating tensions in urban areas with high concentrations of displaced populations.
- Erasmus+ Youth Jordan (National Office): the central hub for information and networking related to Erasmus+ projects, facilitating cooperation between Jordanian NGOs and European partners.

Lebanon:
1. **Public Institutions and Governmental Agencies**
- Ministry of Youth and Sports – Leads on youth policy, strategies, and programmes, including the National Youth Policy Action Plan.
Website: http://www.minijes.gov.lb/
- Ministry of Social Affairs – Coordinates social protection, inclusion programmes, and support services for vulnerable populations; relevant to youth migrants' social inclusion.
Website: https://www.socialaffairs.gov.lb
- Ministry of Interior and Municipalities – Responsible for residency, municipal services, and civil status; plays a role in migration governance and administration.
Website: http://www.moim.gov.lb/
- Ministry of Education and Higher Education – Oversees formal education and may intersect with non-formal education and youth learning pathways.
Website: http://www.mehe.gov.lb/

2. International Organizations and Agencies
- UNHCR Lebanon: Protection and assistance for refugees and displaced persons, including community-based protection, youth engagement, and inclusion programming.
Website: UNHCR, the UN Refugee Agency | UNHCR Lebanon

- UNICEF Lebanon: Child and youth development, learning and life skills, social inclusion, and psychosocial support initiatives.
  Website: [UNICEF Lebanon](#)

- ILO Lebanon: Labour market inclusion, skills development and decent work for vulnerable populations, including youth and migrants.
  Website: [Lebanon | International Labour Organization](#)
- UNDP Lebanon: Sustainable development, inclusive governance, community resilience, and social cohesion — often integrated with youth empowerment and local development initiatives.
  Website: [Lebanon | United Nations Development Programme](#)

3. Civil Society and NGOs (Non-Governmental Organizations)

- **Youth Chabibeh Sporting Club (YCSC)** *Community-based youth organisation using sport, non-formal education, and peer engagement to empower vulnerable youth, including young migrants and refugees.*
  Website: [www.chabibehclub.org](#)
- **V Square Organization**
  Youth empowerment organisation focusing on skills development, leadership, volunteerism, and social inclusion for young people across Lebanon.
  Website: [V Square (Volunteering Vision) | دليل مدني](#)
- **Leading Hands Organization**
  Youth-driven initiative promoting leadership, capacity building, community service, and empowerment of youth from diverse backgrounds, including outreach to vulnerable populations.
  Website: [www.leading-hands.org](#)
- **Women Platform to Lead**
  Civil society organisation focused on empowering young women and girls through leadership training, advocacy, and non-formal learning programmes, contributing to gender-inclusive youth engagement.
  Website: [Women's Platform to Lead | Daleel Madani](#)

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