



**WP5- Young Mediator Capacity
Building Training
Final Report**





PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH

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1. What is PRIORITY? What is the Young Mediator Capacity Building On-Site Training and in which context has been developed?

PRIORITY: PRomotIng Open Resilient Inclusive socieTies for Youth is an innovative 36-month project that involves four countries and five organisations - such as youth organisations and networks, cultural and sports organisations, training centre, as well as private and public entities. Among its main aims, PRIORITY project partners strive to: 1) increase the capacities of the organisations that work with youth; 2) to invest in prevention by removing breeding grounds for radicalisation and act as forces of inclusion; 3) to empower young people from disadvantaged groups to engage in civic life; 4) to enhance youth participation and drive positive change in communities, through the use of innovative methods and practices coming from the combination of youth work, training, cultural mediation and sports fields.

The Work Package 5 (WP5) named "**PRIORITY Hubs Testing, Young Mediators Activities (inclusion and capacity building), Community Cultural Heritage Activities**" consists of the testing phase of PRIORITY Hubs where the organisations held three different types of activities in order to maximise the impact of the prototypes of youth inclusion local environments.

WP5 is divided into three actions linked between them:

- 5.1 - Youth Inclusion Workshops;
- 5.2 - Youth Initiatives: Social & Cultural Activities connected with the European Year of Cultural Heritage;
- 5.3 - Young Mediator Capacity Building on-site training;

Specifically:

5.1 Youth Inclusion Workshops: during this phase of the project, partners selected young migrants and/or refugees who wanted to participate in the activities of PRIORITY Hubs. Some of these activities were in collaboration with other local stakeholders already involved in the social integration of migrants and refugees (such as local authorities or other CSOs). The main purpose was to build a trustful relationship with these young people at risk of marginalisation, including them through these workshops and encouraging them to become more active citizens. The youth inclusion workshops and related activities were based on the [PRIORITY methodology](#) and [toolkit](#), but also on participants and local context needs. Thus, partners implemented these workshops including different kind of activities, such as:

- Intercultural dinners
- Sports activities
- Digital skills workshops
- Visits
- Art sessions
- Social support activities

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In total, nine youth inclusion workshops were held in each country, giving the opportunity to young participants to come together, learn and exchange their experiences on enhancing their inclusion in the society. Thanks to these workshops, the young participants felt welcomed, included, and confident enough to express themselves in a youth environment.

5.2 Youth Initiatives: Social & Cultural Activities connected with the European Year of Cultural Heritage. The PRIORITY consortium established strong connections and guaranteed its participation on cultural and social events during the summer 2021. Moreover, a set of activities was co-designed with the youth already engaged in the project. Partners organised different activities depending on the location, type of event and size of audience, and implemented them in a different way according to each partner's organisation and local stakeholders involved as well as local community's needs. Nevertheless, all the activities were within the following quality criteria and objectives:

- 1.** They were connected with the importance of Europe's cultural heritage through education and lifelong learning, in particular by focusing on children, young and elderly people, local communities and hard-to-reach groups – using encouraging approaches to foster cultural heritage that are people-centred, inclusive, forward-looking, more integrated, sustainable and cross-sectoral (Objectives of European Year of Cultural Heritage 2018).
- 2.** They were based on participatory methods and had active involvement of both local and migrant youth both in the designing phase and the actual implementation.
- 3.** They were realised with the cooperation of different local stakeholders (public authorities, private education/training institutions, youth work centres, sports/culture NGOs etc.).

5.3 Young Mediator Capacity Building on-site training. Partners implemented a training course of six working days, one each partner's city – Dresden (Germany), Larissa (Greece), Palermo (Sicily, Italy) and Cagliari (Sardinia, Italy) - based on non-formal education, peer-learning methodology as well as on the [PRIORITY methodology](#) previously developed within the framework of the PRIORITY project, reaching at least 20 people per country. Given the COVID-19 pandemic, the project consortium decided to divide the Young Mediator Capacity Building into two rounds of trainings of three-working days each.

The online training was implemented in two rounds by four partners from three countries (Italy, Greece and Germany). The selected participants were native citizens, local migrant/refugee youth, young people with fewer opportunities with specific focus given on the participation of young unemployed migrant/refugees that had been previously involved in the activities of the project). The main activities were drawn from the [PRIORITY Toolkit](#) and the [How to PRIORITISE E-book](#), which aimed at:

- empowering young people
- equipping the youth with skills and knowledge
- helping the youth to become young mediators
- and reaching out to their peers at risk of marginalisation, as well as acting as multipliers of inclusion.

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Based on the outcomes of this training as well as the satisfaction questionnaires coming from the participants, partners are currently developing the E-course "How to become PRIORITY Young Mediator" of WP6, that will be soon published on the e-learning platform of the project, and it will be accessible for everyone.

2. Structure and Duration of the PRIORITY Young Mediator On-site Training

The Young Mediator Capacity Building on-site training is a three - day training course, based on the non-formal education, peer – education methodology as well as on the [PRIORITY methodology](#), the [PRIORITY Toolkit](#) and the [How to PRIORITISE E-book](#). The training was focused on empowering young people and equipping them with a set of skills and knowledge using innovative training tools and encouraging the participants become young mediators. This would help them to reach out to their peers at risk of marginalisation and radicalisation and act as multipliers of inclusion. The Young Mediator Capacity Building is addressed to both native citizens and migrant/refugee youth.

Two rounds of trainings were implemented in each PRIORITY Hub set in Palermo, Dresden, Sardinia, and Larissa during the months between February-April 2021. Due to the restrictions of the Covid-19 pandemic, it was not possible to implement the training face-to-face as it had been planned initially. Therefore, partners implemented two rounds of online training courses by involving at least 10 participants in each round (at least 20 young people in total in each Hub had to be reached).

The participants were selected based on the following requirements:

- **Age limit:** participants between 18-30 years old
- **Language used:** the main language of the training course was English, but some partners used both English and the national language according to the learning needs of their participants.

Priority was given to the participants with a **strong motivation to learn and actively participate** and to those ones who had already participated in previous project activities.

3. Aim, Main Topics and Programme of the PRIORITY Young Mediator On-site Training

The Three days Young Mediator Training Course on “**Intercultural Mediation as a Tool for Integration and Social Inclusion of Young (Vulnerable) People**”, aimed to:

- reinforce young people’s competences that allows them to become peer educators and young mediators;
- enhance their capacity in order to support the inclusion of local and migrant/refugee youth;
- empower and equip them with skills and knowledge in order to become young mediators so as to reach out and support young people at risk of marginalisation and radicalisation;
- better integrate newly arrived migrants and refugees and enhance an inclusive environment in the hosting societies;
- engage young people (also with migrant and refugee background) to improve their social, civic and inter-cultural competences and skills, active citizenship, digital literacy, critical thinking and intercultural understanding as well as to foster youth participation in social and civic life;
- enhance awareness among young people of their fundamental rights and sense of belonging to society, stronger endorsement of democratic values and engagement in practices of anti-racism, intercultural and inter-faith dialogue and mutual understanding;
- Finally, the training aimed to equip young participants with knowledge on how to use intercultural mediation as a tool for integration and social inclusion by intervening actively in the social dialogue and by promoting a positive interaction based on active and effective listening.

The following topics were covered in order to reach the training aims:

Day 1 - How to be a good Mediator: non-formal education and the difference between formal and non-formal education. The role of a youth worker in social integration and inclusion. Qualities and competences a mediator should possess in the 21st century in order to support and promote inclusion and social integration successfully.

Day 2 - The power of Intercultural Mediation: the meaning of intercultural mediation and its importance in preventing marginalisation and radicalisation of young people. Role-playing as a tool for inclusion.

Day 3: Culture and Conflict: the meaning of interculturality and of cultural shock; developing intercultural sensitivity in six steps; enhancing intercultural competences; obstacle to intercultural communication; using positive intercultural approaches by knowing the main sensitive areas and values and by reducing the impact of negative stereotypes.

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The programme of the three days training in detail:

Young Mediator Capacity Building on-site training-programme			
Hours	Day one Information about PRIORITY PROJECT/Introduction Non-Formal Education/ Hard and Soft Skills	Day two Cultural Mediation	Day three Conflict and Culture
90 minutes	<ul style="list-style-type: none"> Welcome and introduction Introduction of participants Project presentation Programme presentation 	<ul style="list-style-type: none"> Energizer: Cultural observation Group activity: Culture and Identity- The Guess Who Game? 	<ul style="list-style-type: none"> Energizer: anything goes The developmental model of intercultural sensitivity (DMIS) & Cultural Shock
	<ul style="list-style-type: none"> Team Building activity 	<ul style="list-style-type: none"> PowerPoint Presentation "Cultural Mediation" as a tool for social inclusion 	<ul style="list-style-type: none"> Non-formal activity: Stereotypes
30 minutes	Coffee break	Coffee Break	Coffee Break
30 minutes	<ul style="list-style-type: none"> Presentation of non-formal and formal education (differences between non-formal and formal education) Introduction to the role of the youth educator/operator 	Theory Presentation: Role – Playing	Non-formal activity: Be Inclusive!
45 minutes	Group Activity- Soft and hard skills	Group activity -Today I am... "The mediation importance in intercultural context"	Group activity: Community Mapping
15 minutes	Break	Break	Break
30 minutes	Debriefing	Debriefing	Debriefing and final evaluation

4. Methodology and Learning Activities of the PRIORITY Young Mediator On-site Training

As mentioned before, PRIORITY Young Mediators Training was developed following a learning path of three working days.

The methodology that was used during the three days Young Mediator Training was based on non-formal education as well as on informal learning. Additionally, since the training was implemented online by using different online platforms such as Zoom, Google meet, Jamboard etc., the trainers used certain practices that are more effective for the online learning environments in order to ensure the active participation of the learners. The platform allowed trainers to share the presentations, files as well as to work in small groups in certain activities (thanks to the breakout rooms); at the same time, thanks to the high usability of these online environments, participants could interact with all the members of the group in real time. These online platforms were easy to access for all participants: they could participate through computer or other devices (such as tablet, smartphones) and thanks to the use of cameras and microphones, they could interact with the group, share their opinions or ask questions. For those ones without microphone or who couldn't use their cameras, some platform option such as the comment box was an excellent solution to allow them to share their opinion during the training.

Within this framework, the main activities during the three-day training were the following:

1. Day one: first day of the training was mostly focused on information about PRIORITY PROJECT, an introduction about non-formal education, Hard and Soft Skills.

Theory Presentation Sessions

In this section, partners presented the information about PRIORITY Project and presented Non-Formal Education as well as Hard and Soft Skills through interactive power point presentations, asking the participants questions and using different types of interactive tools such as polls, writing answers on the white board etc.

1.1 Introduction of the participants:

The first day of the training started with welcoming the participants, in which the trainer introduced him/herself, asking each participant to introduce himself/herself in turn; then, the trainer invited participants to write on the white board their expectations, concerns and contributions regarding the three days training.



Presentation of the participants



1.2 Introduction of the project and the programme:

Trainers presented the PRIORITY project, objectives, the outputs achieved, and the activities that have been carried out as well as the project's website, [mobile application](#) and

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the online PRIORITY Hubs were presented. Moreover, the agenda of all the sessions of the training was introduced, in order to show to the participants their learning path of the following days.

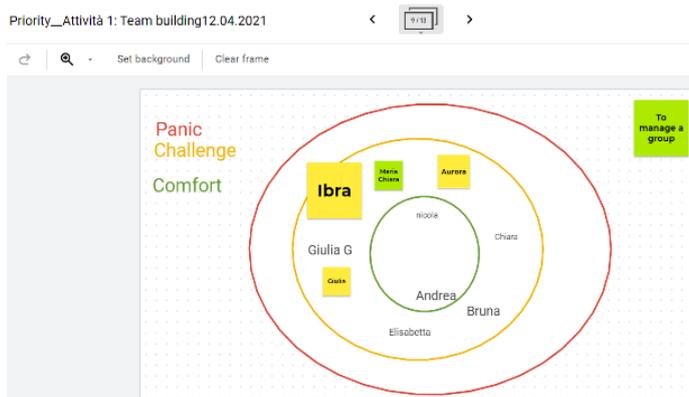
1.3 Activity No1: Team Building

According to the original programme, the trainer would have created three concentric circles in the middle of the room. However, since the activity was organised online, trainers used the Jamboard in order to implement this activity. Thus, before the activity, trainer created three circles in Jamboard and gave a name for each circle: Panic, Challenge and Comfort area.



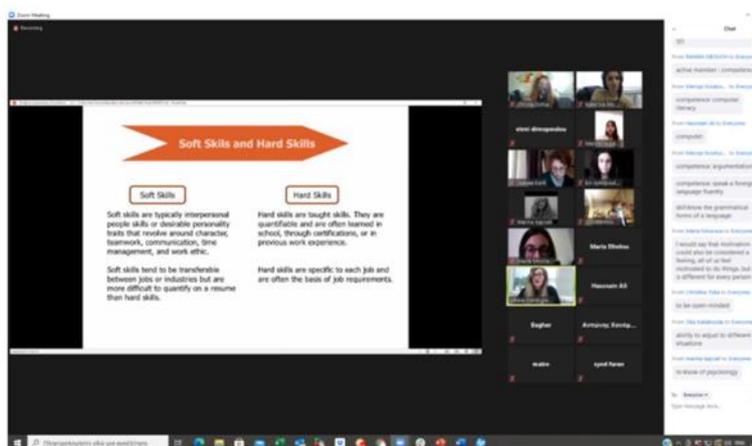
The trainer explained to the participants the name assigned to each area of the circle and invited them to put themselves in a specific area as reaction to the topic or activity the

trainer would have said. For example, the trainer names a topic or activity "Climbing a mountain". Each participant decided where they want to place themselves in relation to what the trainer has stated: in the outer circle if they feel panic to climb the mountain, in the middle circle if they see it as a challenge and in the inner circle if the idea of climbing a mountain puts them at ease.



1.4 Activity No 2: Soft Skills and Hard Skills:

This activity was created in order to explain the difference between hard and soft skills. Before starting the activity, the trainers invited the participants to define through brainstorming what soft and hard skills mean and write their answers on the flipchart / Jamboard. Then, the group was divided into two teams. Each team, by using a computer, implemented the following exercise in a form of a competition:



<https://settlementatwork.org/lincdocs/linc5-7/look.for.job/linc5/6/05.hard.soft.skills/05.hard.soft.skills.act1.gfill.htm>

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After the group work, the results were presented in a plenary session and the trainer wrapped up what was presented by the participants and what was discussed.

2. Day two: second day's training was focused on two important topics: the first one was the concept of **"Cultural Mediation"** as a tool for social inclusion; the second one was the importance of **Role Play** in cultural mediation and how it can be used as a tool for inclusion.

2.1 Activity No 3: Culture and Identity: "The Guess Who" Game:

This activity stresses that the identities comprise a lot of characteristics that can be or not connected to the culture. Before starting the activity, the trainers invited the participants to list the different characteristics they thought an identity is made of, by following the brainstorming method (example: ethnic origin, skin color, hair color, age, favorite TV shows, past-time activities, school subjects, etc.).

At the end of the activity, the trainer asked participants to think about the **"cultural variables"** which compose their identity: how much do they influence them? How did they feel being broken down in "several dimensions"?



Activity No 3 Culture and Identity The "Guess Who" Game



2.2 Activity No 4: The importance of mediation in intercultural context

Today I am...

This activity was carried out in order to introduce and deepen on the topic of role-play method. Before starting the session, trainers prepared different scenarios from "PRIORITY activity sheet (*The activity sheet is available in the [PRIORITY Toolkit](#)*).

Once the trainer divided the participants into different groups, each group received a scenario and the trainers explained the main rules to be followed: read the scenario, analyse the case and act, putting them into the shoes of the main characters and asking them to find a solution. Since the activity was carried out through an online platform, participants were divided in breakout sessions/groups and each group had certain time to work on the solution based on the scenario they received.



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The following questions were asked during the debriefing:

- How the organisation of setting up the scenario worked within the group?
- What kind of emotions they experienced during the scenario?
- How they think putting together the scenario could have helped them in understanding better the situation, and if this situation happened to them in their life?

During the **debriefing**, the trainers asked the participants, still divided into groups, to share their experiences with their peers on how they came up with the solution on their scenario. Moreover, the trainers asked the other groups if they agreed with the solution which was represented or if they had another proposal.

The trainers took notes of the main answers and provided an overview of the experiences shared by the groups, highlighting the positive sides and understanding together with the participants the difficulties while finding possible solutions.

3. Day 3: the third day of the training was focused on interculturality and cultural shock as well as on the methodology of cultural shocks to work on intercultural relations. The main objective of this part of the training was to help participants to see cultural shock as an opportunity for reflection and personal transformation and to use it as a source of training for all those who, in different ways, come into contact with people of different cultures. The following activities were implemented:

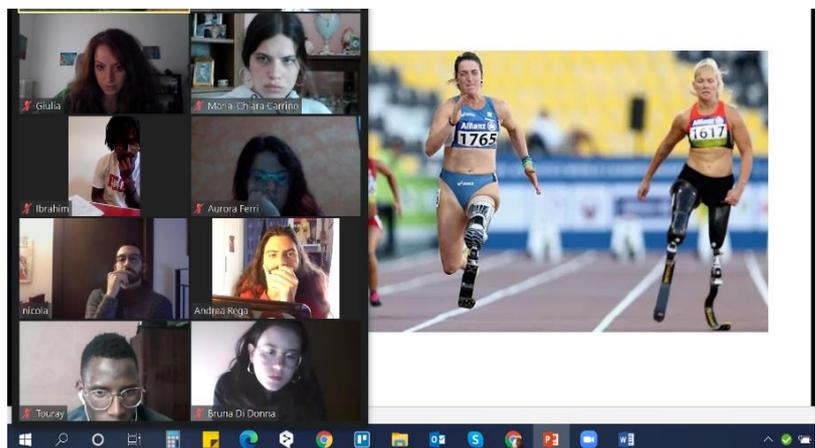
3.1 Activity No 5: Stereotypes game:

As mentioned before, this activity was focused on **interculturality and cultural** shock as well as on the methodology of cultural shocks to work on intercultural relations.

The trainers presented some images aimed at creating cultural shocks and provided few minutes to observe the images and choose which one shocked the participants more and to explain why.

The trainers used some of the following questions to generate reflection among participants:

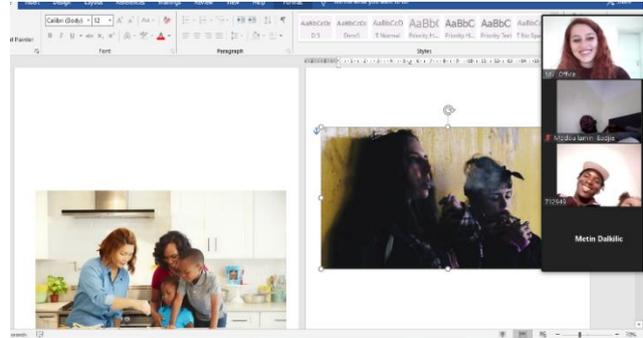
- What do you think people understand from the term "stereotype"?
- Why did you have a strong emotional reaction to this specific image? What do you think it is the reason for this reaction?
- Do you think stereotypes are always negative?



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- Did you recognize some barriers/challenges? How would you deal with it?
- Can you think about a personal strategy on how to overcome stereotypes you might have?
- What do you think is the impact of stereotypes on people's lives?

The aim of the game was to reflect on one's own cultural shocks and especially on the ability to **"suspend judgment"** when facing something new. It is difficult not to have stereotypes in mind, but it is important to know how to overcome them. The session also helped the participants to see cultural shock as an opportunity for reflection and personal transformation and to use it as a source of training for all those who, in different ways, come into contact with people of different cultures.



3.2 Activity No 6: Be Inclusive! What does it mean to be inclusive? How can we create an inclusive space?

This activity helped the trainer to explain the meaning of inclusiveness and related terms. The activity has been divided in three parts:

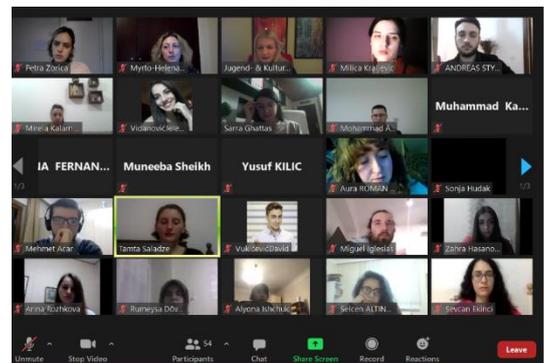
Part 1: The trainer invited the participants to think about a time when they felt any kind of integration. In order to help the participants, the trainer provided participants with some example or sentences related to specific situations in order to make them think how they felt, such as:

- when you didn't know anyone at a party, someone took you around and introduced you to people.
- you just arrived to the new country and you don't speak the language. While walking, you see a sign on a shop's window that is written in your national language.
- you arrived at a meeting you were nervous about and saw several people you already knew etc...

Part 2: The trainer invited the participants to share their experiences in pairs.

Part 3: After the discussion in pairs ended, the trainer asked the following questions and others that he/she felt were relevant:

- What were the main feelings you experienced during the conversation with your pairs?
- **iNclusion:** What were the factors that helped you feel welcomed?
- **eXclusion:** How did you handle it?



During the group discussion, the trainer took notes on a white board based on what the participants were sharing, supporting the discussion, and moderating it, if necessary.

3.3 Activity No 7: Community Mapping:

During this activity, participants were asked to create a shared visual map of their local community and city areas of concern, with broader community engagement if possible.

The aim of this activity was to provide information about new places that can be useful for new arrivals in the city and to create an inclusive place for everyone.



3.4 Debriefing Sessions and Final Evaluation Session

At the end of each training day, the trainers asked the participants to provide their feedback and to reflect on what they have learned during the session. Trainers used different platforms and tools for the evaluation, such as Jamboard, Polls, open discussions etc.

The trainer used the guidelines that were presented in the lesson plan for the debriefing, such as:

- during the first day of the training, the trainer wrote on Jamboard or the Whiteboard the topics covered during the day and asked participants by using a post-it to write down what they have learned.
- the trainer read what the participants had written on the Jamboard/Whiteboard and commented on the things learned and most appreciated during the day. Finally, the trainer asked about any ideas of improving the learning experience, thus adapting the training to the participants' learning needs during the remaining training days.
- the trainer asked the participants to state one word that represented what they think was the most important thing they learned.



At the end of the training, the trainer invited all participants to respond to an online evaluation questionnaire. In addition, the trainer presented the Whiteboard/Jamboard prepared on the first day when the expectations, the concerns and the contributions about this training experience were expressed by the participants. The whole group discussed whether what they wrote on the first day was changed and what kind of impact the training had on them.

5. Implementation of training (partner national report)

Due to Covid-19 pandemic, the Young Mediator Capacity Building Training was implemented online by all four partners from Germany, Italy and Greece. The training included a diversified team of trainers and learners from various European countries, age groups and work fields acquired skills and knowledge, who were more than satisfied with achieving their personal objective of transforming themselves into PRIORITY Young Mediators.

The main target groups of the training that was implemented within the framework of the PRIORITY project by four partners, were young people with migrant or refugee background, or youth with fewer opportunities. All the participants involved in the training were over 18 years old and had a strong motivation to participate and acquire a set of skills and knowledge in order to effectively work on the integration and social inclusion of disadvantaged young people.

In total, the training involved 192 participants from four partner countries. The number of participants reached from each country are the following:

- 111 young people from Jugend & Kulturprojekt (Germany);
- 40 young people from Kainotomia (Greece);
- 20 young people from Centro per lo Sviluppo Creativo Danilo Dolci (Italy);
- 20 young people from MV International (Italy).

Thanks to the Young Mediator Capacity Building Training, 192 young people had the opportunity to discuss and exchange their experiential knowledge on the topics previously presented in the current document.

Based on the feedback received from participants from three partner countries, it can be stated that the overall satisfaction with the implementation of the Young Mediator Capacity Building Training was very high. The interaction and communication among young people from different backgrounds and professional fields created a diverse environment for exchanging ideas, feelings, and experiences. Most of the participants stated that the training helped them build their self-confidence to work in blended learning environments.

The only negative feedback regarding this training was that due to Covid-19 it could not be implemented face-to-face as it was initially planned. Some of the participants mentioned that it would be better to have the chance of experiencing it face-to-face, as they believed that it would be more interactive and effective. Nevertheless, there were participants who viewed the virtual implementation as a way to communicate with others during quarantine and made clear that technology gave the opportunity to meet each other, achieving the expected results in the same qualitative way.

All the national reports from partner countries are available online!

6. Annexes

1. Report from Jugend- & Kulturproject-Germany
2. Report from Centro per lo Sviluppo Creativo Danilo Dolci-Italy
3. Report from MV International-Italy
4. Report from Kainotomia-Greece