

National Report:
WP5 The Youth Inclusion Workshops
by
Mine Vaganti NGO





PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH

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1. The Youth Inclusion Workshops in the framework of **PRIORITY** project

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 centres, as well as private and public entities. Among its main aims, PRIORITY strives 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; 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 the young people at risk of marginalisation, including them through the Youth Inclusion Workshops and encouraging them to be active citizens at a local level. These workshops and related activities were based on the [PRIORITY methodology](#) and [toolkit](#), but also based 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

In total, nine 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, young people felt welcomed and 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. The 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 implemented following the quality criteria and objectives:

- 1.** They were connected with the Europe's cultural heritage through education and lifelong learning by focusing on children, young and elderly people, local communities and hard-to-reach groups and using approaches that are people-centred, inclusive, forward-looking, more integrated, sustainable and cross-sectoral. (Objectives of European Year of Cultural Heritage 2018). Due to the fact that the Youth Initiatives were implemented in 2021, they were not all of them directly linked with the 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 implemented in cooperation with local stakeholders from each partner's city that belong to different sectors (public authorities, youth, sports and cultural NGOs, private education/training institutions, refugee centres etc.,).

5.3 Young Mediator Capacity Building on-site training. During this activity partners developed a training course of six working days, based on the non-formal education, peer –education methodology as well as in the [PRIORITY methodology](#) previously developed within the project, reaching at least 20 people per country. Due to the COVID-19 pandemic, the project consortium decided to implement the Capacity Building in 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 participants that were selected were either native citizens or young people with migrant background. Particular focus was given on the participation of young unemployed people with or without migrant background. Activities were drawn from the [PRIORITY Toolkit](#) and [How to PRIORITISE E-book](#), aimed at empowering young people and equipping them with necessary skills and knowledge so as to be active citizens. This way, the participants became young mediators in order to reach out to their peers at risk of marginalisation and acted as multipliers of inclusion. Based on the programme outcomes of this training as well as the satisfaction

questionnaires filled out by the participants, partners developed the E-course “How to become PRIORITY Young Mediator” of WP6, that will be ready in the coming months.

2. Structure and Duration of the PRIORITY Youth Inclusion Workshops

Youth Inclusion workshops were designed based on the cross-sectoral innovation practices developed in the PRIORITY methodology and toolkit. The activities were co-designed by each partner based on their participants’ profile and interests in order to make them more attractive and to maximise their participation.

Initially, the workshops were planned to be implemented face-to-face and partners were prepared to organise different local visits, sports activities, intercultural dinners and many other social activities. Due to the restrictions of the COVID-19 pandemic, it was not possible to implement those activities as it was planned. However, partners managed to fulfil the objectives of the project by implementing these workshops online. Activities were carried out by using non-formal learning methods as well as inclusive and interactive learning methods, such as role playing, brainstorming, group discussions, case studies, debates followed by debriefing and reflection sessions. The nine Youth Inclusion Workshops brought together young participants to interact with each other, learn and exchange their experiences on enhancing inclusion in their local communities.

Mine Vaganti NGO in Italy implemented the nine workshops in three different rounds and they were targeting to young people from migrant and refugees background. A general overview of the nine workshops that were implemented by MVI is presented in the following table:

| <i>Workshop implementation date</i> | <i>Workshop topics</i> | <i>Method (online or presence)</i> | <i>Platform used (if online)</i> | <i>Number of participants per workshop</i> | <i>Remarks</i> |
|--|-------------------------------|---|---|---|---|
| 21.12.2020 | Digital Skills | Online | Zoom | 4 | The workshop was implemented successfully. Participants showed interest in developing digital skills and share their previous experience in this field (if anyone had already). Even if the workshop was implemented online, participants were engaging between each other. |
| 22.12.2020 | Digital Skills | Online | Zoom | 4 | Those who attended were interested in the topic and acquired new skills through this workshop. An important aspect is that it was implemented online, which affected social interaction. |
| 23.12.2020 | Digital Skills | Online | Zoom | 4 | Workshops were implemented online what made social interaction between participants difficult. But despite that they admitted that they learned more about digital skills while doing the training online because it is a part of extra knowledge they could get in the workshop. |

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| | | | | | |
|-------------------|--|----------|--|---|--|
| 19.07.2021 | Critical Thinking & Intercultural Dialogue | Presence | | 9 | Due to the COVID-19 restrictions, during the workshop participants had to wear a mask that made it uncomfortable. But besides this remark, participants admitted that they gained more critical thinking skills that are crucial for these times and also in intercultural dialogue. Both of these skills area important in the 21 st century. |
| 22.07.2021 | Critical Thinking & Intercultural Dialogue | Presence | | 5 | Due to the COVID-19 restrictions a mask was required to wear during this workshop, which was uncomfortable. Aside from that, the participants found the training to be fun and learned about critical thinking and intercultural dialogue. Additionally, and maybe more importantly, since they could do it in person, they would have a better chance of improving. |
| 23.07.2021 | Critical Thinking & Intercultural Dialogue | Presence | | 6 | During this workshop the participants were asked to wear a mask that made it for them quite uncomfortable. After the implementation of the workshop, the participants said they enjoyed it and improved their critical thinking and intercultural skills. It was interesting to |

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| | | | | | |
|-------------------|---|----------|--|---|--|
| | | | | | see how their perception changed while getting to know people from different backgrounds and lifestyles. |
| 20.07.2021 | Sports for All & Education Through Sports | Presence | | 5 | The workshop was implemented face-to-face. Participants acquired learned how to use sports for inclusion their daily life but also in education and learned how to connect people through it. |
| 25.07.2021 | Sports for All & Education Through Sports | Presence | | 5 | Positive feedback was provided about the sport workshop. Participants gained ETS skills and learned how to use sports as a tool for inclusion. |
| 26.07.2021 | Sports for All & Education Through Sports | Presence | | 5 | During the workshop participants learned what ETS means and how it can improve their and other people's life, also, how to use ETS and Sports for All practices in order to improve youth (and also general) inclusion in society. |

3. An overview of target audience in Italy by MVI

Within the framework of the "PRIORITY" project, Mine Vaganti NGO hosted nine Youth Inclusion Workshops, in particular **"Let's Get Digital"**, **"Critical Thinking"** and **"Sport for All"**. Due to the COVID-19, the first trilogies entitled "Let's Get Digital" were held online via Zoom in December 2021. Prior to the implementation of the workshops, MINE VAGANTI NGO trainers introduced how to use the Zoom platform to those not familiar with it. National restrictions caused the implementation of the six missing activities to be delayed. The 3 workshops focused on "Critical Thinking" and the 3 on "Sport for All" were held physically on July 2022.

A total of 47 young people were involved in the 9 youth inclusion workshops. The main target group were migrants and refugees. There was almost a gender balance among participants, as there were 25 females and 22 males. They came from different cultural and social backgrounds; the majority of them were coming from Africa and East Europe. Some of the participants expressed their interest in being part of the following activities of the project.

Mine Vaganti NGO launched 3 different calls for each workshop on its social media pages and account, specifically, MVNGO'S Facebook page and Instagram account, also using MVI's network for reaching the specific target group and as well as it contacted associated partners via emails. Moreover, the messages were spread through the word of mouth in the local community. The workshops were promoted on Sassari's PRIORITY Online Hub.

Overview of target audience in Sassari, Italy base on their gender and age group:

| <i>Total number of participants included in 9 workshops</i> | <i>Gender (please provide the number of male and female participants)</i> | | <i>Age (please provide the number of participants in age between 18-24 and 25-30)</i> | |
|--|--|---------------|--|--------------|
| | <i>Male</i> | <i>Female</i> | <i>18-24</i> | <i>25-30</i> |
| 47 | 22 | 25 | 33 | 14 |

4. Methodology and Learning Activities of the Youth Inclusion Workshops.

Due to the COVID-19 pandemic and the national restrictions, 3 out of the 9 workshops had to implemented online. MVNGO was able to implement the workshop via Zoom in December 2021. Not all participants knew how to use the Zoom platform, so it was decided to make a preliminary call during which the trainer demonstrated to the participants the main functions of the Zoom platform.

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The **"Let's Get Digital"** workshop was based on the digital storytelling methodology where participants were introduced to Canva and WeVideo platforms. Before the training, they didn't have any knowledge about these tools and they learned how to use such platforms. Participants were asked to tell a story about their life or their emotions using Canva and WeVideo. Based on the theoretical input and the practical session, they practiced their digital skills which are quite necessary nowadays.

The **"Critical Thinking & Intercultural Dialogue"** workshop was implemented outdoors at the end of July 2021. The workshop was divided into two sessions: the first part was dedicated to the development of critical thinking; the second part was focused on fostering intercultural dialogue. Through ice-breaking games and team building activities, participants discussed and expressed their thoughts and motivations. Through intercultural dialogue, during the face-to-face activity, participants focused on their rights and observed their reactions on free thinking in group work activities. During the workshop, participants participated in the warm-up activity ["Ultimate Ninja"](#) and then, were introduced to the ["Six Thinking Hats"](#), a technique which encourages participants to look at a problem in six different ways, created by Edward de Bono, with the aim of developing their creative, interpersonal, structured thinking and critical thinking skills as well as their decision making skills. Through ["Wink Murder"](#), [Euro-rail "à la carte"](#) and ["Can I come in?"](#) games, we aimed to challenge participant's stereotypes and prejudice about other people and minorities, and about the images and associations the text raises, to reflect on the perceptions different participants have of minorities, to raise self-awareness about the limits of tolerance, to confront the different values and stereotypes of the participants, to develop knowledge and understanding about refugees and their rights, to practice their skills in order to present arguments and make judgements, and to promote solidarity with people who are suddenly forced to flee their homes.

"Sports for All" workshop: During this workshop, participants were introduced to the methodologies, [Education through Sport – ETS](#) and [Sports for All](#). The workshop was implemented face-to-face, outdoors at the end of July. The ETS methodology intends exclusively to use sport as educational tool.

ETS is a non-formal educational approach that works with sport and physical activities and which refers to about social and political exclusion from sporting activities, to develop group-work and the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

The "Sports for all" methodology aims to raise awareness co-operative skills and creativity, to foster respect and inclusion, especially of disabled people. The participants acquired social, cultural, moral, ethical competencies so as to grow on personal, professional and social levels.

Two different trainers were involved in the 9 workshops, both of which are experienced in training and are really interested in the topics because they have a migrant background themselves and know the difficulties that participants may face.

5. Evaluation Results and Recommendations

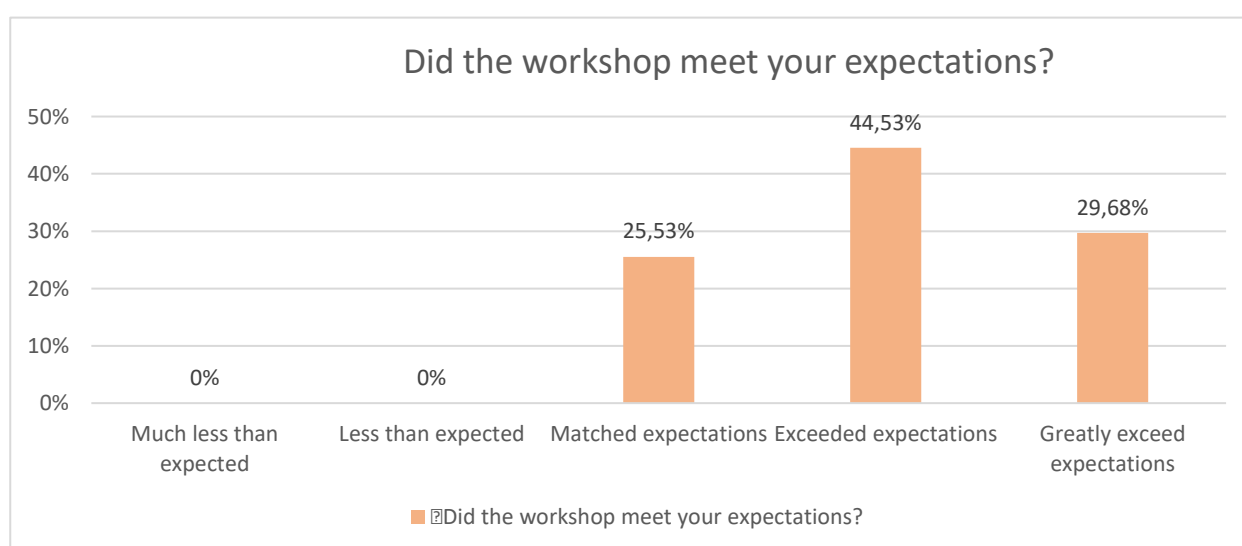
Most of the participants decided to get involved in various activities mainly for personal growth, acquiring all necessary skills and competencies which foster social inclusion and intercultural dialogue. By participating in the workshops, they got to know new people and developed their social skills as the COVID-19 pandemic deprived them from socializing. A very interesting aspect which emerged from the evaluation, was that the participants expressed their willingness to participate in such activities so as to meet other young migrants like them.

- Did the workshop meet your expectations?

| Much less than expected | Less than expected | Matched expectations | Exceeded expectations | Greatly exceed expectations |
|--------------------------------|---------------------------|-----------------------------|------------------------------|------------------------------------|
| 1 | 2 | 3 | 4 | 5 |

The second question on the evaluation form "2. Did the workshop meet your expectations?" focused on the satisfaction of the participants who attended the various workshops. As the following graphic shows, the majority of the participants was highly satisfied with the workshops and their expectations were fulfilled.

Overall, it can be said that 74.47% of the participants were satisfied with the implementation of the workshops and that the topics discussed were within their interest. Only a 25,53% said that the expectations were just matched.



6. Conclusions

Taking into account the results of the evaluation, it can be summarized that the participants were satisfied with the youth inclusion 9 workshops which were implemented. The evaluation of the 9 workshops certainly considered both the preparation and the actual implementation of them.

Due to COVID-19 restrictions at national as well as at regional level, MVNGO had to adapt "Let's Get Digital" into an online workshop. A specific zoom call was provided to all participants who were not familiar with the platform. During the workshop, the trainer was always available to explain terminology in case participants needed it. Certainly, having the three sessions conducted online did not contribute to a greater connection among participants. Unfortunately, one negative aspect that emerges in this type of online activity is the lack of interaction between participants.

"Critical Thinking" and "Sport for all" allowed a greater interaction between participants as well as promoted social inclusion.

The opinions of the participants about the various workshops were in general very positive, they satisfied with the topics discussed and the skills and competences they acquired.

7. Annex:

Images of the Youth Inclusion Workshops developed by Mine Vaganti NGO in Italy:



Photo 1 – Critical Thinking workshop



Photo 2 – Critical Thinking Workshop



Photo 3 – Critical Thinking Workshop

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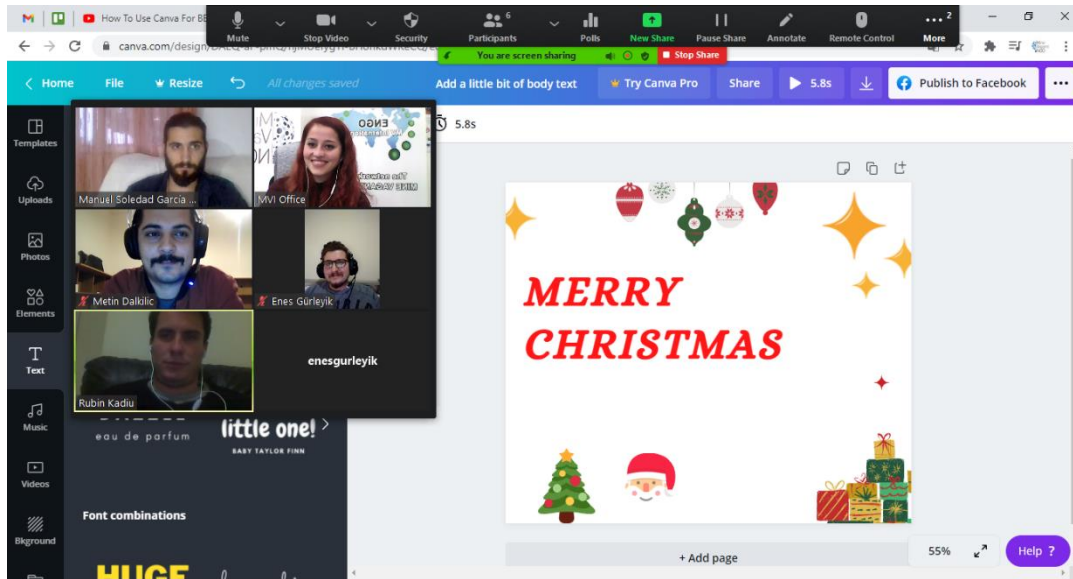


Photo 4 – Let´s Get Digital Workshop



Photo 5 – Let´s Get Digital Workshop