EMPOWERING YOUNG MIGRANTS: FIRST TRAINING MANUAL FOR YOUTH WORKERS
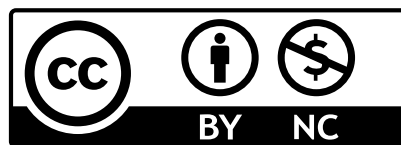
DISCLAIMER

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CREATIVE COMMONS LICENCE

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INTRODUCTION

«ICT for Migrants» (2022-3-FR02-KA210-YOU-000048687) is a European project the purpose of which is to enable European partners to establish common training models to stimulate the use of digital technologies for young migrants, by improving their digital skills to find a better response from a coordinated framework of action, allowing the systematisation of good practices in the field of training and counselling of young migrants in ICT.

Four partners are involved in this project, coordinated by EU-Human ACT:

- KULTUR EGITIM – KEPDER.
- Egestionpyme Internet SL.
- Eurospeak Limited.
- EU-Human ACT.

You volunteered to train young migrants into learning more about digital technologies so that they might develop digital skills that will enable them to promote their social and labour inclusion. In order to provide them with a better knowledge in those fields you have committed yourself to acquiring teaching skills that will help you reach your goals successfully and ensure that the young migrants you will train will be able to improve their use of electronic devices. It goes without saying that digital technology can be incredibly beneficial in many ways when used properly which will mostly be demonstrated in the second manual.

In order to give you some guidelines and tips we have conceived a corpus of two manuals that are meant to provide you with detailed methodology on the one hand and contents, on the other hand. You will be following two courses that will serve two purposes:

1. **The first manual** is meant to provide guidance with the necessary requirements and criteria of a training course for migrants that might prove as efficient and useful as possible, which entails mastering specific training methods, and ensuring improvement for all the participants of your future workshops designed for young migrants.

2. **The second manual** will focus on the contents of your workshops presenting you with the basic knowledge of the use of digital tools which is necessary to have access to improved communication skills. Thanks to you, some of the attendees might even become technophile, if not technology-savvy.

WHY IS IT IMPORTANT FOR MIGRANTS TO LEARN HOW TO USE DIGITAL DEVICES?

First and foremost, it is worthwhile to remind migrants that digital technology, notably computering, has revolutionised communication, improved access to all kinds of information, streamlined processes, and transformed various industries. It has also enabled advancements in healthcare, education, entertainment and more.

However digital technology for all its potential benefit must be used cautiously and knowingly as it can include potential drawbacks such as privacy concerns, digital divide, and cybersecurity issues.

Overall, when used responsibly, digital technology can bring about significant positive impacts.

WHY SHOULD YOUNG MIGRANTS REQUIRE SPECIFIC TRAINING METHODS?

In chapter one, you will understand that the attendees of your workshops will obviously come from various backgrounds with different levels of skills in digital technology. On the other hand, they might or might not have had access to digital tools until then. But above all they will need to grasp the context in which they are required to use those devices and for what purpose.

Your role will be crucial in helping them embrace different notions, rules and values of the country they live in, taking into account their own cultures, and as a consequence the culture gap they are facing and how to bridge that gap.

Inclusion being a crucial aim in that project, they will need to be provided with some of the main keys to understanding the requirements. However, dealing with modern technologies also implies that communicating digitally has become international and that there are

international regulations, safety measures, and codes of conduct which apply to everyone in the digital world, therefore somehow erasing some cultural differences.

Fostering an environment where people feel at ease so they can perform their best whatever their level is at first is a good start. Show you are ready to support them, without judging them, so that in turn they are willing to invest their time and energy in listening to you and developing their skills. Encourage trainees to adopt the mindset of constant improvement.

In chapter two, you will learn how to organise a workshop and build up a lesson plan. You will prepare it so that it is clear and concise. You will go directly to the point. Give clear directions about the tasks you want your trainees to achieve. Remind them 'practice makes perfect'.

Identify needed skills for your trainees depending on the level they have already acquired. Because you're dealing with a group, try to decide who are the ones who can serve as mediators and facilitators. You don't have to lead all the time; they can also help each other at times. Avoid making assumptions, which means don't ask them if they have understood, but try to check their understanding. Show they that their voices are being heard by adjusting your lesson plans to their needs.

You will lead the class without imposing your views. Some of your behaviours therefore will mirror the ones you are trying to implement among the young learners. In order to appear legitimate, try to embody the values you promote. For instance, leading with empathy, welcoming different views, embracing change, acting as a mentor, keeping the migrants' needs in mind will bring a good learning atmosphere that will enable learners to develop self-confidence, respect and open-mindedness.

You may feel that setting a 'Q. and A. session' at the beginning of the workshop might be a good idea. Invite trainees to speak up, and share their opinions or questions, but make sure they won't feel embarrassed asking questions. Also be forgiving of failures or mistakes.

Make it easy for them to share feedback or propose ideas, and try to 'celebrate' successful action.

Chapter three focuses on past experiences and how young trainees managed to overcome their difficulties thanks to the volunteers' good leadership. In order to empower migrants,

the latter should be aware that light is shining at the end of the tunnel, that what they are learning will open new paths of opportunities and success and that those paths are unlimited. The chances are they will feel more confident if they are told about successful past experiences. By making them aware of their own progress, they will definitely challenge their difficulties and will be likely to see to what extent their training course has served as a gate to improvement both in their professional and personal lives.

As a conclusion, this quote will encourage you, youth workers, to improve your training skills. 'Before you are a leader success is all about growing yourself. When you become a leader success is all about growing others.' Jack Welch Former CEO for General Electrics. We wish you all the best of luck in this challenging but life-enhancing experience.

1. HOW TO APPROACH COMMUNICATIVE STRATEGIES WITH YOUNG MIGRANTS

The challenges faced by young migrants in accessing digital technologies focuses on the role of youth workers in promoting social inclusion. Some key points in this regard are:

1.1. CHALLENGES YOUR MIGRANTS ARE FACING

Who are young migrants? According to the *Global Migration Data Portal* (2024), The UN's Population Division has sub-divided young migrants into the following age ranges: 0-4, 5-9, 10-14, 15-19 and 20- 24 years.

According to the Immigrant Council of Ireland, "Child migrants are one of the most vulnerable groups of children in Ireland [...] children from a migrant background face a broad range of challenges." Further, they state that Ireland's immigration system does not consider the individual rights and needs of children. This leaves migrant children facing 'unacceptable and unnecessary challenges. Some of these 'challenges' involve accessing appropriate formal education; ESOL classes; health services and housing, and it also leaves them subject to racism or exploitation. Solutions range from an increase in child protection measures; putting the care, support and best interests of the child above everything else; providing information and legal advice on immigration to children;

awareness raising among the population with regard to the issues young migrants are encountering.

According to data from *Europarl*[1], many under 18s migrating into Europe disappear or drown on the treacherous sea crossings attempting to reach Europe. These children make the dangerous journey fleeing from conflict, persecution, war, violence, poverty or environmental disasters. In coming to Europe, they are looking for a better, safer more productive life with economic and educational opportunities or are looking to reunite with family members living in Europe. Since 2015, most young migrants in the EU came from two places: Afghanistan and Syria together represent just over a third of all children illegally present in the European Union. On the route to Europe, many minors faced murder, sexual exploitation and abuse; conscription, child labour, and detention.

In 2020, the number of international migrants reached 281 million; 36 million of them were children.

Number of international migrants by age, 1990 to 2020 (in millions)

Note: International migrants refers to people living in a country or area other than they were born. In case information on the country of birth was not available, refers to people living in a country other than that of their citizenship.
Source: United Nations Department of Economic and Social Affairs, Population Division (2020). International Migrant Stock 2020.

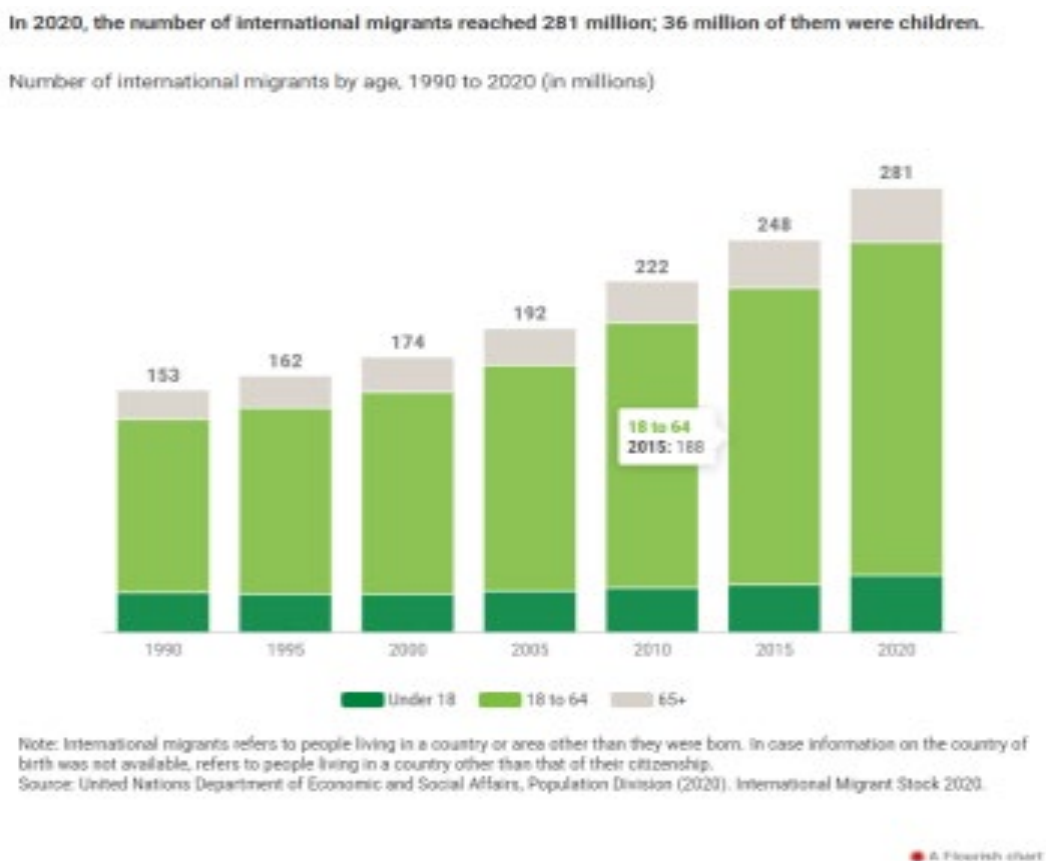*Figure 1. Source: https://data.unicef.org/topic/child-migration-and-displacement/migration/*

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[1] https://www.europarl.europa.eu/thinktank/infographics/childrenmigration/index.hml

Migrant and Refuge Council's (Nasc) *Connect* Project seeks to assist young people, aged 14-23 years old, access education and work, as well as helping them with mental health issues and their general wellbeing among other things. These are additional challenges young people migrating into Europe face.

Furthermore, according to the Irish Times (2023) in a report entitled «*Those with fears may have been listening to different narratives*»: *Youth immigration attitudes in Dublin's inner city*, many young people have voiced concerns about immigration and asylum seekers at the Belvedere Youth Club in Dublin. The club tries help young Irish people understand the issues involved by encouraging young people to question and talk about immigration whilst providing information to challenge anti-immigration rhetoric on the internet and social media. Young migrants encounter a range of challenges. Some common challenges young migrants face includes cultural adjustment challenges to a new culture, language, and social environment which can be daunting. They may encounter difficulties when trying to fit in and make friends or familiarise themselves with unfamiliar local customs. Furthermore, young migrants face educational challenges with an unfamiliar education system and teaching methods; language barriers, and innumerable cultural adjustments.

The effects of culture shock; military and civil conflict; physical sexual and psychological abuse; discrimination, racism and bigotry; legal and administrative issues in relation health, education and work also cause problems for young migrants. Although, all migrant children are entitled to fair and equal treatment under European Union law adopting a resolution on the protection of children in migration stressing that all children regardless of their status must receive their rights according to the UN Convention on the Rights of the Child, young migrants experience isolation because of cultural differences they encounter in various parts of Europe, language barriers through, the lack of recreational activities or a lack of a solid practical and emotional support system to introduce them to their new country. This isolation can impact their mental health, well-being and overall sense of belonging.

Securing affordable and suitable housing can be a challenge for young migrants, and discrimination in the housing market may also be a concern, in addition to finding safe clean accommodation. Some young migrants may be separated from their families because of conflict, separation during the journey to Europe, or migration policies or other factors. This separation can have emotional and psychological consequences presenting

physical symptoms also and together with poor housing, it is a dangerous mix. Access to healthcare services may be challenging for young migrants, particularly if they are unable to communicate well or differences in culture in local European healthcare Systems.

All these issues conspire to create a 'doom loop' building on one negative consequence after another until it severely effects a young person's mental health and wellbeing.

TASK

Watch.the.following.YouTube.videos·.answer.the.TRUE.or.FASLE.questions.and.then. reflect.and.summarise.what.they.say.are.the.effects.on.young.people.who.are.migrating. to.Europe.because.of.military.or.civil.conflict?poverty.or.political.or.social.abuse.in. their.homeland¡

7¡.Teen.Migrant.Faces.Xenophobia¿

www¡youtube¡com–watch?v±❺NF7KkkWzmo™t±❹8s

ANSWER.TRUE.OR.FALSE

What.does.Filly?who.is.7❸y–e?say.about.his.experiences?.

- A¡ People.will.run.away.from.him¡.TRUE
- B¡ People.spit.in.his.face¡.FALSE
- C¡ No.one.will.sit.next.to.him¡.TRUE
- D¡ It.was.easy.to.leave.Gambia¡.FALSE
- E¡ He.is.learning.Italian¡.TRUE
- F¡ He.meets.people.who.are.open.to.him¡.TRUE

8¡.Challenges.in.Protecting.the.Rights.of.Migrating.Children

www¡youtube¡com–watch?v±znrkQtB0Uco™t±86s

ANSWER.TRUE.OR.FALSE

- A¡ Victoria.Rietig.says.child.migrants.are.in.dangers.of.domestic.violence.and.gang. violence.in.the.country.they.move.to¡.FALSE
- B¡ Most.of.the.children.leave.with.smugglers¡.TRUE

C¡ Children. moving. with. smugglers. are. in. danger. of. being. involved. in. traffic. accidents¡.TRUE.

D¡ Jacqueline. Bhabha. says. children. should. never. be. subject. to. expedited. immigration.and.asylum.processes.to.ensure.you.are.not.sending.the.child.back. to.a.dangerous.situation¡ .TRUE

E¡ Mike.Dottridge.says.that.children.do.not.face.racism?.xenophobia?.exploitation. and.abuse¡.FALSE

F¡ He.hasn"t. encountered. organisations. which. assume. they. are. working. in. the. best.interest.of.the.child.but.do.not.have.processes.in.place.to.guarantee.this¡. FALSE

G¡ We.have.to.look.at.children.as›rights".holders¡.TRUE

H¡ Simon.Parker.says.that.what.is.lacking.are.organisations.that.have.the.power.of. advocacy.and.the.power.to.compel.competent.authorities.to.act¡.TRUE[2]

1.2. HOW TO MANAGE THE CULTURAL GAP

This section focuses on how individuals and organisations can manage the cultural gap between the expectations of the child migrants and the hard reality of life in Europe.

REFLECTIVE.ACTIVITY

Many.refugees.to.enter.Europe.come.from.countries.such.as.Syria?.Afghanistan?.Iraq?. Somalia.and.Sudan¡.(UNICEF?.8680)¡.

A¡ Reflect.upon.these.countries¡.Do.some.internet.research.to.try.to.determine. and.understand.why.the.children.and.their.family.left.their.homeland¡.Why.are. they.in.Europe?.Why.are.they.not.in.a.country.near.their.homeland?..Are.the. sound. reasons. for. this?. Consider. the. socio_economic. culture·. cultural.

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[2]https://www.immigrantcouncil.ie/campaign/child-migration-matters
https://nascireland.org/current-projects/connect-migrant-youth-project
https://www.irishtimes.com/ireland/social-affairs/2023/04/01/young-people-may-have-fears attitudes-to-immigration-in-dublins-inner-city/
https://www.migrationdataportal.org/themes/child-and-young-migrants#:~:text=UN%20DESA's%20migration%20statistics%20include,19%20and%2020%2D24 %20years

relations·. living. standards·. gender. relations·. education·. health. and. employment¡.

B¡ What.would.you.do.if.those.same.issues.manifested.themselves.in.Europe?. Where.would.you.go?..How.would.you.feel?.What.would.you.take.with.you?[3]

Managing cultural gaps is about managing expectations. Many migrants may be under the impression and have been told that Europe is rich, there are many opportunities and jobs. Whilst this may be true in certain respects, for example GNP is higher as well as the tax base meaning there is more money in national and local government, and the community in general, it may not always be translated at a local level where migrants often end up in poorer resource limited areas where funding and availability of services in lacking. It is also necessary to understand where in terms of a migrant's socio-economic level they come from; some migrants many never have had a floor in their homes; Some may have had to shop daily for cooking fuel; and there may be no concept of a weekly 'shop'. These are a simple thing we in Europe take for granted, which gives the impression that Europe is much richer than where they came from which it is in most regards.

When travelling to a country as a tourist, many people use a guidebook which usually contains brief but valuable advice on local culture and customs along with basic 'life saving' phrases for salutations, asking for directions, asking basic questions so on and so forth. However, migrants intending to live in a country or settle need more nuanced in-depth knowledge both in the short term and long term to aid their settlement, their expectations and integration into their new community, education and workforce.

The journey to a migrant's new country of settlement may not have been a pleasant one; additionally, arriving will not have been easy either; however, to help settlement and onward progression into education, work and relationships with people in their new home it is important to consider a variety of things.

For any advocate or supporter of child migrants it is important to act in the best interest of the child; that means:

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[3]https://www.unrefugees.org/news/inside-the-worlds-five-largest-refugee-camps
https://www.un.org/en/global-issues/refugees

1. Being open and honest with the child.

2. Helping the child understand that they have the same legal rights as any child under 18 years old.

3. Following and explaining their legal rights and protection.

4. Providing them with access to an education.

5. Providing them with access to health services and health care products, including metal health support and wellbeing.

6. Attempt family reunification should the child wish.

7. Protecting the child from all forms of exploitation and abuse.

8. Providing the child with easy access to legal representation if required.

9. Helping the child understand the culture of the community they are in.

10. Facilitating the integration of the child migrants into local communities to reduce loneliness and isolation.

In terms of helping to manage the cultural gap, it is important that young migrants have no preconceptions of the society and people around them, although this is difficult in the internet age with social media. The life in a new country will be very different from the one they left behind so do not expect people to act the same way. Managing the Cultural Gaps involves navigating and bridging the differences in values, beliefs, and behaviours. It also involves differences in communication styles between young and old, individuals or groups from different socio-cultural backgrounds, between men and women, boy and girls, and between you the ordinary citizen and officialdom: council official, police, doctors for example.

There are several things that migrants should be aware of when settling into their new home and can be categorised under the following headings:

1. Cultural Awareness and Understanding;

2. Effective Communication;

3. Active Listening;

4. Language and Cultural Sensitivity;

5. Relationship Building;

6. Continuous Learning;

7. Avoid Negative Influencers.

The culminative effect of these things will help a migrant under 18 years old manage expectations and bridge the often-cavernous cultural divide. So, let us consider each one of these in turn:

CULTURAL AWARENESS AND UNDERSTANDING

For at least two decades, there has been an emphasis on cultural diversity whereby people are encouraged to be sensitive to other cultures; this in practice is a good idea and encourages respect for other people; this is also important for the child migrant, and it is an important consideration it instil in the new arrivals. It is important people explore their own cultural biases and the stereotypes and be open to learning about other cultures and the culture you are living in. A language or culture partner or Binôme resident can help child migrants become accustomed to their new culture, preferable someone of the same age or generation. It is crucial to be curious and try to understand the perspectives, customs, and norms of not only different cultures and nationalities, but also the one you are living in.

People may be curious about where you come from and ask where you come from; they may ask about your language, what your country is like.

EFFECTIVE COMMUNICATION

Be aware of language barriers and be clear and accessible when speaking. Whilst a migrant may appear to speak the local language the cultural and pragmatic information that underpins the use of the language in context may be missing. Use simple and direct language, avoiding jargon or complex terminology that may be difficult for others to understand. Older people may not understand your accent or may suffer from aural deficiencies so be patient Ask clarifying questions to ensure mutual understanding.

DEVELOP ACTIVE LISTENING

Practice active listening to fully understand the concerns, needs, and viewpoints of others. Be patient and give others the opportunity to express themselves without interruption. The main aspects of active listening are:

a) Giving your full attention to the speaker by making eye contact to demonstrate engagement engaged.

b) No judging the speaker by not forming an opinion or making assumptions when the other person is speaking. Allow the speaker to say what they want to say without interruption or assumptive evaluation. Do not judge them on their accent, their idiolect, age, gender, their dress or appearance.

c) Adopt a reflective attitude about what they have said by paraphrasing, echoing or summarizing the speaker's words and message thereby demonstrating that you are actively listening and understanding their perspective.

d) Ask questions to clarify points which shows that you are interested in the person's thoughts, ideas, oinions and feelings.

e) Give feedback, both verbal and non-verbal, lets the speaker know that you are actively listening. Nodding, using facial expressions, or providing verbal cues such as "I see" or "I understand" can convey your attentiveness.

LANGUAGE AND CULTURAL SENSITIVITY

Respect cultural differences and avoid making assumptions or stereotypes about people from different ethnic groups, cultures, communities, or language. Ignore what you may have heard on television or word of mouth. Be sensitive to non-verbal cues because these vary across cultures and convey important messages. Differences in personal space are different between countries and cultures so observe and learn. People may dress very differently; do not make assumptions about people based on the way they dress. Be sensitive to the cultural norms of that country or community, so be flexible and open to adapting your outlook to accommodate different cultural practices and preferences. To do this, embrace change modifying your behaviour to align with local culture. The sum of your effort is an investment in cultural competence that will enhance awareness and develop skills for cross-cultural interactions.

RELATIONSHIP BUILDING

Develop relationships with individuals from the community in which you live and learn from them; this creates a sense of trust and mutual respect. Participate in cultural activities, sporting event, or events to promote understanding and collaboration. When conflicts arise due to cultural differences, seek a resolution and approach a solution with sensitivity always seeking common ground by finding a compromise that respects all parties involved.

CONTINUOUS LEARNING

Continuously educate yourself to stay informed and up-to-date about cultural events, political developments and global trends to remain culturally competent.

AVOID NEGATIVE INFLUENCERS

Try to avoid negative influencers: individuals, social media or organisations that impact someone's perception in a harmful, dangerous, or undesirable way. Negative influence can occur in various socio cultural, economic, or digital contexts and have a detrimental effect on people, communities, organisations and society.

Some examples of negative influencers within the context of child migration are:

- **Social Media and Online Platforms:** Entities that spread misinformation or engage in cyberbullying leading to mental health issues including addictive behaviour and metal health issues including comparative addictions where people measure their own lives against the apparently perfect lives of others on social media lead to feelings of inadequacy, jealousy, and low self-esteem which in turn impact relationships; social media also affects sleep, causes online harassment and trolling. Lastly, the polarising effects of filter echo chambers where individuals are exposed to information that confirms their existing beliefs.
- **Economic Context:** Unethical businesses or organizations that engage in fraudulent activities or exploit workers may be considered negative influencers especially ones that do business in countries where migrants come from causing poverty through negative business practices that cause poverty, land loss and under and unemployment. Certain business practices by the European Union and NAFTA prevent, for example, African producers from exporting to those economic areas additionally the failure of EU and NAFTA based businesses from processing and producing materials in Africa.
- **Socio-Cultural Influences:** Individuals and groups who promote discriminatory and racist ideologies and philosophies or engage in hate speech can negatively influence a person's outlook, metal health and well-being.

- **Peer Influence:** Family, friends, acquaintances, neighbours and work colleagues can encourage negative behaviour or engage in activities that can impact negatively on others.

1.3. WAYS TO EMPOWER YOUNG MIGRANTS

Many of the ways to empower young migrants intersect with some of the issues mentioned in the chapters above. It also needs a holistic approach that addresses all their needs which are many. It also requires full community support involving the combined collaborative efforts of individuals, community groups, schools and colleges, local and national governments, NGOs, to create a safe and supportive environment for young migrants. Empowerment also involves providing young migrants with a toolkit of information, resources and skills to support and help them navigate and succeed in their new environments.

What is needed to empower young migrants is a generous amount of the following:

- Empathy.
- Understanding.
- Patience.
- Trust Building.
- Building the idea of creating progress to keep them motivated and expressing their needs in order to provide opinions and ideas
- Self-confidence.
- Trying to build team working so they can collaborate with their local peers in the community.
- Speak with honesty helping them to expand their understanding of the world around them building self-awareness.

Young people who are migrants or refugees are often unseen and unheard, yet with access to proper support they can be empowered to develop their potential and claim their rights to education, employment and health regardless of their legal status, citizenship or country of origin.

At the centre of young migrant empowerment is the belief that young migrant people are capable of great things when they are provided the opportunities, and they are exposed to ideas that are inspiring. From this, a young person can recognise their innate capabilities, develop skills, self-determination and self-worth. Youth migrant empowerment is a vitally important aspect of the young migrant's psyche leading to positive outcomes for not only them but their new community; it gives young migrants the courage and self-belief.

What follows are some suggestions in which young migrants can be helped:

ACCESS TO EDUCATIONAL RESOURCES[4]

Ensure young migrants have access to quality formal and informal education. This also includes language training to help young migrants integrate into the educational system and community of their host community. Scholarships, mentorship programs, and vocational training should be sought to enhance and develop their abilities, skills and employability.

THE DEVELOPMENT OF LIFE SKILLS

Organisations could seek to empower young migrants and unaccompanied asylum-seeking young to develop life skills. These life skills could be one-to-one support with financial literacy; CVs and cover letters, application forms, and interviews; housing, bills and utilities; finding legal advice or socio cultural competency such as things like understanding how to buy groceries or use public transport.

CULTURAL INTEGRATION INITIATIVES

In order to promote cultural integration, migrants can be helped by understanding and appreciating the culture of their host country, and vice versa. This can be done through community and cultural exchange events such as food fares or celebrations to facilitate social interaction and integration.

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[4] https://www.infomigrants.net/en/post/43353/unhcr-too-many-refugee-children-lack_access-to-education

HEALTHCARE AND MENTAL HEALTH SUPPORT

Seek to identify and address mental health challenges faced by young migrants due to the multiple stresses of their journey and relocation. Provide counselling services and mental health support programs. Help under -18s access healthcare services. Create an awareness among the young migrants about what health support is available to them.

LEGAL ASSISTANCE

Provide young migrants with honest, clear, jargon-free easy to understand legal assistance and guidance to help them understand their rights and responsibilities in the country. This may also include local bylaws. If possible, establish local legal support networks for to address any immigration-related issues.

EMPLOYMENT OPPORTUNITIES AND ENTREPRENEURIAL SUPPORT

Encourage employers to embrace young migrants in the workplace and provide the following ideas when considering workplace-training and support.

LANGUAGE AND COMMUNICATION SKILLS

Offer, or direct young migrants to, language classes to enhance communication skills, which are crucial for effective integration into the community, education and work. Many tertiary colleges training language teachers offer language classes free of charge to migrants. Additionally, volunteer native speakers could offer language exchange programs allowing migrants to practice the local language.

DIGITAL INCLUSION

Digital inclusion is providing young migrants access to up-to-date technology, digital literacy programs to stay connected, free access to information, and programs to develop their digital skills in the AI age including programming. It will also help in their community engagement through community-based initiatives helping raise awareness of their plight.

MIGRANT YOUTH EMPOWERMENT PROGRAMMES

Designing and running youth empowerment programmes that focus on social and entrepreneurial leadership development, teamwork, self-confidence and self-discipline, but also help migrant young people to explore and develop their interests and potential.

ADVOCACY AND AWARENESS

Encourage individuals and community groups to advocate on the young migrant's behalf raining awareness of the challenges they face and for actions and policies that support the rights and well-being of young migrants in their community. This will foster understanding and empathy within the winder community[5].

TASK

Go.to.the.following.link?.open.«Empowering.Young.Asylum.Seekers.And.Refugees». published.by.the.Red.Crosses.EU.Office.and.answer.the.TRUE.or.FALSE.questions. below[6]¿

7¡ Europe.has.witnessed.the.arrival.of.decreasing.numbers.of.young?.single. asylum.seekers.under.the.age.of.8❶_especially.unaccompanied.minors¡.FALSE.

8¡ There.are.many.factors.that.can.make.it.difficult.for.the.newly.arrived.young. people¡.TRUE.

9¡ Language?shyness.and.insecurity.about.their.surroundings.can.be.challenging. for.a.young.migrant¡.TRUE.

0¡ Making.friends.and.exchanging.experiences.is.crucial.to.settling.in.and. beginning.a.new.life.for.youngsters.who.have.left.their.homes.behind¡.TRUE.

❶ Volunteering.may.not.offer.great.opportunities.for.meeting.people.and. establishing.social.networks.in.the.new.country¡.Apart.from.not.being.a.vehicle. for.building.trust.with.local.people?voluntary.service.may.not.empower.young.

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[5]https://redcross.eu/projects/empowering-young-asylum-seekers-and-refugees-through volunteering#:~:text=Volunteering%20can%20offer%20a%20great,tasks%20within%20their%20n ew%20communities
[6]https://redcross.eu/projects/empowering-young-asylum-seekers-and-refugees-through volunteering#:~:text=Volunteering%20can%20offer%20a%20great,tasks%20within%20their%20n ew%20communities

refugees. and. asylum. seekers?. as. they. contribute. to. tasks. within. their. new. communities¡.FALSE.

2️⃣ ƒI.am.interested.in.volunteering.because.I.want.to.learn.about.the.culture.of.this. country?.and.this.city¿.how.people.are?.what.they.do?.how.they.act‗to.find.out. what.people.are.really.like?.and.get.to.know.them‹.?Young.male.asylum.seeker?. Scotland¡.TRUE.

3️⃣ The. study. did. not. find. that. doing. voluntary. service. helped. to. enhance. competencies.that.could.facilitate.the.social.inclusion.and.wellbeing.of.young. asylum.seekers.and.refugees.in.Europe¡.FALSE.

4️⃣ Some. of. the. most. important. personal. and. structural. obstacles. were. also. identified¡. For. example?. language. and. time. can. pose. significant. barriers. to. active.participation.in.volunteering¡.TRUE.

5️⃣ Based.on.the.findings.of.the.study?.reinforcing.the.living.conditions.of.young. asylum.seekers.and.refugees.is.vital.to.enabling.their.participation.in.voluntary. service¡. Voluntary. organisations. should. also. actively. encourage. their. participation. and. raise. awareness. of. the. different. kinds. of. volunteering. opportunities.on.offer?.targeting.their.information.and.recruitment.strategies.for. this.specific.group¡.TRUE

2. TIPS FOR IMPLEMENTATION OF WORKSHOPS BY YOUTH WORKERS

Conducting workshops with young migrants can be an enriching and rewarding experience, but it also presents unique challenges. It is important to understand the individual experiences, cultures and needs of young migrants before you begin. This understanding will help to tailor the content and approach of the workshop so that it is relevant and meaningful to them.

In the context of Information and Communication Technology (ICT) training for young migrants, youth leaders play a crucial role as learning facilitators. These youth leaders not

only act as knowledge transmitters, but also play a crucial role in creating an inclusive learning environment and promoting the empowerment of participants.

To ensure the success of the workshops, it is essential to equip youth facilitators with the right tools and strategies. Therefore, in this sub-section we will focus on providing a series of practical tips and recommendations specifically aimed at these facilitators.

These tips will range from the planning and organisation phase of the sessions to the implementation of effective strategies to encourage active participation and engagement of the participants.

It is important to remember that youth leaders have a responsibility not only to impart technical knowledge, but also to create an environment of trust and respect in which young migrants feel safe to explore and learn. In addition, as many of these youth leaders may have similar experiences to the participants, they are in a unique position to understand and address the specific needs and challenges they face.

By providing guidance and support to youth leaders, we not only strengthen their ability to run effective workshops, but also contribute to the development of their leadership, communication and empathy skills. This, in turn, can have a positive impact on their own personal growth and professional development.

2.1. HOW TO ORGANISE THE WORKSHOPS WITH YOUNG MIGRANTS

Organising workshops for young migrants is a task that goes beyond simply bringing a group together and sharing knowledge. It requires a holistic approach that considers the individual experiences, needs and contexts of the participants. These workshops are not only opportunities to impart practical skills, but also to promote the social inclusion, empowerment and personal development of young migrants in their integration process into the host society.

Here are some tips to organise this type of workshops:

1. **Researching and understanding the target audience:** Before designing workshops, it is essential to conduct thorough research on the specific experiences, skills and challenges of migrant youth. This goes beyond simply collecting

demographic data; it involves immersing yourself in the individual stories of participants, understanding their aspirations and concerns, as well as recognising the cultural and linguistic barriers they may face.

2. **Set clear objectives:** It is essential to set clear and achievable objectives for each workshop - what do you hope to achieve at the end of the workshop? What are the specific goals you want participants to achieve? By setting clear objectives, you provide clear guidance for the development and delivery of the workshop and give participants a clear idea of what they can expect to gain from the experience.

3. **Design relevant content:** The content of the workshop should be relevant and meaningful to the participants. It is important to address topics that are of interest to them and that meet their needs and goals. This can include practical life skills such as local language skills, career orientation and the use of digital tools, as well as issues related to mental health, self-esteem and empowerment.

4. **Participatory teaching methods:** Choose participatory teaching methods that encourage interaction and active involvement of young people. Incorporating hands-on activities, group exercises, role-plays and rich discussions will help make learning more dynamic and meaningful. In addition, an atmosphere of mutual respect and cooperation should be fostered, where participants feel safe to express their opinions and share their experiences.

5. **Flexibility and adaptability:** It is essential to be flexible and responsive to the changing needs of participants. Workshops should be designed to be adaptable to participants' individual circumstances, including changes in skill level, language and personal preferences. This may involve adjusting the content, format and duration of the workshop to ensure that all participants feel included and can participate fully.

6. **Qualified facilitators:** Having trained facilitators with experience of working with young migrants is crucial. These facilitators should have intercultural skills, empathy and the ability to create a supportive and mutually respectful environment. In addition, they should be familiar with the specific needs of young migrants and be able to provide individual guidance and support as needed.

7. **Emotional support:** Recognising and addressing potential emotional barriers that young migrants may face is crucial. Many young migrants may experience stress,

anxiety or trauma as a result of their past experiences, such as forced migration, separation from their families and adjustment to a new environment. It is important to provide a supportive and understanding environment where participants feel safe to share their experiences and receive the emotional support they need.

8. **Ongoing evaluation:** Conducting regular evaluations during and after each workshop will provide feedback on its effectiveness and allow adjustments to be made if necessary. This may include satisfaction surveys, group discussions or practical skills assessments. In addition, it is important to provide opportunities for reflection and feedback for both facilitators and participants to identify areas for improvement and to ensure a continued focus on personal growth and development.

In conclusion, organising workshops with young migrants is a complex process that requires a careful and focused approach to the individual needs of the participants. By following these tips and adapting them to the specific circumstances of each group of young people, facilitators will be better equipped to deliver effective workshops that promote the social inclusion, empowerment and personal development of young migrants as they move towards integration into the host society.

2.2. ACTIVITIES TO ENCOURAGE, MOTIVATE YOUNG MIGRANTS, AND TO BOOST THEIR INTEREST

Successful integration of young migrants in the field of Information and Communication Technologies (ICT) requires not only technical skills, but also genuine interest and motivation on the part of the participants. To foster this interest and motivation, it is crucial to design activities that are stimulating, relevant and culturally sensitive. The following are some exemplary activities that can help to achieve this objective:

SUCCESS STORIES

Success stories: Invite young migrants who have been successful in their labour integration through the use of ICTs to share their stories and experiences. These stories can inspire other participants by showing them that it is possible to overcome difficulties and achieve their goals through the mastery of digital skills. For example, we could invite a young migrant

who has found employment using online job search platforms and explain how ICTs played a crucial role in their employment success.

ROLE PLAYS

Organise role plays that simulate everyday situations related to the use of ICT in the workplace. For example, you could create a scenario where participants act as employees in a company and use digital tools to collaborate on projects, communicate with customers or solve technical problems. These role-plays are not only fun, but also help young migrants to practice practical skills and increase their confidence in using ICT.

ARTISTIC ACTIVITIES

Encourage creative expression through artistic activities that use technology. For example, we could organise a graphic design workshop where participants learn how to use image editing software to create promotional posters or fictional company logos. These activities not only develop technical skills, but also encourage creativity and innovative thinking.

HANDS-ON WORKSHOPS

Offer hands-on workshops where participants can experiment with digital tools and technologies in a practical way. For example, you could organise a basic programming workshop where participants learn the basics of coding by creating their own simple apps or games. These hands-on workshops are excellent opportunities for young migrants to gain practical skills and build their confidence in using ICT.

For example, the Spanish Commission for Refugee Aid (CEAR), with the support of the Starbucks Foundation, organised a workshop focused on the personal and professional development of participants. This workshop focused on the use of neuro-linguistic programming techniques, emotional intelligence and coaching sessions as key pillars to improve the employability and empowerment of migrants.

The main objective of this workshop was to provide the participants with the necessary tools to increase their self-awareness, strengthen their professional competencies and improve their communication skills in the active job search process. It also aimed to

improve their confidence and performance in job interviews, enabling them to stand out and compete effectively in the labour market.

PEER-TO-PEER MENTORING

Establish mentoring programmes between more experienced young migrants and newcomers in the ICT field. Mentors can provide one-to-one guidance, share their experiences and offer emotional support to participants as they explore new opportunities in the ICT field. For example, a young migrant who has successfully completed a coding training programme could volunteer as a mentor to help other young people learn similar skills.

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By implementing these activities, the interest and motivation of young migrants in the field of ICT can be fostered, while at the same time promoting their social and professional integration into the host society.

It is important to tailor these activities to the individual needs and preferences of the participants and to create an inclusive and supportive environment where everyone feels valued and motivated to participate actively.

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CONCLUSION

WORKSHOP: IF I WAS A MIGRANT, HOW I WANT TO BE TREATED?

Young migrants are facing a lot of challenges: cultural adjustment to a new culture, language barriers, and social environment which can be daunting, difficulties to fit in and make friends or familiarise themselves with unfamiliar local customs, educational challenges with an unfamiliar education system and teaching methods, etc. Access to healthcare services may be challenging for young migrants, particularly if they are unable to communicate well or differences in culture in local European healthcare systems.

How to manage the cultural gap? Many possibilities were presented in this document. UNICEF created the 'Blue Dot' centres, for example, offer psychosocial support and other child protection services – including specific services targeting unaccompanied children and those most seriously distressed by their experiences. In Turkey, we have prioritized the integration of refugee and migrant children into mainstream schools, and in 2016, for the first time since the crisis began, there were more Syrian refugee children in school in Turkey than out of school.

A lot of European projects in the field of the non-formal education, especially Erasmus + invite the youth migrants to participate and better understand the European cultures, overcoming the cultural gap and creating caring spaces for integration. Several things migrants should be aware of when settling into their new countries: Cultural Awareness and Understanding; Effective Communication; Active Listening; Language and Cultural Sensitivity; Relationship building; Continuous Learning; Avoid negative influencers.

To empower young migrants a holistic approach that addresses all their needs which are many is needed. This manual present also the tips for implementation of workshops by youth workers in the context of Information and Communication Technology (ICT) training for young migrants. Youth leaders play a crucial role as learning facilitators. These youth leaders not only act as knowledge transmitters, but also play a crucial role in creating an inclusive learning environment and promoting the empowerment of participants.

How to organise the workshops with young migrants? A few tips for Implementation were shared, for example: researching and understanding the target audience, set clear objectives, design relevant content, participatory teaching methods, flexibility and adaptability, qualified facilitators, emotional support, ongoing evaluation.

Successful integration of young migrants in the field of Information and Communication Technologies (ICT) requires not only technical skills, but also genuine interest and motivation on the part of the participants.

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