



## Diaspora Youth Training

# REPORT

9 – 16 June 2019

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EUROPEAN UNION



NORTH-SOUTH CENTRE  
CENTRE NORD-SUD

COUNCIL OF EUROPE



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**English edition**

North-South Centre of the Council of Europe

Youth Cooperation Programme

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## GENERAL OVERVIEW OF THE TRAINING COURSE

The European Centre for Global Interdependence and Solidarity, or “North-South Centre of the Council of Europe” (NSC), was created in 1989 with the purpose of spreading the universal values upheld by the Council of Europe – human rights, democracy and the rule of law – in Europe and beyond, by advocating a dialogue between the North and the South. The specific mission of the Centre is to empower civil society, in particular youth and women, through intercultural dialogue and global citizenship education.

The work of the North-South Centre develops around three Programmes: Youth Cooperation, Global Education, Empowerment of Women, having all of them “Migration” as cross cutting dimension. The Youth Cooperation Programme of the North-South Centre promotes youth participation through training and capacity building courses aimed at facilitating young people and youth organizations’ involvement in decision and policy making processes at all levels of governance.

Diaspora youth for inclusive decision making and global citizenship is a capacity-building activity for young leaders in organisations working with Youth diaspora communities in Europe. The training course analysed the situation and the challenges that diaspora youth face in Europe and focused on strengthening knowledge and competences on advocacy and youth participation in the policy making processes. The aim of this training course was empowering diaspora youth and their representatives with knowledge, skills and tools related to Global Citizenship in order for them to be recognised as relevant actors in building inclusive societies and promoting Justice.

### Dates and venue

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The training Course took place in the framework of the 7th Mediterranean University on Youth and Global Citizenship in Hammamet, Tunisia, from the 7<sup>th</sup> (arrival day) to the 16<sup>th</sup> (departure day) June 2019.

### Specific objectives

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The course enabled young leaders with diaspora background or working with diaspora communities to participate more effectively in decision making processes aiming at social cohesion in Europe.

The specific objectives of the training course are:

- to provide knowledge and competences on Global Education, and its main dimensions of human rights, democratic citizenship and intercultural dialogue
- to provide the group with the main international tools relevant for the topics of the training course i.e. UN SCR2250, the UN Agenda for Sustainable Development
- to map successful initiatives, and political and standard-setting documents which address diaspora youth’s needs and challenges, or which highlight their potential as agents for inclusion
- to strengthen the capacity of participants to better understand the main structures and the most common working mechanisms behind decision and policy making institutions (at local, national and international level)
- to reinforce participants’ knowledge about the key steps (objective definition, approach, target audience, etc.) leading to a successful youth advocacy strategy
- to identify potential follow-up actions and proposals to influence policy and/or raise awareness about the positive role of youth diaspora in building global inclusive societies in Europe.

The targeted outcomes were:

- An understanding of what diaspora really is;
- a conscience of the power of diaspora in building bridges between communities;
- the dissemination of communication tools thought during the sessions;
- the continuity of the network between the associations who work with diaspora and the continuous exchange of good practises among them.

### Background of training course on Diaspora Youth

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The North-South Centre has been working on and with youth diaspora for more than 10 years through capacity building, policy development and funding initiatives with the vision of building more inclusive societies. By bridging different countries, cultures and identities, youth diaspora plays a fundamental role in fostering intercultural dialogue, in supporting interregional cooperation and promoting social cohesion.

Exploring this phenomenon and learning from their experiences is an effort that could substantially contribute to enhance integration policies in Europe and to further develop global education. For these reasons, youth diaspora represents a valuable resource to tackle the actual challenges of the Council of Europe member states such as migration, social inclusion and active participation of young people in vulnerable situations.

Youth diaspora represent an immense richness for host societies since they bridge different countries, cultures and identities, fostering intercultural dialogue, supporting interregional cooperation and promoting social cohesion. Taking into account the Parliamentary Assembly of the Council of Europe resolution 2043(2015)<sup>1</sup> "Democratic participation for migrant diaspora", the North-South Centre recognises the need of "engaging diasporas in decision making policies [...]to ensure economic, social and cultural development."

The North-South Centre's action on youth diaspora follows three main areas: capacity building, financial support and mapping and analysis. The activities are always designed and implemented in cooperation with key stakeholders from civil society and international institutions. In line with this multilevel cooperation approach, the North-South Centre contributed to the foundation of diaspora umbrella organisations, such as the African Diaspora Youth Network Europe (ADYNE) and the African Diaspora Youth Forum Europe (ADYFE)<sup>2</sup>.

### The iLegend project

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The Diaspora Youth Training Course is an activity which is part of a project called iLegend -Intercultural Learning Exchange through Global Education, Networking and Dialogue. The iLegend Project main objective is: to promote Global Development Education in European Union (EU) Member States (MS) and Candidate Countries (CC) through advocacy, capacity building and networking. As one of the target groups, iLegend addressed three activities to Diaspora Youth, which were: Focus Group, which took place in 2016; a Seminar, which took place in 2017, and the training courses in 2018 and 2019. The two main aims of these activities were to understand: what would be the role of diaspora communities in fostering Global Education; and, how Global Education could help diaspora communities in having a stronger role to ensure more inclusive and peaceful societies.

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<sup>1</sup> See: <https://assembly.coe.int/nw/xml/XRef/Xref-DocDetails-en.asp?FileID=21595&lang=en>

<sup>2</sup> See: <https://www.facebook.com/forumADYFE/>

## PEDAGOGICAL TEAM AND METHODOLOGICAL APPROACH

### Trainers team

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The team responsible of developing the educational framework of this training course was composed by 5 experienced trainers with different profiles, expertise and academic backgrounds:

- Emellin de Oliveira, pedagogical coordinator and trainer;
- Ludgero Gomes Teixeira, trainer;
- Youssef Diakité, trainer;
- Sarah Gane, resource person;
- Quendresa Ibrahimy, resource person.

### Preparatory work

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The North South Centre's staff and the team of trainers, during a preparatory phase, exchanged emails to clarify the aim of the training course and the overall rationale. Then during the first meeting, the outline of the training course, the methodology and the methods were in depth discussed and agreed. The outlines for the training course were elaborated to design the sessions with regard to the personal competences and skills of each trainer.

During the course of the training, day-by-day and after the sessions, necessary adjustment were considered and implemented.

The participants of the training course were contacted by email, prior to the course, with the training courses schedule and a list of links where they could find some information regarding the role of diaspora youth for inclusive decision making and global citizenship.

### Methodological approach

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The team of trainers designed and implemented activities using the Non-Formal Education (NFE) methodology and having as conceptual framework the Global Education Guidelines systematized by the North-South Centre

This training course used different methodologies to study, analyse and put in practises the role and the competences of Diaspora Youth for inclusive decision making and global citizenship, such as: grounding theory, phenomenology, ethnography and participatory analysis and activities. A variety of methods were used, such as: reference documents, orientated discussions, small and large group exercises, role plays, exchanging good practices, session on funds and youth opportunities and simulation.

The course was built around these main principles:



**Learner centred:** the main programme and methods for each session were decided in accordance to the application forms of the participants, their background and their expressed needs.



**Flexible and adaptable:** The programme was designed upon participants' profiles but some on-spot changes were done in order to answer to specific needs and requests of the group of participants.



**Inclusive:** The programme was developed to fit the different cultural backgrounds and different learning styles of the participants.



**Experiential learning:** The participants were engaged in dynamic participatory activities that allowed them to learn through experience (learning by doing).

## PARTICIPANTS

The training course was composed by 17 participants with diverse profile, being youth representatives, youth multipliers, young leaders from organisations working with/for migrant and members of youth diaspora communities in Europe. The selection of participants succeeded in bringing together a very passionate and exited group.

### Participants profile:

- ✓ be a citizen from one of the Council of Europe member states
- ✓ be a leader of a migrants or diaspora-related organisation based in one of the Council of Europe member states
- ✓ aged between 18 and 35 year;
- ✓ be able to work and communicate in English;
- ✓ be involved in a youth organisation/platform or on other institutions having youth as a priority;
- ✓ be involved in structures that deal with participation, democratic processes, human rights and global education;
- ✓ be active in the field of Euro-Mediterranean youth cooperation;
- ✓ willing and able to initiate follow-up projects/initiatives after the conclusion of the course.

The selection was carried out by the North-South Centre seeking also gender and geographical balance.

### Nationalities of the participants:

Gender Balance: **F 9 | M 8**

 Afghan	 Danish	 Macedonian
 Albanian	 Dutch	 Moroccan
 Algerian	 Egyptian	 Russian
 Armenian	 French	 Serbian
 Azerbaijan	 Georgian	 Spanish
 British	 Ghanian	 Turkish
 Colombian	 Greek	 Ukrainian



NAME	SURNAME	COUNTRY OF RESIDENCE	ORGANISATION
Hande	Taner	Netherlands	FEMYSO
Diana	Yeghiazaryan	Armenia	World Armenian Youth Network - WostAYN
Faezeh	Ahmadi	Denmark	From Street To School
Aydin	Ulu	Turkey	Small Projects Istanbul
Saad Islam	REMANI	France	Youth Capacities Development Association
Roman	Tymotsko	Ukraine	Plast - National Scout Organization of Ukraine
Mila	Lukić	Serbia	Organization of Serbian Students Abroad
Edison	Frangu	Albania	Albanian Development Fund for Diaspora
Esmat	Elsayed	France	Anna Lindh Foundation
Samira	Ehrari	Denmark	Network for Open Afghanistan & FSTS
Adriana Maria	Offredi Rodriguez	Italy	Migrantour European Network (coordinated in Genoa by Viaggi Solidali)
Bashir	Rutasingwa	UK	African Cultural Development (ACD-ARTS)
Ruben	Gazanchian	Russian Federation	Committee on Inter-Ethnic Dialogue of the Duma (Parliament) of the Stavropol Territory
Mariam	Mkrтчyan	Armenia	Foundation Against the Violation of Law (FAVL)
Mónica	Salas Corrigan	Portugal	Bué Fixe
Alexandra	Chatzimimikou	Greece	Youth Empowerment Center
Stanislav	Mezhdoyan	Georgia	Umbrella
Mare	Ushkovska	North Macedonia	United Macedonian Diaspora - Macedonia Country Office
Zeynab	SABIRLI	Azerbaijan	Fund for Support to Azerbaijani Diaspora
Ayoub	Belhaj	Morocco	Fomeje (The Mediterranean Forum for Youth)
Magdolin	Harmina	Germany	Candid Foundation gGmbH
Adam	Labaran	Portugal	Union Of Refugees in Portugal





## THE PROGRAMME

Day/Time	Sunday 9 June	Day 1 Mon. 10 June	Day 2 Tues. 11 June	Day 3 Wed. 12 June	Day 4 Thur. 13 June	Day 5 Fri. 14 June	Day 6 Sat. 15 June	Sunday 16 June
09.30	Coordination meeting All Partners with Join Team	Partner Activities (1) <b>Introduction; Fears &amp; expectations; Teambuilding.</b>	Partner activities (4) <b>Diaspora &amp; SDG</b>	Joint session	Partner activities (9): <b>Action Plan - The Draft</b>	Partner activities (11) <b>Advocacy; Campaigning</b>	Partner activities (15) <b>Youth Opportunities &amp; Follow-Ups</b>	Partner activity CNJC (until 13.00)
11.00		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
11.30		Opening ceremony	Partner activities (5) <b>Global Education; Intercultural Dialogue; Participation</b>	Joint session	Partner activities (10) <b>Action Plan - The Draft</b>	Partner activities (12) <b>Advocacy; Campaigning</b>	Partner activities (16) <b>Team Closure</b>	
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15.00	Participant Arrivals	Partner activities (2) <b>General Concepts</b>	Partner activities (6)* <b>Diaspora; Democratic Participation; Justice</b>	Partner Activities (7) <b>Diaspora &amp; Youth Cooperation</b>	Free afternoon**	Partner activities (13) <b>Lobby &amp; Advocacy</b>	Partner activities (17)*** <b>Preparation Final Meeting</b>	Depar.
16.30		Coffee break	Coffee break	Coffee Break		Coffee break	Coffee break	
17.00		Partner activities (3) <b>Diaspora Participation</b>	Networking & good practices <b>SWOT</b>	Partner activities (8)		Partner activities (14) <b>Briefing &amp; Debate</b>	Final Plenary	
19.00		Free time		Free time**		Free time		
20.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21.30	Welcome evening	Joint thematic activities	Intercultural musical evening	Joint thematic activities	Free evening	Joint thematic activities	Farewell event	

## Day 1 - Morning: Opening and introductory session

### Fears & Expectations - Teambuilding



#### Purpose of the session

- To provide an idea of the whole training course to each participant;
- To create interaction among all;
- To establish links and affinities between people.

#### Structure and Activities

Through the different games aiming at self-presenting themselves, participants could meet and know each other, establishing first connections.

The training course and its objectives were also introduced in an open debate, where the main goals were settled. Two cardboards with goals, objectives and schedules have been hang on the wall, to make them visible during the whole week.

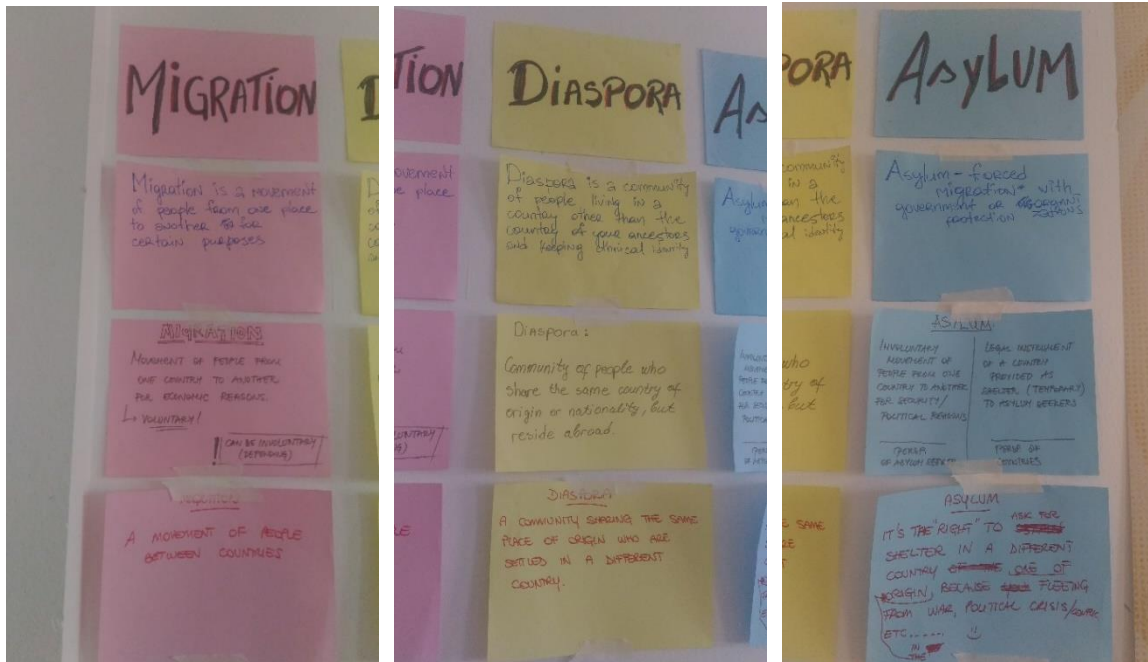
Lastly, through an activity, participants were asked to share their fears, expectations, needs and contributions regarding the training course.

#### Learning outcomes

- Participants were able to know the rest of the group and their peers
- Reflection upon the concept of participation and its forms

## Day 1 - Afternoon

### “General Concepts”



#### Purpose of the session

- To provide theoretical and introductory ideas to ground the whole course;
- To address basic knowledge regarding Diaspora, Migration, and Asylum.

#### Structure and Activities

The session started with an open debate on Diaspora *Fora* and Networking's with the presentation of ADYNE and ADYFE as example of good practises.

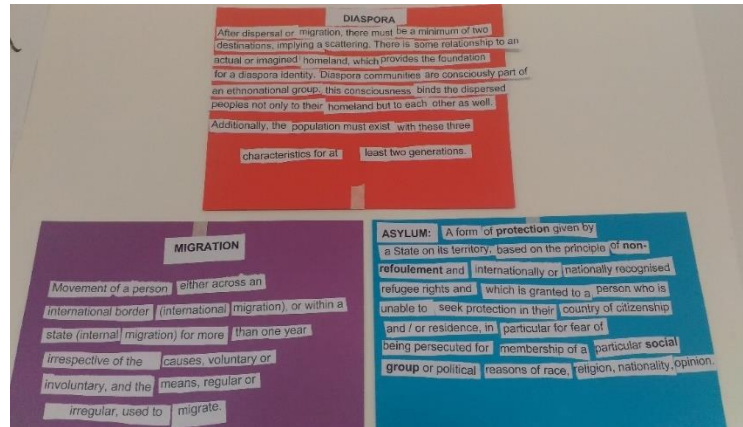
After the debate, participants were invited to define “Diaspora”, “Migration” and “Asylum” in groups of 4-5 people, using their own knowledge and experience. The workgroup was important to establish a dialogue on and among the concepts, as well as to make the participants deeply reflect on these words.

#### Learning outcomes

- Implementation of teambuilding processes
- Grounding of the knowledge about diaspora and other types of human mobility
- Clarification other concepts which came up within the discussion, such as: migrants, foreigner, citizenship, nationality, *ius soli*, *ius sanguinis*, identity
- Improvement of participants' capacity to integrate knowledge on the human mobility, to identify diaspora groups and to work theoretically with the concepts and definitions in order to understand which policies, laws and funds have as target-group each one of the main groups analysed

## Day 1 – Afternoon

### “Diaspora Participation”



#### Purpose of the session

- Discussing participation in society and self-reflection of participants own involvement at different levels in society
- Sharing personal experiences of involvement to find similarities and connections
- Investigating the decisional structure which influence participants' lives

#### Structure and Activities

In the same groups of the session before, participants had to join the pieces of sentences to find official definitions proposed on Diaspora, Migration and Asylum. Then, a space of debate was opened in order to discuss and compare the definitions.

For the second part, an adapted version of the diagram of Arnstein's Participation Ladder served to assess participants' level of participation and to analyse three different levels of participation: level 1- position of power, level 2 – consulting and informing, level 3 – Passive involvement and Manipulation.

#### Learning outcomes

- strengthening of knowledge about what Diaspora is
- enhancement of the negotiation skills in democratic processes to achieve Justice
- increasement of the young people's capacity to speak for themselves
- awareness acquisition of the importance of active participation and of the role of young people to improve youth policy at local, national, and European level
- creation of a space of socialization and cultural diversity

## Day 2 – Morning

### “Diaspora & SDG”



#### **Purpose of the session**

- Developing knowledge about Sustainable Development Goals (SDGs)
- Developing capabilities to work with SDGs using the diaspora communities' capability and experience

#### **Structure and Activities**

The session started with an intervention by NSC, which presented the Centre and work they have been developing on Diaspora Youth for 10 years, as well as the explanation in details about the iLegend Program at the Training Course.

After that, using brainstorming and debate, the activity focused on the challenges faced by Diaspora communities, in order to relate them to the SDGs. To do so participants were divided in small groups which had to find a common understanding based on their personal experiences. At the end the groups presented the results of the group's discussion in an open debate.

#### **Learning outcomes**

- Understanding of the role of NSC and how MedUni works.
- Knowledge improvement regarding the relation between diaspora communities and the SDGs
- Developing participants' role as changemakers

## Day 2 – Morning, part II

### “ Global Education - Intercultural Dialogue – Participation”



#### Purpose of the session

- To provide skills to use cultural heritage and intercultural dialogue as tools for integration and development of diaspora groups in Europe.

#### Structure and Activities

To complement the previous session of “Diaspora Participation” and using again the Arnstein’s Participation Ladder’s Diagram, the session made participants continuing the reflection upon the importance of diaspora youth in inclusive participation and development processes, through cultural heritage and intercultural dialogue.

Divided in small groups, participants had to identify the three biggest challenges which Diaspora Youth faces in the local, regional and global levels and they had to relate those challenges directly to the SDG’s, answering these questions:

- How could diaspora communities work to achieve the SGD?
- Which SDG could help to address the causes and effects of the identified Diaspora’s challenges?

#### Learning outcomes

- Improving knowledge on SDGs
- Strengthening capacities to use SDGs to address the Diaspora challenges to better participate in democratic processes
- Developing skills to use Diaspora Youth power (cultural heritage and intercultural dialogue) to achieve the SDGs
- Enhancement of participants’ skills to become changemakers within the Diaspora communities

## Day 2 – Afternoon

### “Diaspora – democratic Participation – Justice”



#### Purpose of the session

- Putting in practises knowledge and skills acquired in the previous session, especially those related to democratic participation
- addressing the democratic participation to achieve (social) justice, for individuals and communities

#### Structure and Activities

The first activity used a method of small simulation to improve participants' power of argumentation in individual and personal situations. In the second activity, there was a simulation in which the participants were separated in two different groups to discuss how they would share the State budget in the topics indicated by the trainer. Then, the groups gathered to discuss and argument how the state budget should be divided and to find solutions to and define their priorities about the goals of each field they want for the country to be properly achieved.

#### Learning outcomes

- Strengthening of negotiation and argumentations skills in democratic process to achieve justice
- Improvement of participants' capability to think globally beyond the individual and/or local perspective
- Enhancement of participants' competences to take action and to achieve justice through different mechanisms of democratic participation
- Development of ability to represent communities, by deepening the links between societies and using cultural heritage and intercultural dialogue as tools for democratic processes

## Day 3 – Afternoon

### “Diaspora & Youth Cooperation”



#### Purpose of the session

- analysing and reflecting on the power of cooperation between youth organizations and diaspora communities to achieve more inclusive decision-making processes.

#### Structure and Activities

The session invited participants to use their knowledge regarding youth organizations' tools to address issues and challenges faced by Diaspora communities. Participants carried out thorough analysis and planned strategies to create networks and to improve cooperation among stakeholders.

#### Learning outcomes

- Strengthening of the abilities to work in cooperation with individuals and organizations at different levels: locally, regionally, and internationally / globally
- Fostering the use of intercultural dialogue to achieve different stakeholders and to influence decision-makers
- Promotion of dialogue and cooperation among participants to develop solidarity and social cohesion in the community, and respect for the differences
- Increase of the opportunities for youth leaders and diaspora organizations from different European countries to work together and develop strong and sustainable projects which improve the participation in the field of Youth Cooperation



## Day 3 – Afternoon, part II

### “SWOT”



#### Purpose of the session

- learning to use the SWOT analysis
- using the SWOT analysis to reflect on how Diaspora Youth can act for inclusive decision making and global citizenship

#### Structure and Activities

After previous sessions where the focus was on challenges, obstacles, weakness and threats faced by diaspora youth, the session focused more on strengths, opportunities and solutions. Thus, participants had to analyse the challenges that young people, especially youth diaspora, are facing to find better solutions by working together and using existing European programmes, and creating their own opportunities. Through a SWOT analysis, the participants had the opportunity to identify strengths, weaknesses, opportunities and threats their diaspora (youth) communities face when working for more inclusive decision-making processes

#### Learning outcomes

- Development of strategies to protect diaspora youth communities in case of threats
- Development of designing and project managing skills
- Improvement of sense of responsibility towards youth development and social cohesion

## Day 4 – Morning

### “Action Plan – the draft”



#### Purpose of the session

- Enhancing participants self-perception as members of the diaspora youth
- Taking actions towards inclusive decision-making processes and global citizenship

#### Structure and Activities

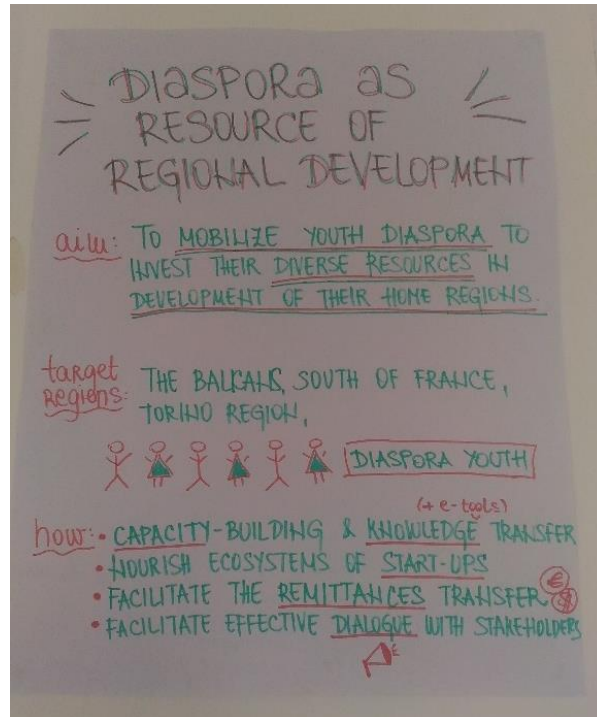
Using creativity and strategical management, participants had to placed themselves on a world map (country of residence or origin), and to choose partners from youth organizations represented in the room to work with - thinking from local to global. Additionally, they had to highlight strengths and opportunities of working in partnership and cooperation among organisations.

#### Learning outcomes

- Improvement of capacities of thinking and taking actions in strategical ways
- Awareness acquisition of the power of cooperating to achieve inclusiveness and more spaces for participation
- Improvement of capabilities of thinking globally
- Acquiring abilities in identifying the best opportunities to develop partnership

## Day 4 – Morning, part II

### “Action Plan – the draft”



#### Purpose of the session

- Stimulating participants in taking action as Diaspora Youth
- designing in partnership with other organisations an action plan to be presented to “external consultants” – the UNDP group

#### Structure and Activities

During the session, using the “problem tree”, participants identified some issues which were later addressed in small groups. They also established causes and consequences to propose solutions and actions to be taken. Then, each group presented its work to receive an initial feedback on it.

#### Learning outcomes

- Strengthening of negotiation and argumentations skills to establish partnerships and to work in cooperation with other organizations to achieve common goals
- Enhancement of practical skills to plan actions
- Enhancement of cooperation and partnership skills

## Day 5 – Morning

### “Advocacy & Campaigning”



#### Purpose of the session

- allowing participants to present their action plans to “external consultants”, namely UNDP participants and trainer
- receiving feedbacks and starting advocating and campaigning.

#### Structure and Activities

The session continued the work started in the previous one and allowed participants to present in groups their action plans to UNDP representatives. Each group received feedback and inputs to improve the action plan.

#### Learning outcomes

- Development of argumentation and presentation skills
- Empowerment through the stepping out of personal comfort zone
- Development of resilience and flexibility

## Day 5 – Morning, part II

### “Advocacy & Campaigning”



#### **Purpose of the session**

- simulating the participation of diaspora youth organizations in a session of the African Union Commission to advocate for the interests and rights of Diaspora communities in Europe

#### **Structure and Activities**

During the session, participants had the chance to participate to the session “Model Africa Union” and to advocate for the rights and interests of African diaspora communities in Europe.

#### **Learning outcomes**

- Improvement of dialogical skills
- Enhancement of advocating skills
- Ability acquisition to take part in decision making processes

## Day 5 – Afternoon

### “Lobby and Advocacy”



#### **Purpose of the session**

- Addressing the challenges faced by participants in the previous session, when taking part to the “Model African Union” event
- Discussing mechanisms of advocacy and campaigning
- Presentation of the campaign performed by ADYFE called “Diaspora Vote” and led by Sarah Gane during the European elections

#### **Structure and Activities**

The session started with a briefing regarding the participation on African Union Model to explore participants’ impressions and feedback.

Then, Sarah Gane presented the campaign “Diaspora Vote” and the context surrounding the creation of the campaign. The speaker illustrated all the steps of the campaign, from the vision, to the challenges, the lessons learnt, and the follows up.

#### **Learning outcomes**

- Knowledge improvement regarding different uses of intercultural dialogue
- Enhancement of a global understanding of diaspora youth
- Acquisition of advocating and campaigning skills

## Day 5 – Afternoon, part II

### “Briefing & Debate”



#### **Purpose of the session**

- providing participants with the opportunity to analyse others’ presentations (UNDP Group)
- providing constructive criticism through a “diaspora perspective”

#### **Structure and Activities**

In this session, the participants become “external consultants”, and they evaluated the UNDP groups’ projects, addressing advocacy and lobby’s techniques, as well as using diaspora youth experience and competences to analyse the presentations.

#### **Learning outcomes**

- Strengthening of the capacity to use diaspora youth competences to analyse projects
- Recognition of the added values represented by the cultural heritage of diaspora youth communities
- Reinforcement of argumentation skills
- Enhancement of advocacy and lobby techniques

## Day 6 – Morning

### “Youth Opportunities & Follow-Ups”



#### **Purpose of the session**

- Analysing the work of each participants to seek opportunities to collaborate with sponsor agencies and European programmes
- Sharing information regarding youth channels and opportunities

#### **Structure and Activities.**

The session was an open conversation where everybody shared knowledge and experiences regarding European programmes and opportunities to apply for funds and submit projects related to diaspora youth

#### **Learning outcomes**

- Awareness raised on the importance of European Youth programmes that can support local, national, and international activities
- Development of abilities to identify funds opportunities which fit the needs and strategies of diaspora youth organizations
- Awareness raised on youth responsibility to promote the inclusion of other young people with few opportunities



## Day 6 – Morning, part II

### “Team Closure”



#### Purpose of the session

- Closing the training course by evaluating participants, trainers and the training course itself
- Setting possibilities of working together in the future to keep on standing for diaspora youth

#### Structure and Activities

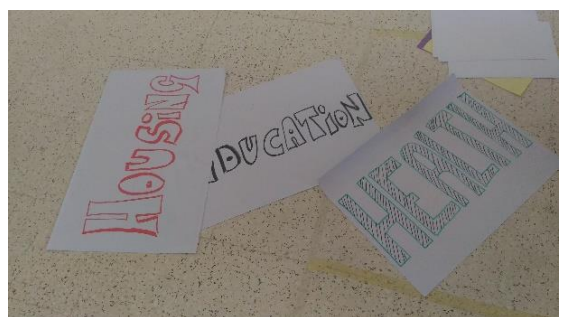
The session used three methodologies to carry out the evaluation process: the first one was an evaluation between peers, in two rotating circles participants and trainers talked to each other giving mutual feedbacks about their performance during the training course and appointing points of improvement. The second was an official form to be filled in by participants regarding the training course. Lasty, to collect the certificate participants had to guess by mimic (stressing the tics and manias) to whom belong the certificate.

#### Learning outcomes

- Reinforcement of teambuilding skills
- Reflection upon the training course
- Ability to give constructive feedbacks

## Day 6 – Afternoon

### “Preparation for the Final Plenary”



#### Purpose of the session

- providing time and space to participants to work on their presentation for the final plenary

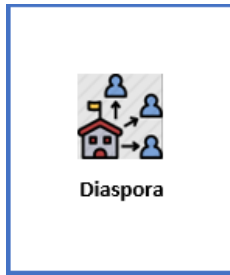
#### Structure and Activities

During the session, participants chose to use dramaturgy to present the main outcomes of the training course.

#### Learning outcomes

- Strengthening of team working skills
- Strengthening of flexibility and resilience
- Strengthening of time management skills

## MAIN LEARNING POINTS AND TRAINING OUTPUTS



- Knowledge acquisition of different types of human mobility: Diaspora, Migration, Asylum, Displacement.
- Understanding of the concept of intercultural dialogue between the Diaspora Youth and the different diaspora communities
- Identification and recognition of the issues which Diaspora communities face in the countries of origin and in the host ones
- Identification of similarities, challenges and opportunities, between diaspora communities



- Knowledge and understanding of the use of global citizenship for inclusive decision-making processes;
- Acquired ability to develop links between countries (Origin – residence; countries in the same regions; countries in the same continents; countries with the same diaspora communities);
- Through knowledge and competences on Global Education, development of mechanism to reach other Diaspora communities to provide them with skills to advocate for themselves
- Recognition of the main international and European instruments (policies and law) which influence diaspora communities and which can be used for advocacy and campaigning



- Improvement of the capacity to act in diaspora and on behalf of diaspora communities
- Improvement of participants' capacity to identify diaspora communities and to delimit their spectra of action in the society
- Ability to identify existing diaspora network and their good practices
- Strengthening of the capacity to better understand the main structures and most common working mechanisms behind decision and policy making institutions
- Strengthening of participants' advocacy skills, to act with and within diaspora communities
- Enhancement of communication skills regarding policy-making process, using different means
- Identification of potential follow-up action and proposal to influence policy to achieve and create space to better inclusive societies in Europe.

*“Democracy is not only voting”*

*“I am a Diaspora, even I am not second generation”*

*“Investment is one challenge for Diaspora Youth, and we have to address it to achieve development”*

*“Participation is the key, this is why it is important do not be manipulated; we must involve ourselves in the issues and influence their results”*

*“Intercultural Dialogue and Cultural heritage must be used not only in relation to the «autochthones», but also with other diasporas communities. Do not avoid understanding African issue, open yourselves to it, take the risk!”*

From the final evaluation of one of the participants

## TRAINING OUTCOMES AND MULTIPLIER EFFECT AND FOLLOW-UP

The Diaspora youth training course raised an overall high level of satisfaction: participants were fulfilled with the knowledges acquired and the learning and capacity-buildings skills achieved.

- Comprehension of the role of diaspora was outstanding as much as the quality of the materials developed by participants.
- High degree of self-confidence gained in advocating on behalf of diaspora communities using tools and skills provided during the course.
- High degree of awareness about peer-to-peer initiatives and the possibility of extending and continuing the use Global Education towards diaspora communities.
- Creation of a consultancy space, through online platforms, for exchanges and discussions between Participants and trainers to keep on working and to following-up the ideas which came up during the Training Course
- High degree of self-confidence gained in acting as youth multipliers after the training course and in interacting with youth associations and other civil society representations.
- Establishment of partnerships among participants' organisations
- Possibility to use the methodologies and contents used and discussed during the training course to share the outcomes and gained knowledge with colleges within participants' organisations
- Suggestion by one of the participants to organise an exhibition of the collected photos by inviting people to a debate about Diaspora Youth, especially the Armenian one

The training course closed the ILegend framework of activity, thus a follow-up suggestion is to restructure the project and address the effort towards other regions, such as South/Central America, where the youngsters are struggling due to unstable political and economic situations. It would represent an opportunity for Diaspora Youth to assume its role as changemaker with a training course dedicated to the issues it is facing out of Europe. Supporting democratic participation in Latin American and stand by their actions it could be an important step for global citizenship and Justice.

