

Diaspora Youth Training course

REPORT

1. General Description of the activity

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.

Since its inception, the North-South Centre has been advocating a dialogue between the North and the South, fostering solidarity, creating partnerships, and raising awareness about global interdependence. 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.

The Diaspora Youth Training Course is a capacity-building activity promoted by the North-South Centre of the Council of Europe 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 Development Education in order to be recognised as relevant actors to build inclusive societies in a context of increasing migration flows.

2. Background of training course on Diaspora Youth

Globalisation brought about a dramatic increase in the volume and scope of international migration. This mobility has been transforming societies and cultures, creating diasporas and developing transnational identities.

Diasporas perform as a cultural, economic and political bridge with the "homeland" societies, becoming prominent actors in development cooperation and agents for the promotion of democratic values and human rights. In fact, governments at both ends of the migration cycle increasingly recognize that diasporas play a unique transnational role as catalysts and connectors between countries of origin and residence.

The numerous accomplishments of diasporas must be seen as successful stories of double integration, offering tremendous opportunities for building inclusive societies, connecting different countries and identities.

In times of armed conflicts, large-scale arrivals of displaced people and increasing radicalisation and populism, that has made Europe witness growing discrimination, violent extremism and hate speech, diasporas can also play a prominent role in shattering negative stereotypes.

In this context, the North South Centre of the Council of Europe pays special attention to the role of diaspora youth. Exploring this phenomenon and learning from the youth diaspora experiences it is an effort that could substantially contribute to the integration policies and for the further development of global/development education in Europe.

Building up from previous successful experiences with youth leaders of Diasporas, the NSC will continue to work with different groups of Diaspora communities as strategic partners for the promotion of more inclusive societies.

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 has as main objective 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, took place in 2016; a Seminar, took place in 2017; and, this Training Course that took place on May, 2018 during the 6th edition of the Mediterranean University in Tunis.

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.

Those objectives came to complement the work that North-South Centre - NSC had been working on youth diaspora before iLegend project (2016-2019), namely: the 1st Training Course on Youth Leaders of the African Diaspora (2009); the 2nd Training Course on Youth Leaders of the African Diaspora Living in Europe (2010); Seminar Diaspora and the Millennium Development Goals (2011); the 3rd Training Course on Youth Leaders of the African Diaspora Living in Europe (2012); the 4th Training Course on Youth Leaders of the African Diaspora Living in Europe (2013); the 5th Training Course on Youth Leaders of the African Diaspora Living in Europe (2014); and, the 6th Training Course on Youth Leaders of the African Diaspora Living in Europe (2015).

3. Objectives and targeted outcomes

The specific objectives of the course were:

- to analyse the situations and challenges faced by diaspora youth in Europe;
- to explore issues related to migration and refugee crisis from the perspective of diaspora organisations;

- to develop knowledge about GDE, the Sustainable Development Goals and the United Nations Security Council Resolution "Youth, peace and security", promoting the understanding of issues related to interdependence and global citizenship;
- to increase participant's capacity on lobby and advocacy and look for strategies to bring youth diaspora issues to the attention of decision-makers and policy-makers;
- to increase networking skills to increase the political weight and understanding of other diaspora realities;
- to share good practices and identify innovative strategies and instruments for more inclusive communities;
- to develop competences for dealing with media to foster open-mindedness, empathy and solidarity;
- to design and promote follow-up action to advocate and raise awareness on migration and the role of youth diaspora as agent to build an inclusive global society

The targeted outcomes were:

- An understanding of what diaspora really is;
- A conscience of the power of diaspora in building bridges between communities and societies;
- The dissemination of the 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.

4. Pedagogical team profile

The team that was responsible to develop the educational framework of this training course was composed by:

- Emellin de Oliveira, pedagogical coordinator and facilitator;
- Mariem Ben Ltaifa, facilitator.

5. Participants profile

The training course was composed by 14 youth representatives/multipliers/young leaders from organisations working with or for migrant and Youth diaspora communities in Europe.

Candidates were considered for the selection phase on the basis of the following eligibility criteria

- 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.

The list of Diaspora Youth Training Course:

First name	Name	Age	Gender	Nationality	Country of Residence	Academic background	Country
Andrea	LAPEGNA	28	Male	Italian	Belgium	Master degree obtained	Belgium
Martin	TENEV	23	Male	Bulgaria	Bulgaria	Bachelor studies on going	Bulgaria
Mohamed	MOHAMUD	26	Male	British	United Kingdom	Bachelor degree obtained	England, United Kingdom
Hamdi	ISSA	26	Female	British	United Kingdom	Phd Candidate	England
Theodora	NGUYEN	25	Female	Bulgarian	Portugal	Master degree obtained	Bulgaria
Jamal	SHARIFOV	33	Male	Azerbaijani	Azerbaijan	Master degree obtained	Azerbaijan
Stanislav	MEZHDOYAN	31	Male	Georgian	Georgia	Master degree obtained	Armenia
Ekaterina	KUZNETSOVA	26	Female	Russian	Spain	Master degree obtained	Spain
Dilek	GÜRSEL	25	Female	German and Turkish	France	Master studies on going	India
Sara	FAORO	24	Female	Italian	Italy	Master degree obtained	Italy
Ruta	MASALSKA	35	Female	Latvian	France	Master degree obtained	Latvia
Eshgin	TANRIVERDI	32	Male	Azerbaijani	Turkey	Phd Candidate	Turkey
Joseph	MARDELLI	27	Male	Syrian	Norway	Bachelor degree obtained	Norway

Nuno	MESQUITA	36	Male	Portuguese	Portugal	Master degree obtained	Portugal
Nina	SOMMER	24	Female	german	Germany	Bachelor studies on going	Germany

6. Preparatory work

The preparatory work consisted on exchanging of emails among the facilitators and the NSC in order to clarify the aim of the training course.

The outlines for the training course were elaborated to design the sessions, which methodology and methods were discussed in a meeting between the facilitators, and day-by-day during and after the sessions.

An email was sent on the 4th may to the participants with the training courses schedule and a list of some link where they could find some information regarding diaspora and its role to build peaceful and sustainable societies.

A Facebook page was also created and shared with the participants to establish the first contacts and network.

7. Methodology used

The Training course consisted of a residential programme which took place in the framework of the 6th Mediterranean University on Youth and Global Citizenship in Tunis, Tunisia, from the 6th (arrival day) to the 12th (departure day) May 2018. The pedagogical team was composed by 2 experienced facilitators with different profiles, expertise and academic background.

The pedagogical team was responsible to further design and implement the methodology of the Training Course. This training course used different methodologies to study and analyse the Diaspora Youth and its role, such as: grounding theory, phenomenology, ethnography and participatory analysis.

A variety of methods also were used, such as reference documents, orientated discussions, video discussions, small and large group exercises, role plays, good practices sharing and simulations (through video recording by the participants and written documents).

8. The programme flow

The design of the Diaspora Youth training course was based on starting with the teambuilding, creating interaction between the participants in order to strengthen the confidence in the group as well as to allow a good environment and dynamic in the sessions.

After knowing each other, we started to work with the main concepts and definitions, mapping the diaspora flows and relating them with the Global Education (GE) and Sustainable Development Goals (SDG).

The joint session on Wednesday aimed to allow the participants to act in diaspora and to put in practices the theoretical knowledge they have learned.

After a reflexion on which were the strong and weak points of the joint session, we addressed to the capacity-building, working on how to communicate with diaspora communities, with associations who work with diaspora groups, with media and with policy-makers.

Analysing in group the results, we were able in the last sessions to point out the individual declarations, designing future actions.

Day Time	Sunday 6 may	Monday 7 may Day 1	Tuesday 8 May Day 2	Wednesday 9 May Day 3	Thursday 10 May Day 4	Friday 11 May Day 5	Departure day	
09.30	Arrivals and reception	Opening Ceremony	KEY WORD: DIASPORA IN EU - mapping EU and identifying diaspora flows	KEY WORDS: DIASPORA IN EU and GLOBAL EDUCATION - starting to outline the role of youth diaspora	Roundtable (the role of young people in promoting peaceful and inclusive societies)	KEY WORD: ACTING ON DIASPORA - Marketing of good Practices and Networking with Diaspora Entities/Associations/Organization - LET'S START A CAMPAIGN	Departures	
11.00		Coffee break	Coffee break	Coffee break		Coffee break		
11.30		KEY WORD: INTRODUCTION - "Who is Who?": game to 'break the ice' and introduce each one for the team	KEY WORD: GLOBAL EDUCATION - "Sharing Good practices".	KEY WORD: DIASPORA AND THE ROLE OF YOUTH DIASPORA - potentialities and weakness in diaspora		KEY WORD: ADVOCACY - Public and Political Awareness Actions / Social and Political knowledge - UPDATING AND SPREADING THE CAMPAIGN		
13.00		Lunch	Lunch	Lunch		Lunch		Lunch
15.00		KEY WORD:	KEY WORD: Youth	KEY WORD:		KEY WORD: COMMUNIC		KEY WORD: FOLLOW-

		GENERAL CONCEPTS - "Soup of Concepts": creating together the definitions.	DIASPORA IN EU and EU Crisis - Migration, Economic, Security	GE and SUSTAINABLE DEVELOPMENT GOALS - linking the results of the simulation to the SDGs	ATING WITH MEDIA - Audiovisual Media - INTERVIEWING THE ORGANIZATIONS	UP - missing actions and strategies - PLANNING INDIVIDUAL EMPOWERMENT
16.30		Coffee break	Coffee break	Coffee break	Coffee break	Final Plenary
17.00		KEY WORD: DEFINITIONS – "A World in Mobility": Analysing the results of the previous game and work deeper on the definitions	KEY WORD: Youth DIASPORA IN EU and EU Crisis - Working with UNSCR - analysing UNSCR 2250 and the draft "Youth, Violent Conflict and Sustaining Peace: Quantitative Evidence and Future Directions"	Organizations fair	KEY WORD: COMMUNICATING WITH POLICY MAKERS - Written Documents	
19.00		Free time	Free time	Free time	Free time	
20.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
21.30	Welcome evening	Joint thematic activities	Free evening	Joint thematic activities	Joint thematic activities	Cultural evening

Partner activities	Activities (training courses, seminar, focus groups, working groups etc..) organized by organizations which responded to the call for activities and became partners of the University.
Joint programme	<p>Sessions gathering all the organizers and participants and of each partner activity.</p> <p>More specifically:</p> <ul style="list-style-type: none"> - <u>Welcome evening</u>: informal gathering to introduce the event and to get to know each other. - <u>Opening ceremony</u>: high-level event with representatives from institutions, governments and partner organizations. - <u>Joint thematic activities</u>: non-formal education activities aiming at exploring in a creative way the annual theme in a relaxed evening atmosphere. - <u>Roundtable</u>: the peak of the week where the annual theme is greatly explored with guests and key-note speakers. - <u>Final plenary</u>: moment to share the outcomes of each partner's activity and connect all of

them to the annual theme.
- Cultural evening: informal event where the local community and the international participants meet for a social and cultural interaction following a “glocal” approach.

Each edition could have side events organized by partner organizations (networking meeting, board meeting, annual meeting of informal platforms etc...) and other opportunity of interactions with local communities (e.g.: partner organization visiting a school for a workshop etc..). Those events are usually not included in the official programme share with all the participants.

9. Programme: session by session

Day 1 . morning

Opening and Introductory Session

1.1 – WHO IS WHO?
7th May – 11.30h to 13.00h

Purpose of the session:

The concrete goal that the session seeks to achieve is providing an idea of the whole group/training course to each participant, as well as to allow each participant introduces her/himself, not only as an entity/association member, but mainly as an individual. The main goal is creating interaction among all and establish links and affinities between persons.

Structure and Activities:

Through the different games, as the game name and the self-presentation, participants could meet and know each other, establishing the first connections.

Adding to this, in an open conversation, the general ideas regarding the NSC and Project iLegend were introduced to the participants, who had space to clarify their doubts.

The training course and its objectives were also introduced in an open debate. The main goals were written down in two cardboards and affixed in the wall, to be visible during the whole week.

11h30 – 11h40: Welcome Greetings

11h40 – 12h00: Energizer with the Name Game - one name, one gesture.

12h00 – 12h20: General Project Presentation, with Graziano Tullio.

12h20 – 12h30: Training Course Presentation: presentation of the training course goals and objectives.
12h30 – 13h00: Game for self-presentation: writing 3 things about myself (2 true and 1 false). The other participants had to figure out which was the wrong one.



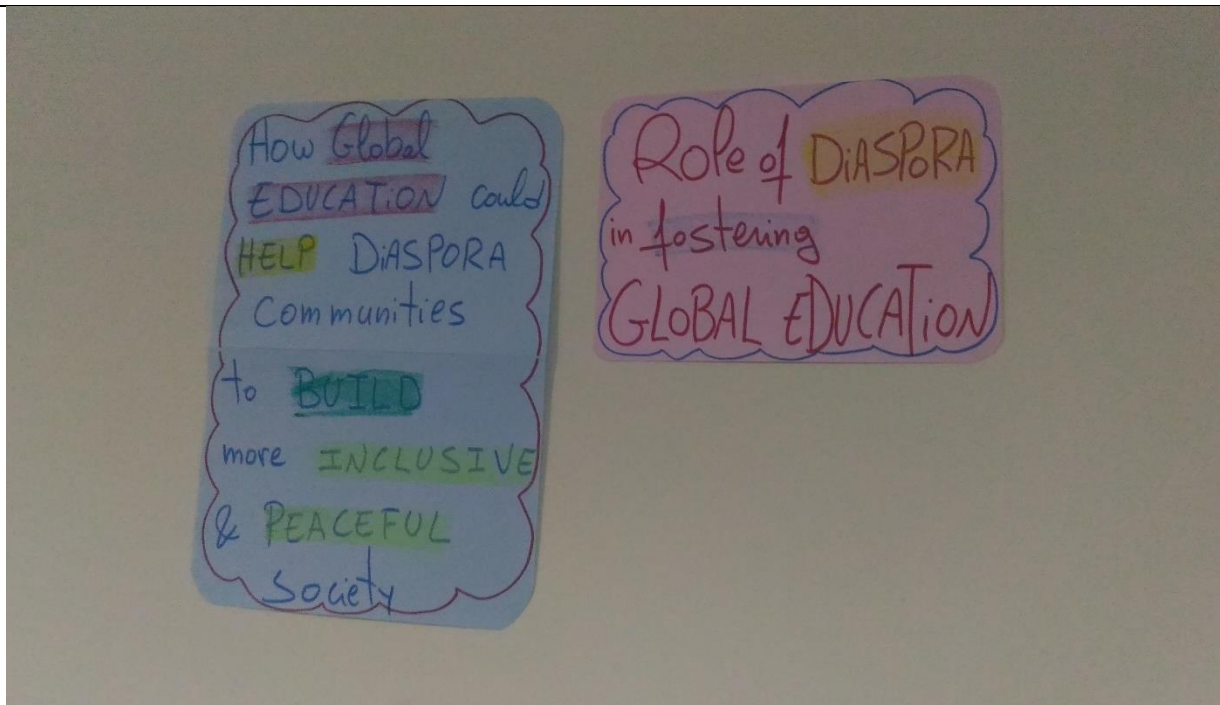


Learning outcomes

The first learning outcomes were related to the understanding of the role of NSC and how MedUni works. Also, the participants were able to have an idea of the groups and their peers, grounding the idea of belonging.

Comments (challenges , implements lesson learned)

The participants were engaged to meet each other and establish connections between them. However, they seemed to not exactly understand what the North-South Centre and its role were. They answered during the Project presentation that, in general, they had medium understanding/knowledge about Diaspora. And, in the training course presentation, they did not present any questions or doubts regarding the course objectives and goals.



Day 1 . afternoon

Session on General Concepts

1.2 – "Soup of Concepts"
7th May – 15.00h to 16.30h

Purpose of the session:

The concrete goal that the session seeks to achieve is providing the theoretical and introductory ideas to ground the whole course, addressing the basic knowledge regarding Diaspora, Immigration, Asylum, Displacement and Exodus.

Structure and Activities:

After introducing each participant, this session started to work with the concepts and definitions which would ground the next sessions.

Dividing the group in 3 different subgroups, they were provided with many pieces of a puzzle that once connected; they'll have the core definition of "Diaspora", "Immigration" and "Asylum" provided by the European Commission on the EMN Glossary. The goal is to complete the sentences with the pieces proposed and create a common understanding regarding the topics.

The members of each subgroup had to listen to each other and agree with the sentences, presenting the rest of the group their achievements.

The workgroup was important to establish an intercultural dialogue on the concepts needed for this course.

The works were guided and followed by a debate with all participants.

15h00 – 15h10: Energizer

15h10 – 15h30: Working in groups to define by themselves "Diaspora", "Immigration" and "Asylum".

15h30 – 15h45: Presentations of their definitions and questions.

15h45 – 16h00: Back to the groups, they were joining the Puzzle regarding the definition of "Diaspora", "Immigration" and "Asylum" provided by the European Commission on the EMN Glossary.

16h00 – 16h30: Debate on the EC definitions and comparison with their own definitions. Differentiating together Diaspora, Asylum, Displacement, Exodus and Immigration

Documents sent by email on 4th May to help this introductory session:

<https://www.migrationpolicy.org/article/political-importance-diasporas>

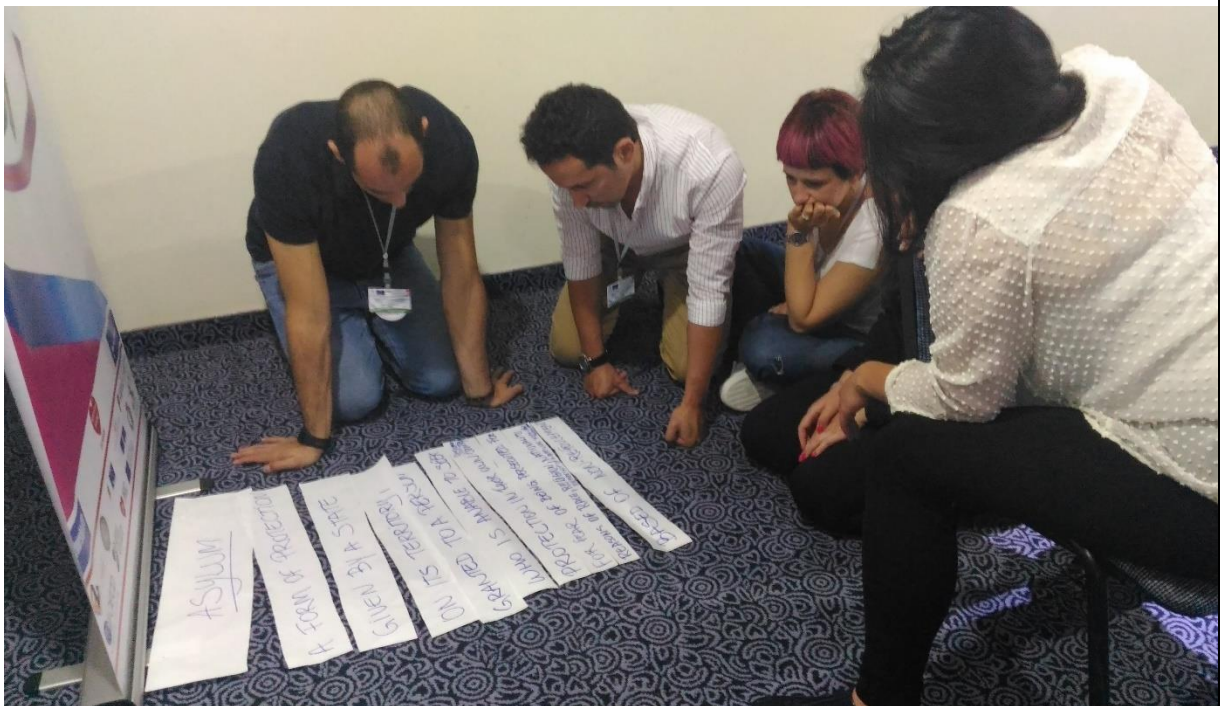
<http://eudiasporacouncil.org/>

<https://www.youth4peace.info/>

<https://www.un.org/development/desa/youth/focus-areas.html>

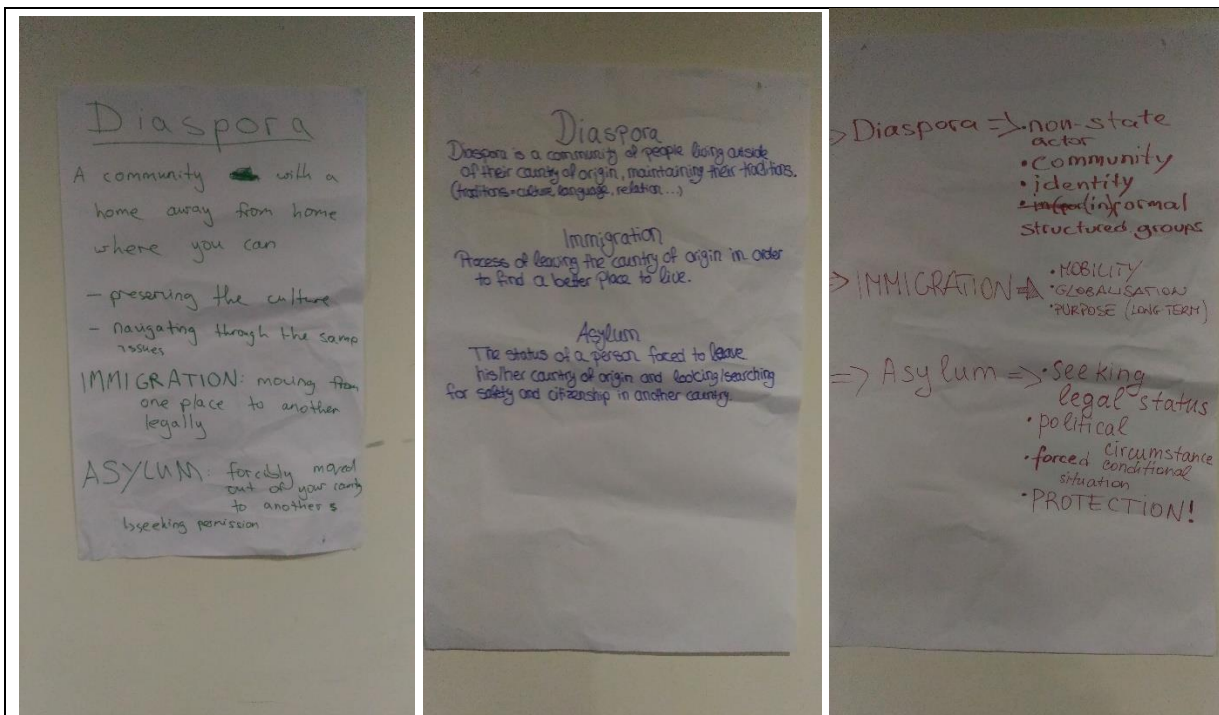
EMN Glossary provided by European Commission used during the session:

<https://ec.europa.eu/home-affairs/what-we-do/networks/european-migration-network/glossary-en>



Learning outcomes

This session improved the 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 of policies and law may apply for each group in mobility (diaspora, refugees, immigrants, etc.).



Comments (challenges , implements lesson learned)

The participants were surprised with the institutional and legal understandings on different types of human mobility. They also mentioned they did not agree with some definitions they heard. It was a relevant debate regarding the definitions and concepts, but the working room where we were did not help that much the concentration and the development of the debate (lack of aeration and light). After understanding the convergences and differences between what the participant knew about diaspora and the institutional definitions, it would be important to narrow the group common understanding about diaspora in order to define a common concept which would be used during the whole training course. The next session should be outside of the room to energize the team and the ideas.

Day 1 . afternoon

Session on Visual Definitions

1.3- "A WORLD IN MOBILITY"
7th May – 17.00h to 18.30h

Purpose of the session:

The concrete goal that the session seeks to achieve is proving the theoretical and introductory ideas to ground the whole course, addressing the basic knowledge regarding Diaspora, Immigration, Asylum, Displacement and Exodus.

Structure and Activities:

This session used the creativity and self-experiences to show diaspora in a different point-of-view. The lines were used to show the path that each person took to arrive, sometimes, in the same place where another person had already arrived. Understanding diaspora not only as a movement, but also as an exchange of experience and expectations.

After this activity, the participants were divided in 4 groups to have the daily reflexion and give their feedback about the whole working day regarding: what they liked, what they loved, what they did not like and what they are still thinking/analysing (and would like to hear more about it).

17h00 – 17h20: using an imaginary world map, the participants showed where they are and talked about the diaspora groups they know in that place and introduce their work.

17h20 – 17h40: on the same imaginary map, the participants showed where they (or their parents) come from and the entire path they take until arrive there, explaining why they moved and what they missed.

17h40 – 18h00: the participants showed where they would like to be/live, the reasons why they would like to go to that place and how they could contribute with the hypothetical new home.

18h00 – 18h30: briefing with a debate about all the lines crossing on the imaginary world map, showing how the experiences crossed and the results of the human mobility, especially in diaspora case.

18h30 – 19h00: the participants were divided in 4 groups for the daily reflexion/evaluation.

Learning outcomes

The session allowed the participants increase their knowledge about diaspora communities by mapping their own experiences. Also, this session raised their capacity to describe, analyse and evaluate the human mobility, identifying the diaspora communities in the place where they are.

Comments (challenges , implements lesson learned)

The participants, in the beginning, were quite shy to share their experiences, but, after listening to their partners, they started to open up and share, as they realised their path were quite similar to the others. We could map some diaspora groups, establish connections and disconnections between each one of them and identify people on diaspora.

About the daily reflexion: In general, they were satisfied with the first day of the training course, but they would like to have a narrow definition about diaspora, as it is a vast concept. After this session we realised that we had to narrow the definition about diaspora and, following this, relate it to global education.

The participants' negative feedback was especially regarding the facilities: they were disappointed with the working room and they asked more water.



Day 2 . Morning

Session on Diaspora in EU

2.1 – " DIASPORA IN EU"
8th May – 09.30h to 11.00h

Purpose of the session:

The concrete goal that the session seeks to achieve is mapping the Diasporas flows in EU. It was a session which addressed the learning to knowledge and some skills, such as identification some ethnicities' origins and roots, and the role of each participant on/with the diasporic communities.

Structure and Activities:

This session used the knowledge that each participant had regarding the groups on Diaspora in European Union and their perception regarding themselves and those groups.

Working in groups, they had 20min to answer a question, then rotate and tackle another topic (world café tool):

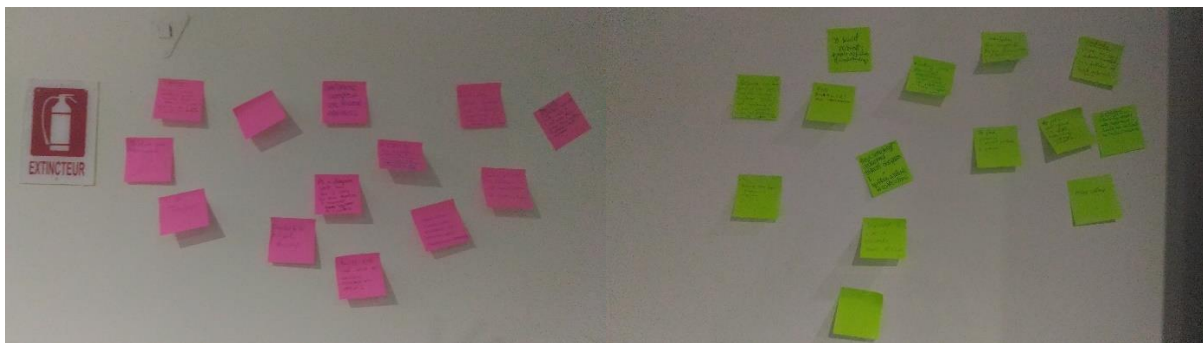
- "How do I see myself (or other persons) in diaspora?"
- "Common points between diaspora youths"
- "Challenges of Diaspora Youth: between origins and current communities".

After 3 rounds, we could compare the different understandings and debate them.





After that, we asked the participants to point out one expectation and one contribution to the training course, affixing them on the wall in order to make us remember the expectation and remind them about the contributions.



09h30 – 09h40: Energiser.

09h40 – 10h40: World Café in which the participants were divided in 3 groups to debate 3 main questions (20min debate each): "How do I see myself (or other persons) in diaspora?", "Common points between diaspora youths" and "Challenges of Diaspora Youth: between origins and current communities".

10h40 – 11h10: Presentation of the results and briefing of results.

11h10 – 11h30: Expectations and contributions – the participants had to point out in one post an expectation they have regarding the training course and, in another post it, a contribution they could provide to course/group.

Learning outcomes

With this session, they empowered their capacity to analyse and reflect about diaspora by identifying the contributions, challenges and common-points of diaspora communities in EU. It had also increased their critical thinking about some points such as; the self reflexion, common points that Diasporas share. Additionally, they could understand how difficult is the process of integration, as normally the common point were negative one, which shows how negative we are when we think about two or more communities living together.

Comments (challenges , implements lesson learned)

With this session, the participants related different diaspora groups in EU, their challenges and the contribution that diaspora communities and the youth could bring to the receiving countries.

The participants appointed almost the same challenges faced by diaspora groups in EU.

Regarding the common points, the participants just mentioned negatives ones (challenges and difficulties), forgetting the positive things that diaspora could bring.

Most part of them do not identify themselves as making part of a diaspora group, but they think their work had as target group diaspora communities.

Regarding the contributions and expectations, they mentioned being interested on exchange of good practices and they want to talk about their own work. This session showed that it would be necessary to narrow the definition of diaspora and give some space to the participants to talk about the relation between diaspora and their own work.

Day 2 . morning

Session on Global Education

2.2 – "Sharing Good Practices"

8th May – 11.30h to 13.00h

Purpose of the session:

The concrete goal that the session was providing skills on using the cultural heritage and the intercultural dialogue as tools for integration and development of diaspora groups in EU.

Structure and Activities:

Initially, this session used two videos to show the definition of "political diaspora" and the major diaspora communities mapped in the world.

Following this, a small debate started to compare the participants expectations/knowledge and the information provided by the videos.

Then, we introduce the idea of good practices to show how diaspora youth could contribute with the receiving countries, a bazar with the participants organizations was performed.





11h30 – 11h40: projection of two videos regarding diaspora and the countries with the major diaspora communities in the world.

11h40 – 11h50: briefing about the videos, in order to compare with the knowledge and expectations they have regarding diaspora communities in the world.

11h50 – 12h20: working on the definition about diaspora provided by NSC in their last iLegend report, comparing it with that one used by European Commission and created a common understanding of diaspora (one concept that all participants agreed).

12h20 – 12h40: Bazaar of good practices – each participant created a presentation on a flipchart about his/her organization, the objectives and its relationship with diaspora youth.

12h40 – 13h00: Individual Presentations

Learning outcomes

Through the video, the debate and the good practices presentation, it was possible to trace the role of diaspora youth on representing their communities and deepening the links between societies by the use of cultural heritage and intercultural dialogue.

The political role of diaspora also was studied, and the group could build together a definition based on a common ground, avoiding different understandings on what diaspora is.

Comments (challenges , implements lesson learned)

In general, the participants were more confident on working with the concept and definition about diaspora, especially after creating the common definition of diaspora.

With the common grounds sedimented, it would be possible to discuss deeply the role of diaspora youth to contribute with peace and sustainable societies in the next sessions.

Day 2 . afternoon

Session on Diaspora in EU and EU crisis

2.3 – " Youth DIASPORA IN EU and EU Crisis"

8th May – 15.00h to 16.30h

Purpose of the session:

Discussing the EU contemporary issues, this session intends to demonstrate how those challenges could affect the people on diaspora. As well as, this session started to trace the role of youth diaspora to provide solution or alternatives to those issues.

Structure and Activities:

In the beginning of the session, we gave some time to the participants talk about the other works and association, closing officially the bazar.

After that, we mixed the group and created 3 subgroups that used their creativity to link Security, economy and Migration with the role of youth diaspora to build peaceful and sustainable societies. Following the presentations, during the briefing, some theoretical approach was performed to analyse the results and discuss the role of diaspora in the scenarios performed.

15h00 – 15h20: Networking and Bazar Closure

15h20 – 15h50: Working in Groups, the participants had to present in a creativity way the relation between Diaspora and each one of the following topics "Migration", "Economy", "Security".

15h50 – 16h10: Presentations of the results.

16h10 – 16h30: Briefing about the presentation and the role of diaspora youth in time of crisis.

Learning outcomes

Creation of a common understanding about the role of youth diaspora during the crisis, especially those related to Security, Migration and Economy, empowering the participants on presenting solutions to the time of crisis.

Comments (challenges , implements lesson learned)

The participants showed high interest on knowing the works developed by the other colleagues and connect with them, exchanging ideas and good practices.

During the exercise, the participants were smart and used their creativity to establish the relations between Diaspora and Migration / Economy /Security.

However, they just appointed positive relation regarding Diaspora and Economy, when the performed the advantages of the remittances for developing the countries of belonging. In which concerns with Migration and Security, they were pessimist and highlighted challenges and difficulties.

During the briefing, it was possible to delineate the role of diaspora youth to achieve peace, even all the odds.

This session showed that it would be relevant to verify if the policy makers have the same understanding as the participants in what concerns about the relations between Diaspora and Migration / Economy /Security.

Day 2 . afternoon

Session on Diaspora and EU Crisis

2.4 – " Youth DIASPORA IN EU and EU Crisis- Working with UNSCR"

8th May – 17.00h to 18 .30h

Purpose of the session:

The debate addressed the learning to UNSCR 2250 and the expected role of youth to avoid violent conflict and to guarantee sustainable peace. Knowledge, some skills and attitude were addressed during this session.

Structure and Activities:

This session was theoretical in the beginning, when trainers explained the UNSCR 2250 and clarified the goals of the draft "Youth, Violent Conflict and Sustaining Peace: Quantitative Evidence and Future Directions".

After the theoretical introduction, the participants were divided in 3 subgroups to study and trace ideas to that draft, appointing what they think was interesting, what they think it was missing in their point-of-view and what they would add to this document.

The workgroups presented their results and a debate followed with a briefing about the ideas presented.

17h00 – 17h50: Working in groups, studying the two documents and pointing out: the interesting parts, what they think is missing, and what they would add to these documents.

17h50 – 18h20: presentation of the results.

18h20 – 18h30: briefing and small debate regarding the role of youth and the diaspora youth to avoid violent conflict and to guarantee sustainable peace.

The participants read the following documents:

UNSCR 2250(2015) – ANNEX IV :

[https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250\(2015\)&referer=/english/&Lang=E](https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250(2015)&referer=/english/&Lang=E)

Youth, Violent Conflict and Sustaining Peace: Quantitative Evidence and Future Directions – Summary – ANNEX V:

https://www.youth4peace.info/system/files/2018-01/UN%20Youth%20and%20Peacebuilding_Justino%20Summary%20-%20to%20be%20distributed%2031%20Jan%20event.pdf

Learning outcomes

This session improved their capacity on analysing and evaluating political documents. As the same time, this session strengthen the use of their work experience in policy making process. This session had also give an insight for participants about how policy makers perceive some points about Diaspora and how they can address them based on their field/reality experiences to create some changes.

Comments (challenges , implements lesson learned)

The participants showed some disappointment with policy makers view regarding the diaspora youth and missing opportunities to use the power of the youth, especially the diaspora youth, to build peaceful and sustainable societies. So, we had to use the briefing to show they could help with their experience the policymaking processes on finding alternatives to the diaspora youth show-up and demonstrate their potential on increasing peace, integration, security and improving the economy.



Day 3 . morning

Session on Diaspora in EU and Global Education – Joint Session

3.1 – " DIASPORA IN EU and GLOBAL EDUCATION"
9th May – 09.30h to 11.00h

Purpose of the session:

This session aimed to promote the role of diaspora youth on building peace and sustainable societies. The knowledge and understanding of the concepts were challenged, as the participants should discuss and demonstrate to the other group how their ideas were relevant, being the ambassadors of Diaspora youth.

Structure and Activities:

This session aimed to transform the participants in ambassadors, letting other group understand the role of diaspora youth as an important issue to be discussed with authorities.

09h30 – 11h00: the session was facilitated by the SPDP trainers, who divided the big group in subgroups to address topics based on: "what we already have" and "what we need".



Learning outcomes

This session showed us that we should work harder on the communication process to allow the participants to become ambassadors of the Diaspora Youth, overcoming the barriers to do so.

Comments (challenges , implements lesson learned)

This session aimed to transform the participants in ambassadors, letting other group understand the role of diaspora youth as an important issue to be discussed with authorities.

However, the participants felt they did not know the other group enough to impose their ideas and They did not understand the objectives of the activity.

After this experience, we learned that, before inserting our group into another group activity, it would be necessary to hear from them to provide more information about the activity and to start the process of teambuilding with the other group.

As well as, we should work harder on the capacity of developing arguments and defending the contribution of diaspora youth to the future discussion.

Day 3 . morning

Session on Diaspora in EU and GE

3.2 – " DIASPORA IN EU and GLOBAL EDUCATION"

9th May – 11.30h to 13.00h

Purpose of the session:

This session evaluated the experience and the performance the participants had as ambassadors, as well as deeply discussed the global education and its definition.

Structure and Activities:

Initially, an open debate about the experience as ambassadors. The participants appointed they felt "strangers", "not comfortable" and said they felt that the other group did not understand them while they were understanding and following the discussions.

Using this inputs, we discusses the reasons that could avoid the integration of communities and the idea of "the other/foreigner does not understand".

Through this discussion, the education became the most important topic and opened space to discuss the definition and the importance of global education.

With piece of papers, the group discussed each one of the characteristics which integrate the concept of global education.

11h30 – 12h00: Feedback and Briefing regarding the role as Diaspora Youth ambassadors.

12h00 – 13h00: Debate on the definition and understanding of Global Education.



Learning outcomes

This session was important to improve the capacity of the use of other tools to share knowledge. The understanding and awareness of the importance of global education to and for diaspora communities. The improvement of the resilience and flexibility to find a way to be heard in different environments.

Comments (challenges , implements lesson learned)

The participants felt the limitations and the hostilities that diaspora group could face when they try to participate/contribute with policy makers. They realised the definition of global education is wider than a formal and strict concept of education, but it also exchanging practices and knowledge. This experience was an important to make them understand that they have to be flexibles, resilient and persistent on defending their ideas.

Day 3 . afternoon

Session on Global Education and Sustainable Development Goals

3.3 – " Global Education and Sustainable Development Goals"
9th May – 15.00h to 16.30h

Purpose of the session:

This session evaluated the knowledge, the skills and the attitudes of each member of the group to register a small video about the relation between Diaspora and Global Education. Adding to this, this session aimed at explaining what and which the sustainable development goals were, relating them to global education.

Structure and Activities:

This session evaluated the individual performances on working to spread the relationship between diaspora and global education through 2 minute-video for each participant. The idea is they had to wonder that a group of students arrived at their association and they supposed to explain the relation between the two concepts: diaspora and GE. This study visit would be covered by the media.

Also, theoretical and introductory ideas of sustainable development goals were started during the briefing.

The 17 goals were affixed on the wall to be visible and comprehensible for all.

15h00 – 15h10: explanation regarding the video activity;

15h00 – 15h30: text preparation to be used during the videos.

15h30 – 15h45: in pairs, the videos were recorded.

15h45 – 16h00: briefing about the experience and the challenges.

16h00 – 16h30: introduction to sustainable development goals and its relationship with global education.

Learning outcomes

The capacity of relate Diaspora, Global Education and Sustainable Development Goals, and empowerment of public speaking to explain in a simple way those deep and important concepts.

Comments (challenges , implements lesson learned)

The time of preparation was bigger than what was expected. This is why, the trainers chose to maintain the debate and introduce the SDG's in this session.

Day 4 . afternoon

Session on Communication

4.1 – " COMMUNICATING WITH MEDIA"

10th May – 15.00h to 16.30h

Purpose of the session:

This session aimed to improve the public speaking and the argumentation skill when the participants have to communicate with media and young people who are not working with diaspora groups.

Structure and Activities:

Projecting the videos recorded by the participants the day before, this session allowed to them to do self-evaluations and improve their arguments when they talk about diaspora and global education. After that, we showed a video from UNESCO regarding Global Education and SDG:
<https://www.youtube.com/watch?v=KuKzq9EDt-0>

15h00 – 15h10: Energizer.

15h10 – 15h20: Explaining the Final Plenary and the possibility of participation on presenting the training course and/or the 6th MedUni university.

15h20 – 15h50: Watching videos.

15h50 – 16h20: Briefing, feedback and self-evaluation regarding the performances.

16h20 – 16h30: Show a video about Global Education and SDG.

Some videos performed by the participants:

<http://www.mediafire.com/file/98mns3732irjsxz/VID-20180510-WA0001.mp4/file>

<http://www.mediafire.com/file/tz9la9yzxf1mdb8/VID-20180510-WA0004.mp4/file>

<http://www.mediafire.com/file/qzohmzw3jh34vds/VID-20180510-WA0000.mp4/file>

<http://www.mediafire.com/file/o76uwq5hmm5j7ao/VID-20180510-WA0003.mp4/file>

<http://www.mediafire.com/file/431g75zb119f33b/VID-20180510-WA0002.mp4/file>

<http://www.mediafire.com/file/2jye2l16bqohxpe/VID-20180510-WA0012.mp4/file>

<http://www.mediafire.com/file/a6sbabee6bmiw0j/VID-20180510-WA0011.mp4/file>

<https://www.facebook.com/andrealapeгна89/videos/10215732228756264/>

<https://www.facebook.com/groups/320123461851345/permalink/322446201619071/>

<https://www.facebook.com/mohamed.mahmoud.334/videos/10156212063938971/>

Learning outcomes

The improvement of public-speaking, the empowerment of the arguments to explain and defend the role of diaspora youth in fostering global education.

Comments (challenges , implements lesson learned)

The participants open their minds and their hearts and talked about Diaspora and its relation to global Education, delivering relevant messages to the youth.

Even those who were not confident in the beginning of the activity did a good job.

Day 4 . afternoon

Session on Communication

4.2 – " COMMUNICATING WITH POLICY MAKERS"

10th May – 17.00h to 18.30h

Purpose of the session:

This session aimed to work on two important elements: the communication with policy-makers and stakeholders, and the written communication.

Structure and Activities:

The participants had to write a small paragraph to policymakers to incentive them to use the global education and on how could Global Education help to achieve the SDG. Then, each one read his/her paragraph and the ideas were discussed.

17h00 – 17h10: lottery to choose the Diaspora Representatives in the Final Plenary.

17h10 – 17h20: explanation of the activity "writing a small article to policy-makers and stakeholders" on "How could Global Education help to achieve the SDG?".

17h20 – 17h50: Preparation of the individual documents.

17h50 – 18h20: presentation of the results.

18h20 – 18h30: briefing.

Learning outcomes

This session was important to develop the skills of communication with a different target group than the one they're used to address: Policy makers. The participants improved the discourse and the capacity of being resilient to work in a different context they normally do and create a coherent article about the importance Global Education in achieving the SDG.

Comments (challenges , implements lesson learned)

On this activity, the most part of them were focusing on the definition without developing to a concrete use of GE.

Day 5 . morning

Session on Acting on Diaspora

5.1 – "ACTING ON DIASPORA"

11th May – 09.30h to 11.00h

Purpose of the session:

This session aimed to start a campaign to the others youth organizations to make them aware about the role of diaspora in fostering global education. This session addressed to self-empowerment, self-

knowledge and positive attitude.

Structure and Activities:

The participants were divided in 2 subgroups to start a campaign to improve the networking between several diasporas groups/ Entities/Associations/Organization on the role of diaspora in fostering global education.

One of the groups could use technology, the other has to use another mean.

After that, we saw the results and commented the performances and messages delivered.

09h30 – 09h40: Energiser.

09h40 – 09h50: explanation regarding the activity.

09h50 – 10h20: preparations / work group.

10h20 – 10h40: presentations.

10h40 – 11h00: briefing / feedbacks.

Video from the group who used technology:

<https://www.facebook.com/groups/320123461851345/permalink/323068614890163/>

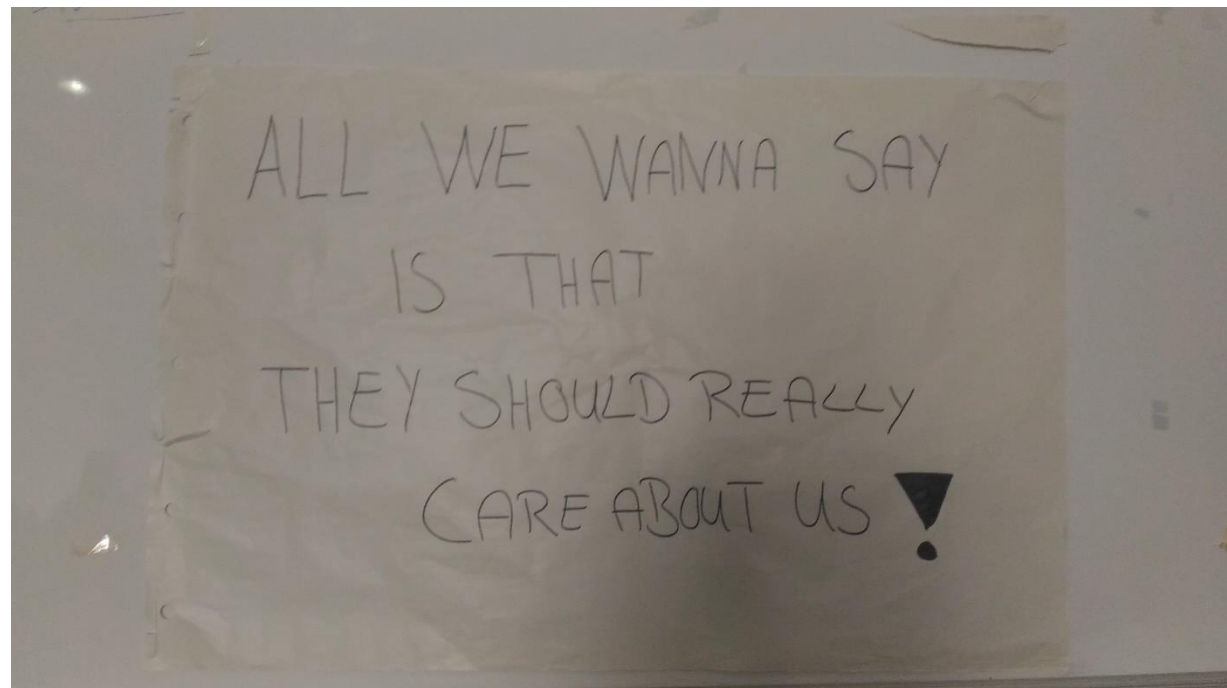
Video from the group who did not used technology:

<https://www.facebook.com/groups/320123461851345/permalink/323150351548656/>

Learning outcomes

This session showed the development on the capacity of communication with peers and other youth associations, delivering an important message through creativity and intelligence.

The participant said they felt comfortable and ready to talk about diaspora youth and its role in fostering global education.



Comments (challenges , implements lesson learned)

The performance was surprisingly good. The participants used all the concepts they learned and their creativity to answer the question: "which is role of the diaspora in fostering global education?".

The messages were clear, direct and could certainly call attention of the young people and youth associations. The participants wanted even to share their small campaign action with the other participants of the MedUni during the Final Plenary but it wasn't possible for different reasons. However, the trainers were surprised that they're eventually daring to go out from their comfort zone in the group and open up to others and already start their campaigns.

Day 5 . morning

Session on Advocacy

5.2 – "ADVOCACY"

11th May – 11.30h to 13.00h

Purpose of the session:

This session aimed to encompass other levels and groups, challenging the participants to keep their campaign, but adjusting it to achieve stakeholders, political sphere, media, etc.

Structure and Activities:

The participants who were divided in 2 subgroups have to improve their campaign to achieve other publics, as stakeholders and policy makers. However, they had to change the tools: the subgroup that could use technology cannot use it anymore; and vice-versa.

They had to answer this question: how the role of diaspora youth could help on building peaceful and sustainable societies?

Then, we saw the results and commented the performances and messages delivered.

After that, we did a fast energizer which aimed to create a small separation between this session and the session after which is the evaluation of the training course.

11h30 – 11h40: explaining the activity.

11h40 – 12h10: preparation / workgroups.

12h10 – 12h20: presentations.

12h20 – 12h45: briefing/feedback.

12h45 – 13h00: energiser with the general evaluation of the course.

Video from the group who used technology.

<http://www.mediafire.com/file/mzgw926t82sfb6q/VID-20180511-WA0004.mp4>

The second group did an oral presentation.

Learning outcomes

This session improved the capacity of public participation and the public speaking.

The participants had good performances especially on the improvement and strengthening of the

arguments used, who were not only description of concepts, but a logical explanation about the role of diaspora youth on building peaceful and sustainable societies.

Comments (challenges , implements lesson learned)

The participants did not demonstrate the same easy-going as they had to talk with other young groups. Even having the same time to prepare, they felt that they needed much time to prepare themselves, as the message looked like more serious.

The participants said they would like to know other good practices regarding diaspora and we agreed to use the Facebook page to keep in touch and exchange ideas.

Day 5 . afternoon

Session on Follow-up

5.3 – “FOLLOW-UP”

11th May – 15.00h to 15.45h

Purpose of the session:

This session aimed to evaluate the campaigns and their viability, providing a general analysis of the course, the achievements and the continuity of their works as/with diasporas groups.

Structure and Activities:

This session started with the declarations and reflexion on “what next”. The participants established the future plans (ANNEX III). The certificates were delivered and we the participants filled the last evaluation questionnaire.

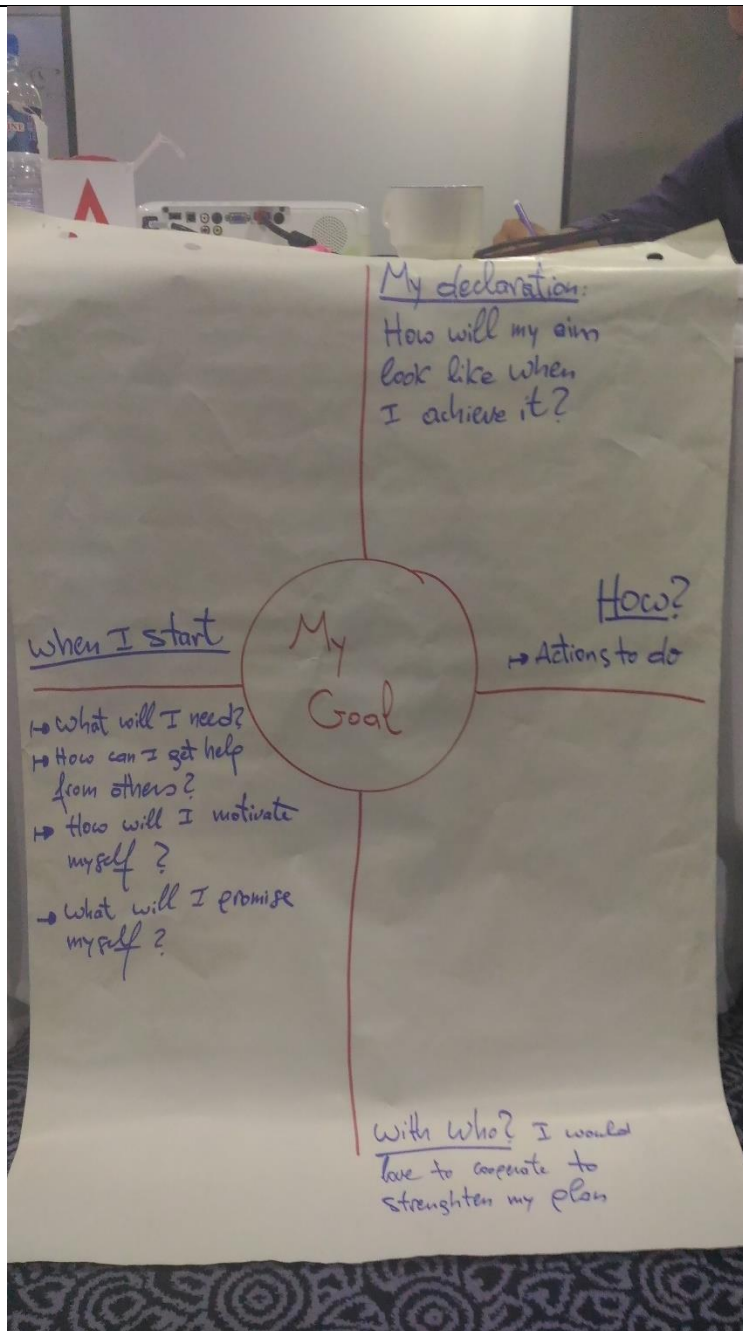
15h00 – 15h10: explanation of the table for future actions.

15h10 – 15h25: PLANNING INDIVIDUAL EMPOWERMENT.

15h25 – 15h30: deliverance of certificates.

15h30 – 15h40: written evaluation.

15h40 – 15h45: final words.



Learning outcomes

The capacity of planning future actions and propose ideas to continue the work on and with diaspora communities. We can also appoint the capacity of being actions of change and multipliers. It helped also to identify the allies and the tools that would ease/foster the future actions.

Comments (challenges , implements lesson learned)

This session was reduced due to time schedule for the final plenary, so the participants mostly wrote

down their action plan and the general evaluation of the week.

10. Participants' Evaluation

The evaluation was applied using non-formal and formal ways.

During the Training course: in the first day, the participants were divided in 4 groups to provide their feedback about the session regarding: what they liked, what they loved, what they did not like and what they are still thinking/analysing (and would like to hear more about it). The participants' feedback was especially regarding the facilities: they were disappointed with the classroom and they asked more water. In general, they were satisfied with the first day of the training course, but they would like to have a narrow definition about diaspora, as it is a vast concept – ANNEX I.

At the end of the Training:

- 1- Non-formal evaluation was done outside of the room, it's an activity in which all participants design a kind of bow and they were the arrow. Some questions were made about the training course and they have to go to the centre if they were satisfied and further of the centre in case they were not satisfied. The participants demonstrated being overall satisfied, but appointed they missed more information regarding other good practices related to diaspora youth.

- 2- formal Evaluation with open-answer questionnaire including the following questions:
 1. What is your name?
 2. Do you belong to any association? If yes, which one?
 3. How appropriate were the methods using in the training?
 4. What was your contribution to the group learning during the sessions?
 5. What is your level of understanding regarding Diaspora after this training course?
 6. How much are you aware about diaspora initiatives?
 7. How ready do you feel to act as a local multiplier to strengthen the role of diaspora and global education?
 8. How do you evaluate the work of trainer's team?
 9. To what extend your personal expectation were satisfied?
 10. What was the most important thing that you are bringing with you from this course?

In an overview of the results (ANNEX II), we can highlight:

The most of the participants thought the methods used were appropriated and helped to achieve the knowledge and the skills need for this training course. All of them agreed that their level of understanding regarding diaspora has developed after this training course.

However, the group was divided regarding their awareness on diaspora initiatives. They appointed they learnt with the peer-to-peer exchanges, but they would like to hear more other initiatives.

Almost all (one exception) said feeling prepared to act as a local multiplier and to strengthen the role of diaspora and global education.

In which concerns the work of trainers, they were almost satisfied and they appointed the engagement and the atmosphere of the sessions as positive issues.

To what extend to personal expectations, the most part of the participants were satisfied, but they missed the practical analysis / problem solving.

The participants referred as most important thing they would bring from this training course were: knowledge about diaspora and network/friendship.

11. Main learning points of the participants

The participants appointed they were able to understand with this training course the difference between the several types of human mobility, especially between: Diaspora, Immigration and Asylum.

They learned about the global education and the role of diaspora in fostering GE to achieve the SDG.

They improved their capacity to act in diaspora and on behalf of diaspora communities.

12. Training Outputs

The training course improved the capacity of the participants on identifying diaspora communities and to delimit their spectra of action in the society.

The training also allowed participants to use their creativity on the advocacy, using different means (with technology and without technology) to act in and with diaspora communities.

The course permitted as well the analysis of political documents and the strengthening of communication skills regarding the policy-making process.

13. Training Outcomes

As we can realise from the evaluation, there is an overall satisfaction with the training course, especially in which concerns with the knowledge, the learning and the capacity-building achieved.

The comprehension of role of diaspora was outstanding and the quality of the materials developed by the participants showed how comfortable they were to advocate on behalf of diaspora communities using the tools and skills learnt during the course.

The awareness about the peer-to-peer initiatives and the possibility of extending and continuing the use the global education through and towards diaspora communities is also a relevant outcome, even if the participants remarked they would like to know more about other initiatives and practical actions.

14.Multiplier effect

The most part of the participants appointed they felt comfortable to act as multipliers after this training course. The trainer's team completely agree with this evaluation, as we could realise the development of skills and the strengthening of the discourses during the week.

15.Interaction with the other partner's activities if the MedUni and integration within the Joint Programme

The most part of the Diaspora Youth participants were making part for the first time in a MedUni University. And, this was a positive in which regards their open mind to work together as a group, facilitating the teambuilding and the good environment in the course.

On the other hand, the fact of being quite integrated in their Diaspora Youth "territory" and feel comfortable with their peers was an obstacle to them to use, at least, their curiosity to visit and interact with other groups and partner's activities. The opportunity they have (and use) to participate and interact with other group was a joint session with the SPDP, where they have to discuss some ideas to present during the roundtable with some authorities. This experience was quite challenging for both groups and it was possible to realise they were not totally comfortable to work together, probably for the lack of teambuilding between the two groups.

Regarding the Joint Programme, we can appoint the same issues. The Diaspora Youth group were always together and did not enjoy as much as they could the opportunity to interact and work with the other groups. They were quite absent in the joint sessions, even if the trainers' team insisted with them that the participation in these sessions were compulsory and it would be an opportunity to know other initiatives/people.

16.Quality considerations/challenges/lessons learned

During the preparatory work, we face some challenges regarding the sort time to prepare the course and the internet connections which did not allow a perfect flow during the skype meetings. Besides that, we can not minimize that the teamwork (with the facilitators and the NSC) worked a lot to overcome those initial issues.

The Diaspora Youth participants were an interesting group to work with, as they have good theoretical and practical background, what made the sessions develop in an excellent way. The level of discussion was deep and we could strengthen and grow as a group, exchanging learnings and experiences. This helped a lot the quality of the sessions and the outputs and inputs we had with the activities.

Nonetheless, it is important to highlight that it was, especially in the beginning, hard to captive their whole attention, as the infrastructure of the classroom was not adequate enough to the class dynamic. Another challenge was avoiding that one of the participants, who was not engaged as the others, affect the development of learning in the sessions and activities. Fortunately, we could keep the focus and achieve mostly the objectives proposed.

Another challenge was convert the experience they had when the participants went to SPDP session in an positive outcome. Luckily, our topic is relate to the human mobility and the lack of integration, so we could use this experience to demonstrate how difficulty is to move, to feel comfortable with different "societies" and to allow ourselves to listen/be listened. We highlighted the importance of the diaspora youth to build bridges and interactions between the both societies, exchanging learnings and experiences through the global education process.

However, it is also relevant to remark that joint session (Diaspora Youth and SPDP) taught us the importance of the previous preparation of the participants. Probably, if we had explained better the evolution of the discussions in SPDP sessions and tried to create bones before the joint sessions, the results could be improved and the both groups could work together without the idea of "us" and "the others".

Others lessons learned were inviting people who were working in field to dialogue with participants and explain the mains challenges faced and the best outputs with their work, encouraging even more the multiplier effect and addressing the problem-solving. Also, for the future, we can insist more with the participants contributions to the group learning, creating statements since the beginning in order to better work with anyone who is that engaged as the others. Additionally, even if we have present main objectives of the training course in the first day, we could revive the idea in the following days and allow the participants to analyse by themselves the evolution of the sessions towards the main objectives.

17. Assessment of further training needs for Diaspora youth groups in the context of global education

In this training course, we were able to achieve a common ground understanding on what diaspora is and the role of diaspora on building peaceful and sustainable societies. The participants felt comfortable to advocate and act in favour of diaspora in diaspora communities and among youth associations and other civil society representations. So, the work on the horizontal relation was perfectly well done.

However, even if they successfully achieved the activity proposed regarding the advocacy though policy-making processes, we could realise they were not as much comfortable as when they were working with non-policymakers.

Following this, the participants would appreciate to have more practical sessions on acting and advocating in and with Diaspora..

18. Recommendations and Follow-up reflection in view of the next steps of the diaspora dimension of the ILegend project

As mentioned above, the participants were not very comfortable when they were working with non-policymakers. So, we recommend to have another project (training course, focus group..) but with the participation of stakeholders, like the session the SPDP had. This could be a key activity to allow diaspora youth to be trained on how to advocate in a horizontal relation.

Additionally, in order to keep the horizontal advocacy, it would be good to let them make a presentation during one of the joint programme, spreading the word regarding diaspora with the youth association already presented in the MedUni.

The continuity of this training course could be related to Global education in Diaspora Policymaking Processes, as this is a topic which needs to be address and strengthened.

19.Key quotes from participants/speakers

“(…) Where am I from? Germany. Where am I really from? Why do you really want to know this? Why is this bother you so much where I am from? Do you really need to know that I am German-Turk?

(…) What does it say about me? About what I believe? About what I fight for?

We tend to have assumptions about the people before we even meet them, because they belong to a certain category, and this is an absurd for modern time and globalised world, where we are very mobile, moving around places.

(…) As youth, we have to deconstruct this few points, this categorization, standing for what it is really important and for what we have to fight together”.

(DILEK)

“Global education is a process of active learning and also goes through education, equality and non-violence. It is a great thing for young person who are trying to change the world. I do believe this is possible, but it will take much more years than we have. So, Diaspora is a network, which has a lot of advantages in terms of that, and the main word when you think about diaspora is support.

(…) I think diaspora can go further regarding what they already do, and really go global by creating multiplier effect. They really create positive change.

(..) Diaspora has really the power of changing this word, as teaser it sounds!”

(EKATERINA).

“How ready do you feel to act as a local multiplier to strengthen the role of diaspora and global education?

Very much. I myself have discovered that I somehow belong to my local diaspora; a specific part of my country (South of Italy) then the whole country itself, and this is the most powerful awareness-raising tool”.

(ANDREA).

GENERAL COMMENTS FROM THE JOINT SESSION WITH SPDP:

- “it was hard to manage the diversity and the multicultural discussion”;
- “I would like to understand what happen next (after the roundtable): the contribution? The impact?”
- “For me, it was hard to understand the needs, as I did not know which are the institutions and the stakeholders”.