



Erasmus+



# HANDBOOK FOR TRAIN-THE-TRAINER



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## 1 INTRODUCTION

Welcome to the “train-the-trainer”-handbook of the Erasmus+ project MiGROW – EMPOWERMENT4REFUGEES.

This handbook addresses trainers and youth workers in NGOs that offer services in the field of migration and who want to support their target group with mental health issues. Through this handbook we share and offer inspiration and tools for workshops and training programs aimed at empowering refugees and migrants through strengthening their mental health.

On the following pages you will be first familiarized with the motivation and aims of the project. After that we will give you a short overview about the topics and participants of the national workshops that were implemented. The main part will focus on the mobility element which we called “growth camp”, a one-week immersive training program that we developed and organized throughout this project. We are going to share the methodological framework, the schedule, session plans and concrete examples of contents and worksheets. In order to contributing to the implementation of further training programs we also summarize our learnings and try to formulate recommendations.

## 2 MiGROW OVERVIEW

The project MiGROW was implemented as a so-called “small-scale-partnership” between 4 organizations – 2 in Austria and 2 in Spain – and took place between 01.11.2021 and 31.10.2022.

The overall goal of the project MiGROW was to promote inclusion and diversity in European society. Within the framework of our project, we focused on the area of education and training of young refugees and migrants. We view the promotion of mental strength and self-efficacy as a crucial factor for happy and successful integration stories. Our goal was to develop and offer an innovative training program on empowerment & selfness for young refugees and migrants (18 to 30 years old).

### 2.1 TARGET GROUP

The target group of the project were young refugees and migrants aged 18-30 years. The residence title as well as the duration of stay in the respective country were irrelevant. We have ensured gender equality while doing the selection of participants for the different workshops and mobilities. The focus was especially on NEETS who have the desire to improve their life situation and the willingness to deal with themselves.

### 2.2 MOTIVATION & NEEDS

“Mental health & inner strength must be part of a holistic integration concept of young refugees.”

The living and experiential space of young refugees is characterized by factors that potentially threaten mental well-being. Arriving in a new society, experiences of discrimination, identity development processes, uncertainty about their professional future, etc. - the mental challenges are manifold.

Contrary to its relevance, the topic of mental strength (self-efficacy) is underrepresented in the wide range of services for the target group. Access to our training was associated with low barriers and offers opportunities for participation depending on individual readiness. Young refugees are often part of deficit-oriented societies in their host countries. In our training, individuals we followed a resource-oriented approach to support the strengthening of self-esteem. Self-efficacy is to be regarded as a core element of mental health and thus essential for general life satisfaction. Training in self-efficacy subsequently means an increase or sustainable maintenance of employability.

## 2.3 AIMS

The specific objectives of our project were:

- to develop an innovative training program that empowers and promotes mental health of young refugees
- to point out and create awareness on support services and participation opportunities in the EU and in Austria & Spain
- to establish an EU-wide network to support the holistic integration of young refugees

Through the project our target group should learn how to care for their mental health and improve different key competences (social, entrepreneurial etc.). This should further raise the quality of life and contribute to a holistic integration. We also aimed to create awareness around non-formal learning opportunities on EU-level (Erasmus+, ESC).

All participating organizations already pursue the goal of empowerment of refugees and migrants in their countries with different approaches and projects. The joint training program should offer all organizations new opportunities and inspiration to strengthen the self-efficacy of the target group of young refugees and to make their own services even more holistic.

## 2.4 ACTIVITIES

### 1) National workshop series

Each partner organization organized a set of national workshops for young refugees and migrants according to their field of expertise.

- **Migrabilis**: 7 workshops on mental training (home & identity, self-worth, perception & prejudices, presence & mindfulness, achieving goals, dealing with worries).
- **kudwa**: 7 workshops on cultural awareness (gender, EU identity, values).
- **mundus**: 3 workshops on participatory and voluntary activities and training opportunities funded by ERASMUS.
- **Gain&Sustain:Europe**: 3 workshops on access to information and fostering entrepreneurial initiative as a key competence.

Each partner country organized 10 workshops (total of 100 participants per country, a total of 200 participants).

## 2) Knowledge transfer

A regular exchange between the organizations was established to enable a transfer of know-how on different contents and approaches in the field of empowerment of refugees. In virtual exchange meetings, complementary and interlinking possibilities between the different thematic focuses of the organizations were explored. Further, the joint growth camp for young refugees was designed, in which the contents of all organizations were combined in a transnational dimension.

## 3) International growth camp

The growth camp was the culmination of the joint work between all organizations. Both partner countries selected 9 participants each for a joint camp within the framework of their workshop series. The camp took place in Austria for a duration of 8 days. By using non-formal education tools and methods the participants received impulses on a variety of topics around empowerment and mental health. Each day there was a specific theme and activities correlated to it.

## 4) Train-the-trainer webinars

Through 6 webinars we shared our outcomes and learnings with trainers and youth workers working in the field of migration and integration from all over the EU.

## 2.5 PARTNER ORGANIZATIONS

### MIGRABILIS Potenzialentfaltung OG

With MIGRABILIS, we have made it our mission to support people with refugee or migration biographies in developing their potential. Being able to develop in a challenging environment requires a high degree of inner strength and reflectiveness. For this purpose, we have developed a mental training program especially adapted to the target group. We offer the opportunity to train belief in oneself and powerful thinking. Our offer should make it easier for refugees to face life and challenges with reflection and self-confidence. MIGRABILIS offers workshops and exchange groups around topics such as self-worth, identity, mindfulness and dealing with challenges.

### Gain&Sustain:Europe

Gain&Sustain:Europe aims to support social, economic and ecological sustainability in Europe and developing countries all over the world. We develop our services with heart and mind and are competent partners in funding consulting, project development and implementation as well as mediation and youth work. Our services are open to all people and offered in a networked context. In doing so, we value methodology and interdisciplinary thinking and acting. The active participation of representatives and partners from different stakeholder groups and perspectives enables a multidisciplinary approach and sustainable, win-win situations for all involved.

### Asociación Kudwa

Kudwa Association works towards SOCIAL AND PROFESSIONAL INTEGRATION AND INCLUSION for diverse communities. We work towards this through training, workshops, courses, social media content and mentorship. Through Kudwa Academy, we cater to both migrant (Arabic Speaking at the moment) and host communities through specifically designed programs and sessions based on cultural intelligence. Our content aims to educate about topics such as gender equality in migrant communities, cultural relativism, identity, biases, and prejudices among other topics. We aim to promote tolerance, cultural recognition, and community. Kudwa is a feminist organization. Gender equality and LGBTQ+ rights are at the heart of everything we do and all our educational programs. Gender equality, human rights and LGBTQ+ rights are always at heart of our education sessions and workshops and women empowerment are key topics.

### Asociación Mundus

Asociación Mundus is a non-profit organization that was set up in 2013 and has headquarters in Zaragoza and Santa Coloma de Gramanet (Barcelona). The mission of the organization is to promote education, volunteering, intercultural and long-life learning from a non-formal education approach, so as to foster a more inclusive, diverse and conscious society. Our main task is to manage international mobility projects for learning purposes - internships, volunteering, youth exchanges, training courses and strategic projects- for youngsters and professionals. Asociación Mundus has developed several projects in the frame of Erasmus+, European Social Fund, Europe for Citizens, TLN Mobility and PON, among other.

## 2.6 NON-FORMAL-LEARNING

Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. It includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. Non-formal learning occurs while participating in educational activities such as further training or continuing education. To be engaged, you must feel included and valued. In MiGROW we strive to build and nurture a culture where inclusiveness is a reflex, not an initiative. Where there is a deep sense of pride, passion and belonging that transcends any role, language or country and is unified in our shared commitment to foster diversity and social responsibility. We know through experience that different ideas, perspectives and backgrounds create a stronger and more creative work environment that delivers better results. During the Growth Camp and in all our workshops we give the participants the chance to express themselves, to be active within the society and to learn in a different way through non-formal educational practice. We believe in the empowerment of people and that they can make changes in the World for living in a better society!

**Non-formal education** has numerous advantages in personal development in comparison to traditional formal education. The main advantage of non-formal education is its flexibility and ability to adapt to individual people's current needs and the continual changes in society. It can support personal development, as well as improve an individual's professional skills.

**Non-formal education** is often much more based on skills and also has attitude-based learning objectives. Tolerance is an example of an attitude that we often see develop using non-formal education. We should not, however, forget the important knowledge element just because formal education seems to prefer it. It will always play a very important role in education.

Throughout our workshops and training program we aimed to find a suitable balance of formal and informal learning opportunities. Peer-to-peer learning was an important pedagogical approach. As our target group is highly diverse regarding language skills and educational background, informal learning is an appropriate way to reach as many individuals as possible.

## 3 NATIONAL WORKSHOP SERIES

### 3.1 PARTICIPANTS & RECRUITING

All partners used their individual network and social channels to recruit participants. Some of the workshops were advertised by the partner organizations themselves and participants could directly register via mail. Other workshops were implemented at NGOs that offer different courses for young refugees. In this case it was a free and complementary offer for their participants.

Due to the Covid situation, some of the workshops – mainly in winter and spring - had to take place online. Different Covid measures and cases of illness caused uncertainty about participants in all workshops. One of the main challenges was a high number of cancellations. Therefore, more workshops than planned were arranged to reach the required number of participants.

All organizations reached the planned number of participants at least by the end of May 2022 with a good gender balance. There was a high diversity of origin, age, educational background, and language skills.

### 3.2 RESULTS

#### MIGRABILIS Potenzialentfaltung OG

MIGRABILIS arranged 13 workshops (3 online) and reached in total 84 participants.

- 4 workshops about aims, dreams & visions
- 3 workshops about identity & home
- 3 workshops about dealing with worries & fears
- 2 workshops about self-worth & self-love
- 1 workshop about human perceptual biases & prejudices

### Gain&Sustain:Europe

Gain&Sustain:Europe arranged 3 workshops (all of them face-to-face) and reached in total 32 participants.

- 1 workshop about self-determination in terms of self-employment and access to information and networks
- 1 workshop about creation of business ideas and how to fill a business model canvas
- 1 workshop about financial independence: how to open a business step by step and about all the duties and legal obligations (tax, insurance, accounting etc.)

### Asociación Kudwa

Kudwa arranged 8 workshops (7 online and 1 in person) and reached in total 72 participants.

- 1 webinar/workshop as a kickoff event, we hosted an employer who discussed various job opportunities and certain skills required in the market of 2022. Based on this event and as a result of understanding the needs of the migrants, we designed the rest of the workshops. This event resulted in the employment of 5 people
- We promoted the workshops as a wholesome short course to include several topics related to employability and future-proof skills. We delivered 2 versions of the short courses, each with 3 sessions, one version in Arabic and another in English
- Each short course consisted of the following sessions:
  - Self-Presentation with Confidence
  - Emotional Intelligence
  - Cultural Intelligence
- We then offered a combined session of Critical Thinking which we did in person.

### Asociación Mundus

Mundus arranged 3 workshops and 1 follow-up event (all of them face-to-face) and reached in total 27 participants.

- 1 workshop about Erasmus+, voluntary and participatory opportunities
- 1 workshop about soft and hard skills applied to mobilities
- 1 workshop about relevant local resources (related to the skills needed to participate in mobilities)
- 1 follow-up event

## 3.3 LESSONS LEARNED

One of the lessons learned was that even within our target group there is a high diversity of educational backgrounds, language skills and openness to self-reflection. To meet the individual requirements of very heterogenous groups, a lot of methodical and didactic considerations are necessary. We want to share the following learnings and recommendations:

- Clearing up needs and engaging the target group already in the design phase of the workshops is crucial to have impactful training and engaged participants.
- Easy language is important to keep in mind during speech and in several worksheets.
- Workshops should be structured in a way, that there is enough time for translations in between.

- It is imperative for the success of every workshop to share the objectives and the intent behind the design of the session and the selection of the topic.
- There should be always enough time and space for upcoming discussions.
- A good balance between theoretical input, individual worksheets and group activities is important.
- In online setting, workshops should last at least 3 hours but with 2 short breaks, otherwise people start losing focus or do not really “warm up” to dive into the topic.
- A good way to enable self-reflection is using creative methods, e. g. expressing via drawings.
- A good way to explain complicated mental processes is using metaphors e.g. from nature.
- Outdoor settings can be even more powerful for dealing with complex, harmful situations/topics and can help participants to transform this energy into something that nurtures them.
- If possible, experts on different topics from the community should be brought in. From our experience, it is quite impactful, as it is possible to showcase and role model more people who are of the migrant community sharing their expertise.
- Peer learning is one of the most important pedagogical elements and should always be supported.
- Members of the target group should be engaged in the delivery and facilitation of the trainings as often as it is possible as it has a very positive impact on the overall engagement of the participants.
- Online workshops are a very time-efficient and easy possibility to also include migrants who are not in the geographical area but still want to be a part of the course.
- Although there is an age limit of participants within the project (18-30 years) sessions could be opened to everyone regardless of age. In this case, nobody is excluded, and it can promote an inclusive culture and more interesting input and viewpoints.
- It is highly favorable to do more workshops on different topics with a stable group. The group effects, rising openness to trainers and the trust between participants are very positive impact factors for self-reflection and empowerment.

## 4 INTERNATIONAL GROWTH CAMP

### 4.1 AIMS

The growth camp was an innovative and immersive training program on selfness & empowerment for young refugees and migrants. The aim was to provide participants with a week of time and space to grow together. The thematic focuses of all organizations, which already worked on in the individual workshop series, were interlinked to form a 1-week training program. The program is complemented by further activities connected to nature, art, dancing, and cooking.

- Encouraging self-reflection
- Building competences through workshops
  - Mental strength: identity, self-worth, mindfulness, resilience
  - Cultural awareness & intercultural competence: cultural identity, critical thinking
  - Entrepreneurship competence: visions, aims & potential
  - Social participation: opportunities through ERASMUS+
- Enabling intercultural exchange
- Creating a sense of connection
- Strengthening self-confidence through peer-to-peer training & non-formal learning

**PLACE:** Irschen, Carinthia, Austria

**DURATION:** 29.07.-07.08.2022

**PARTICIPANTS:** 9 from Austria, 9 from Spain

**TRAINERS:** 5 from 3 organizations

### 4.2 PARTICIPANTS & RECRUITING

All partners advertised the possibility of participating in the growth camp throughout their individual workshops. A major part of participants registered after taking part in several workshops. Furthermore, individual networks and social channels were used to recruit participants by all partners. Because of the high interest we could quickly fix our participants, with a good gender balance. The biggest challenge regarding the recruiting process were the legal aspects. We need to keep in mind, particularly with regards to mobility, that asylum seekers and migrants often face complications regarding their paperwork and ability to travel and leave the country. This needs to be addressed in Erasmus+ and especially if more and more mobility projects are targeted at refugees and migrants as part of mar.

### 4.3 SESSIONS & COMPETENCES

Within the next chapter we describe all sessions with their content, aims and competences. In order not to overload this handbook with repeated information, we decided to include here only the most structured and exemplified sessions and describe the other parts of the camp in a special chapter about non-formal learning. On demand we can of course share further materials for each session with interested trainers. For the session of identity, we share the full session planning, including the time structure and used worksheets in the Annexes.

## 4.4 SCHEDULE

GROWTH CAMP SCHEDULE									
29.07. Arrival	30.07.	31.07.	01.08.	02.08.	03.08.	04.08.	05.08.	06.08.	07.08.
TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
TOPIC	GET TO KNOW	IDENTITY	EU CITIZENSHIP	GREEN-CARE	INNER STRENGTH	AIMS & VISIONS	INITIATIVE	EMPOWERMENT	DEPARTURE
08:00-09:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:00-09:30	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Mindful into the day (yoga/morning routine/sport)	Goodbye
09:30-12:30	<b>Welcoming</b> aims, organizational things, booklet for competences	<b>Identity</b> Who are you? What is identity? identity flower, identity & migration	<b>Hiking</b> building bridges	<b>Mindful in nature</b> meditation, breath-work, food & energy	<b>self-care &amp; resilience</b> acutal challenges, how to handly worries & fears, resilience	<b>setting &amp; achieving goals</b> wheel of life, dreaming big, goal seeting, tecnicas, imagination..	<b>Critical thinking</b> discussing different topics, argumentation...	<b>mySELF - myWORTH</b> formation & influencing factors of self-worth, methods to strengthen	
	<i>All together</i>	<i>Migrabilis</i>	<i>All together</i>	<i>All together</i>	<i>Migrabilis</i>	<i>Migrabilis</i>	<i>Kudwa</i>	<i>Migrabilis</i>	
12:30-13:30	Lunch	Lunch	Lunch	slow food & picnic in the healing herbs	Lunch	Lunch	Lunch	Lunch	
13:45-14:00	Activation exercise	Activation exercise	Activation exercise	Activation exercice	Activation exercise	Activation exercise	Activation exercise	Activation exercise	
14:00 - 17:00	<b>Get to know each other</b> treasure hunt	<b>Cultural Identity</b> cultural intelligence, living in diverse societies	<b>Erasmus+</b> programs & opportunities, youth pass	<b>Mindful mindset</b> water, flow & letting go, places of power	<b>Emotional intelligence</b> emotional intelligence, ressource work, self-love	<b>IKIGAI</b> my passion, mission, vocation, & profession	<b>Free Afternoon</b> initiatives for the group, planing the last evening/day	<b>Final reflection</b> recording of findings, evaluation form	
	<i>Gain &amp; sustain</i>	<i>Kudwa</i>	<i>Gain &amp; Sustain</i>	<i>Gain &amp; Sustain</i>	<i>Kudwa</i>	<i>Gain &amp; Sustain</i>		<i>all together</i>	
17:30-19:30	free time	International cooking teams	International cooking teams	International cooking teams	International cooking teams	International cooking teams	International cooking teams	International cooking teams	
19:30-22:00	Traditional Carinthian welcome dinner	dinner & evening activities	dinner & evening activities	dinner & evening activities	dinner & evening activities	dinner & evening activities	dinner & evening activities	dinner & united dancing/music	



## SESSION: TREASURE HUNT FOR INNER PEACE

ORGANISATION	Gain&Sustain:Europe
DURATION	2 hours
DAY & TIME	Day 1, 14:00-16:00
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Getting to know the place</li> <li>- Fostering cooperation, team spirit, creativity</li> <li>- Inspirations on inner peace</li> <li>- Intercultural symbols-reflection</li> </ul>
AIMS	<ul style="list-style-type: none"> <li>- Having fun and breaking the ice</li> <li>- Getting to know the place</li> <li>- Fostering cooperation, team spirit, creativity</li> <li>- Inspirations on inner peace</li> <li>- Intercultural symbols- reflection on own cultural identity</li> <li>- Starting connection with nature</li> </ul>
COMPETENCES	<ul style="list-style-type: none"> <li>- social and civic</li> <li>- technical and scientific</li> <li>- linguistic</li> <li>- communication (foreign language and mother tongue)</li> <li>- teamwork</li> <li>- tolerance</li> <li>- learning to learn</li> </ul>



## SESSION: IDENTITY

ORGANISATION	Migrabilis Potenzialentfaltung OG
DURATION	3 hours
DAY & TIME	Day 2, 09:30-12:30
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Definition of identity</li> <li>- Psychological concepts of identity</li> <li><i>5 pillars of identity, role-taking &amp; group-effects</i></li> <li>- Self-Reflection through the identity flower</li> <li>- Migration &amp; Identity</li> <li>- Home &amp; Identity</li> <li>- Integration &amp; Identity</li> </ul>
AIMS	<p>Within this session, participants should deeply reflect on their own identity. Therefore, different theoretical concepts are explained to make aware on the different layers of identity and its continuous development.</p> <p>Participants should reflect on different parts of their identity and the current importance of those. This reflection happens in a creative way as the participants are asked to design their individual identity flower.</p> <p>Another aim of the session is to reflect the impact of migration on the identity development process and to question the importance of home for identity. The concept of integration is discussed in terms transforming the own (cultural) identity.</p> <p>Through this session participants should strengthen the feeling of being proud on their individuality.</p>
COMPETENCES	<p>The participants</p> <ul style="list-style-type: none"> <li>- can explain their understanding of identity</li> <li>- know tools &amp; concepts to reflect on their identity</li> <li>- are aware on the life-long and continuous evolution of identity</li> <li>- are aware on the impact of migration on identity development</li> <li>- can reflect the connection between home &amp; identity</li> <li>- can discuss the concept of integration in terms of cultural identity</li> </ul>



## SESSION: CULTURAL IDENTITY

ORGANISATION	KUDWA ORG
DURATION	3 h
DAY & TIME	Day 2, 14:00-17:00
MAIN TOPICS	<ol style="list-style-type: none"> <li>1. Culture</li> <li>2. Communication</li> <li>3. Culture Shock</li> <li>4. Survivor's guilt</li> </ol>
AIMS	<ol style="list-style-type: none"> <li>1. Understanding what culture is and how it impacts everything we do and see. How it explains how different we are yet how similar.</li> <li>2. Make the participants think about how their own cultures impact their view of the world in a conscious or unconscious way</li> <li>3. Connecting with other migrants and refugees through their experiences</li> <li>4. Understanding culture shock and how to manage it</li> <li>5. Understanding how our experiences impact the way we view the world and how it should be. When making the rules, who might impact others, we are heavily influenced by our own experiences.</li> </ol>
COMPETENCES	<ul style="list-style-type: none"> <li>- To understand their own biases and be able to differentiate between reality and cultural view of the world</li> <li>- Understanding the universal, cultural, and personal impact on our behaviour and how none of it purely cultural but still influenced heavily by the group</li> <li>- Engage in interactive conversation to share what they feel in their new cultures or through their migratory journeys</li> <li>- Understanding culture shock and how to manage it</li> </ul>



## SESSION: ERASMUS+ OPPORTUNITIES & YOUTH PASS

ORGANISATION	Gain&Sustain:Europe
DURATION	3 hours
DAY & TIME	Day 3, 15:00-17:00
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Introducing ERASMUS+ opportunities and Key ACTIONS</li> <li>- Youth PASS competences and advantages for CV</li> <li>- Showing SALTO YOUTH European Training Calendar</li> <li>- Brainstorming on own ideas for a follow up project</li> </ul>
AIMS	<ul style="list-style-type: none"> <li>- Making visible new ways for lifelong learning</li> <li>- Seeing the advantages of youth pass and visualizing the learning journey</li> <li>- Awakening own initiatives and entrepreneurial mindset for own ideas and projects</li> </ul>
COMPETENCES	<ul style="list-style-type: none"> <li>- Social and civic competences</li> <li>- Learning to learn</li> <li>- Entrepreneurial competences</li> </ul>

# SESSION: GREEN-CARE

## MINDFUL IN NATURE & MINDFUL MINDSET

ORGANISATION	Gain&Sustain:Europe
DURATION	Whole day
DAY & TIME	Day 4, 09:30-18:00
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Meditation</li> <li>- Inner FLOW</li> <li>- Elements of nature</li> <li>- LandART</li> </ul>
AIMS	<ul style="list-style-type: none"> <li>- Find a path to your inner light/happiness</li> <li>- See nature as a source of strength and inspiration</li> <li>- Experience Individuality but at same time UNITY/ support</li> <li>- Self-LOVE and its consequences related to HEALING wounds</li> </ul>
COMPETENCES	<ul style="list-style-type: none"> <li>- Social competence</li> <li>- Personal skills &amp; resilience</li> </ul>



## SESSION: SELF-CARE & RESILIENCE

ORGANISATION	Migrabilis Potenzialentfaltung OG
DURATION	3 hours
DAY & TIME	Day 5, 09:30-12:30
MAIN TOPICS	<ul style="list-style-type: none"> <li>- The concept of resilience</li> <li>- Characteristics of worries &amp; fears</li> <li>- Effects of worries &amp; fears (psychological and physical)</li> <li>- Individual strategies for dealing with worries &amp; fears</li> <li>- Methods &amp; Techniques to strengthen resilience</li> </ul>
AIMS	<p>The aim of this session is to raise awareness on the importance of self-care to deal with challenging situations and to strengthen the ability of resilience.</p> <p>As a theoretical input, the concept of resilience and the characteristics and effects of worries and fears are explained. Participants should reflect on and discuss their own handling of challenging situations, worries and fears.</p> <p>To strengthen their ability of resilience, different methods and techniques of self-care and mindfulness are introduced and can be tried out by participants.</p> <p>The participants can fill up their own toolkit of resilience.</p>
COMPETENCES	<p>The participants</p> <ul style="list-style-type: none"> <li>- know the meaning of resilience</li> <li>- discuss their own handling of worries &amp; fears</li> <li>- get to know and try out different methods of self-care</li> <li>- strengthen their ability of dealing with challenging situations</li> <li>- raise their awareness on the importance of resilience</li> </ul>



## SESSION: EMOTIONAL INTELLIGENCE

ORGANISATION	KUDWA ORG
DURATION	3 hours
DAY & TIME	Day 5, 14:00-17:00
MAIN TOPICS	<ul style="list-style-type: none"> <li>1. Emotions and Feelings Management</li> <li>2. Colored dots</li> <li>3. Image a better community</li> <li>4. Transformed power</li> </ul>
AIMS	<p>1- To understand psychological feelings and the process of analyzing feelings and controlling these feelings with techniques that help them develop emotional awareness and connect them with the self.</p> <p>2- Make the participants think about accepting and respecting non-racism and equality and adopting diversity in societies and diversity of cultures as essential in this life without discrimination, racism or hatred, thus reducing social awareness of emotional intelligence.</p> <p>3- To think about how society can be better and to develop the society around us while we do such thinking and take concrete steps that will lead to such a society to be strengthened from within our ability to take such steps at work and to share emotional diversity</p> <p>4- To know the transformation of energy and its importance in our lives, and how to use this energy to move from negative energy or feelings to positive feelings in our lives to be more optimistic in the future and use it to know the emotional aspects of work.</p>
COMPETENCES	<ul style="list-style-type: none"> <li>- Emotional wellbeing</li> <li>- Antiracism and equality values</li> <li>- Adopting Diversity</li> <li>- Optimism and transformation of energy</li> </ul>



## SESSION: SETTING & ACHIEVING GOALS

ORGANISATION	Migrabilis Potenzialentfaltung OG
DURATION	3 hours
DAY & TIME	Day 6, 09:30-12:30
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Meaning &amp; importance of aims and visions</li> <li>- Identifying current aims</li> <li>- Setting SMART goals</li> <li>- The 3 pillars of achieving goals</li> <li>- Supportive methods and techniques</li> <li>- Balancing the focus on future and presence</li> <li>- The tool of imagination</li> </ul>
AIMS	<p>The aim of this session is that participants reflect on their individual aims and visions and get to know methods and techniques that can support them on their way. With the "wheel of life" participants can think about their current satisfaction within different areas of life and identify aims.</p> <p>As a theoretical input the so-called SMART-formula and the 3 pillars of achieving goals (will, believe, acceptance) are introduced and discussed. For each pillar, different supportive methods are explained and tried out directly, e.g., the tool of imagination.</p> <p>The importance of a balance between thinking about the future and working for goals and finding satisfaction in the presence is discussed.</p>
COMPETENCES	<p>The participants</p> <ul style="list-style-type: none"> <li>- reflect on their individual importance and handling of aims</li> <li>- use the wheel of life to identify current visions and aims</li> <li>- know how to define goals due to the SMART-formula</li> <li>- know supportive methods for the 3 pillars of achieving goals</li> <li>- can use the tool of imagination</li> <li>- reflect the meaning of balancing future-aims and present satisfaction</li> </ul>



## SESSION: IKIGAI

ORGANISATION	Gain&Sustain:Europe
DURATION	3 hours
DAY & TIME	Day 6, 14:00-17:00
MAIN TOPICS	<ul style="list-style-type: none"><li>- Interlinking professional path with your passion and talents</li><li>- future perspectives</li><li>- Do what you love and love what you do</li><li>- Find your compass and focus</li><li>- Unify heart-mind-soul with your resources</li><li>- Be a creator of your life</li></ul>
AIMS	<ul style="list-style-type: none"><li>- To find out more about your talents, passion, professional skills and vocation</li><li>- To identify your own ikigai mission and use it as a compass</li></ul>
COMPETENCES	<ul style="list-style-type: none"><li>- self-reflection</li><li>- Entrepreneurial competences</li><li>- Communication in foreign language</li></ul>



## SESSION: CRITICAL THINKING

ORGANISATION	KUDWA ORG
DURATION	3 hours
DAY & TIME	Day 7, 09:30-12:30
MAIN TOPICS	<ol style="list-style-type: none"> <li>1. Critical Thinkng and why it is important</li> <li>2. Misinformation in the media</li> <li>3. Anatomy of an argument</li> <li>4. faulty reasoning and invalid reasoning</li> </ol>
AIMS	<p>The aim of this session is to engage participants in critical thinking, and trying to apply it in everyday life, especially when reading or hearing the news. How the media outlets can distort the truth and can weaponize information.</p> <p>How to communicate leaving behind our biases and preconceived ideas</p> <p>Understanding the anatomy of arguments will make us better debaters and will give us tools to reach logical information and get closer to the truth.</p>
COMPETENCES	<p>The participants</p> <ul style="list-style-type: none"> <li>- will be able to differentiate between facts and opinions</li> <li>- will be able to hear and read media more critically</li> <li>- will be able to recognize their biases and revisit what they consider absolute truths</li> <li>- will understand the anatomy of arguments and how they can apply logical and critical thinking when arguing or executing tasks</li> </ul>



## SESSION: MYSELF - MY WORTH

ORGANISATION	Migrabilis Potenzialentfaltung OG
DURATION	3 hours
DAY & TIME	Day 8, 09:30-12:30
MAIN TOPICS	<ul style="list-style-type: none"> <li>- Concepts of the self (self-image, self-worth, self-esteem)</li> <li>- Development and influencing factors of the self-worth</li> <li>- Self-worth and migration</li> <li>- Strengthening the self-worth</li> <li>- Inner beliefs</li> <li>- Empowering each other</li> </ul>
AIMS	<p>The aim of this session is to deal with different aspects of the self-worth and to reach a deep understanding of individual influencing factors. Different parts of the self-concept are discussed as a theoretical basis.</p> <p>The participants reflect on their own self-worth and the impact that migration had on it. They think about inner beliefs and the impact they have on their life. Important pillars to strengthen the self-worth are introduced and specific methods are tried out. Through this session, participants should be activated to strengthen themselves and to empower each other.</p> <p>As the last session of the training, participants should also reflect on the impact of the camp on their inner strength and self-esteem.</p>
COMPETENCES	<p>The participants</p> <ul style="list-style-type: none"> <li>- know different aspects of the self-concept</li> <li>- understand how the self-worth is developed</li> <li>- reflect on the impact of migration on their self-worth</li> <li>- know methods to strengthen their self-worth</li> <li>- reflect on their individual inner beliefs</li> <li>- get active and empower each other</li> </ul>

## 4.5 LESSONS LEARNED

In this chapter we would like to share our learnings and recommendations regarding the growth camp. First, we would like to point out that all the learnings regarding the workshops mentioned above, are also valid for the growth camp sessions. We will now focus on organizational and methodic learnings that mainly arise from the camp experiences.

- It is important to inform participants about the daily schedule. A flipchart for everyday announcements is very helpful.
- Outdoor settings can be even more powerful for dealing with complex, harmful situations/topics and can help participants to transform this energy into something that nurtures them.
- A good balance between sessions and outdoor activities is crucial for a stable motivation.
- Choosing one main topic per day can really help to go deep and find enough time for self-reflection and discussions. There could be a morning session of about 4 hours for inputs and discussions and an outdoor activity connected to this topic in the afternoon for 2 hours.
- A structured ending of the day with a final reflection (prepared diaries or activities) should be offered to make sure that everyone can find a good closing.
- There should be enough possibilities for participants to shape the schedule and activities of the camp. They should for example be able to choose and organize foods and different evening and free time activities.
- Cooking together is a great experience and an important part of informal learning. A good preparation and organization is needed to include everyone.
- Participants should be invited to be peer-trainers as often as it is possible. There should be time and space for them to also present their learnings to others.
- A common language level should be ensured if possible. This offers more time for content and helps to reach the pedagogic aims of different methods.
- Diversity should be seen as an important success factor. A good gender balance, different ages, cultural backgrounds and languages contribute to informal learning and strengthen group cohesion.
- Having the training hall directly within the accommodation helps with flexibility and ease of movement.
- Having some participants that know each other before the camp can help with an easy co-living and co-existing conditions.
- If possible, also give participants and local inhabitants a possibility to interact and get to know each other, to avoid possible frictions and eliminate prejudices. (e.g. international night event open for public).

## 5 TESTIMONIALS

In this last chapter you can find answers of some participants to the following questions:

- *What was your favorite part of the experience?*
- *What is one thing you learned from it?*
- *What would you like to learn more about in the coming projects?*

*"The multicultural structure of the group enriched the response and feedback to each activity and exercise we had. In case the question is targeting the educational content only, my favorite part was the cultural intelligence session. Interesting to see, how similar we are and how different we react to the cultural shocks. I would like to maybe learn more about the people in the hosting countries (what they think of migration, what challenges they have, their experience with migrants). Just to see the other side of the story with its good and bad (how their governments are presenting the migrants?). Especially with more right-wing parties winning recently in Europe, we face a risk that could provoke problems with the migration issue."* Angham Daiyoub (29), Syria

*"First of all, I really liked being in Austria, especially with you, and I am very happy to have met everyone who was there. With each one, we have found topics to talk about. I also liked activities in which we questioned ourselves. I always get away from asking myself something and leave it for later. But I couldn't escape from there and in the end, I had to think about myself. I still have a lot of work to do on myself, but this project gave me something of a touch, to begin with. I think I learned more German, I really liked practicing it and I also understand more English. And now in Spain, I started to use it more in my work. I also like to meditate, because it seemed strange to me before, but when I practiced it in Irschen, I understood that it is a good thing for me. In other projects I would like to get to know other cultures much more."* Laila Dashaieva (20), Ukraine

*"My favorite part was meeting people with similar background and difficulties in the new environment, but still we're finding somehow our new mixed identity. I learned or assured that it's okay not to feel okay, and sure we are going to always try new techniques to feel safe, grounded and belonging. I'd like to know more about our new societies' perspectives. To which limit they speak about themselves without sounding like bragging, how as a local they receive the idea of migrants/refugees. How do they find a job and friends or how they overcome some hard time. It would be interesting, I guess."* Rand Shadha (28), Syria

*"Very often, we don't have a clear vision of our core values and mission, and sometimes we prioritize the wrong ones, perhaps depending on outer expectations, going with the flow, or having an unclear inner talk. The ikigai exercise put those values into view, and prioritized them, and finally allowed our ikigai mission to manifest clearly."* Nour El Moussawi (25), Lebanon

*"The 9 days in the growth camp were one of the best times I have ever had in my life. I have learned so much about inner strengths, identity, and cultural individuality. I know more about how to reach my goals and who I am. I also learned tools for very challenging situations and feelings. I got to know amazing people and I really look forward to meeting each other again."* Ali Nazari (21), Afghanistan

*"I think the training camp period in Austria was one of the best parts of my experience. Collaboration, brainstorming, team building and community, empowering youth mental health for the personal growth of their communities. I would like to know more about the deeper integration process, the advantages of integration, and how integration works with complex systems."* Mohammed Khuder Mohammed (26), Syria

## 6 ANNEXES

### 6.1 FULL SESSION PLANNING: IDENTITY

START	END	TOPIC	DESCRIPTION	METHODS/ WORKSHEETS	EQUIPMENT
09:30	09:45	My Name Picture	Reflection the name picture that was drawn the day before.	name picture	flipchart & pencils
09:45	10:00	What is identity?	Together with participants a short definition of identity should be found. The following question is discussed: What do people normally tell others about themselves?	Slides, discussion	beamer
10:00	10:15	The pillars of identity	Explanation of the 5 pillars of identity as a theoretical base for further discussions and reflection. In a group work, participants think about the current stability of their 5 pillars.	Slides, "Identity Table"	beamer
10:15	10:30	Role-taking & group effects	Explaining & discussing the importance of different roles and the belonging to different groups for the human identity.	slides	beamer
10:30	10:50	The identity flower	The participants design their individual identity flower on the worksheet. They show different roles and groups in different colors and think about their importance.	„Identity Flower“	colored pencils
10:50	11:10	Break			
11:10	11:30	Presentation of identity flowers	Participants are asked to show their identity flowers and put them on the ground in the middle of the room. The individuality of the group can be shown this way.		space in the middle of the room
11:30	11:45	Home & Identity	It is discussed why home is so important for most people and their identity. The participants reflect on the importance of their roots for their feeling of being "ME".	slides discussion	beamer
11:45	12:00	Migration & Identity	The impact of migration on the identity development process is discussed. How does migration affect identity? What pillars were shaken?	slides discussion	beamer
12:00	12:25	Integration & Identity	The concept of integration is explained with the aim to reflect on cultural identity. What does integration mean for one's own (cultural) identity? What is the "best way" to integrate?	slides discussion	beamer
12:25	12:30	Summary	All the theoretical inputs are summed up and the most important results of the discussions are collected on a flipchart.	discussion	flipchart & pencils

# IDENTITY FLOWER



## PART 1... design YOUR flower.

- 1) The individual circles (petals) represent different parts of you.

Design your flower and label the individual petals.

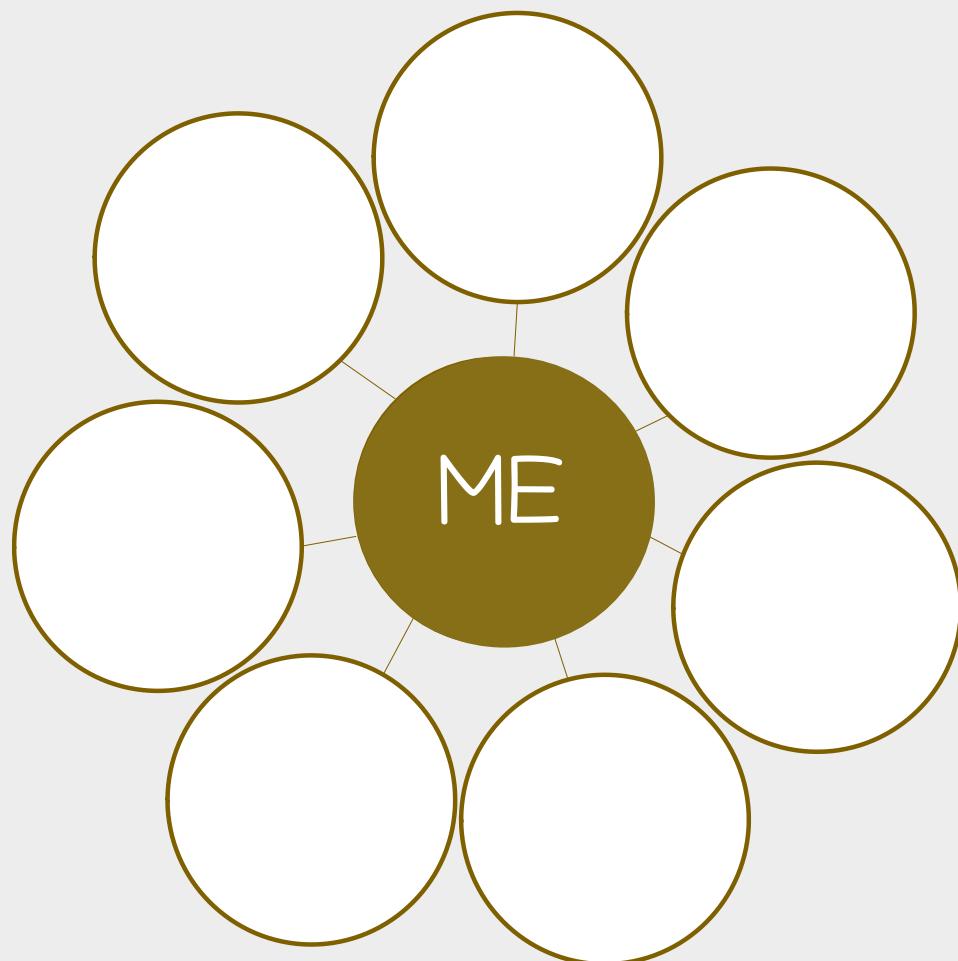
- *Which groups do you belong to?*
- *What roles do you have in your life?*
- *What is important to you?*

- 2) Take colors and paint the individual petals.

Choose the color that suits you.

- *How do you feel about this part of yourself?*
- *How do you feel about this role in your life?*

**"BE YOURSELF.  
ALL OTHERS ALREADY EXIST."**



## PART 2... the most important petals.

Look at your finished flower.

- *Which petals are the 2 most important for you right now?*
- *Which roles are especially important for your sense of "I"?*

Mark the two petals with a small dot/star.

# IDENTITY TABLE



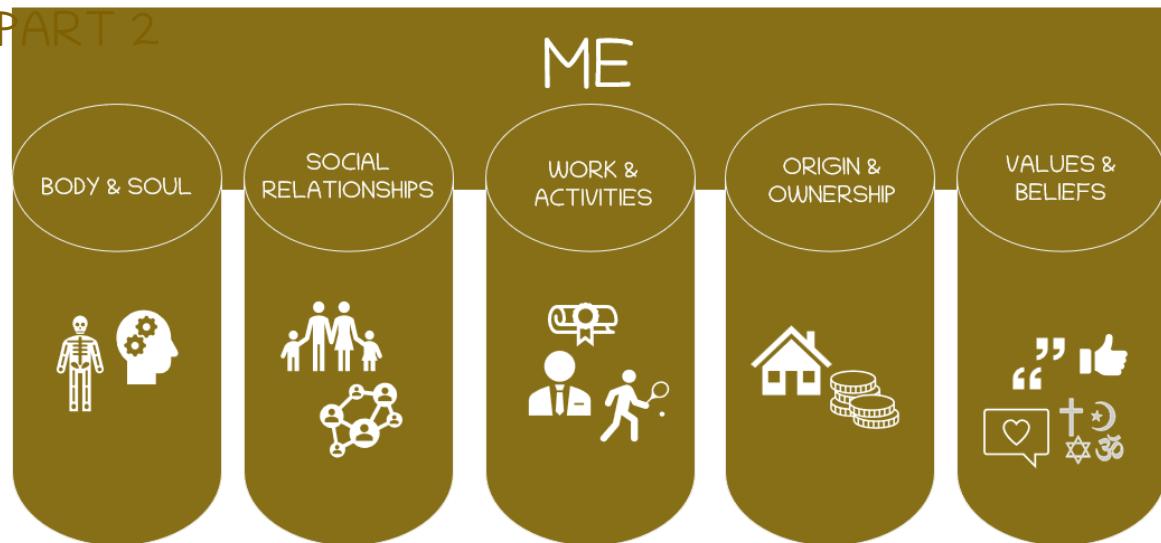
## PART 1

Form groups of 2 or 3 people.

Discuss the following questions:

- Which pillars of your identity are currently very stable?
- Which pillars are currently a bit shaky and why?
- What pillar do you like talking about most?
- What pillar don't you like talking about?

## PART 2



Go back into your groups from Part 1.

Now discuss the following questions:

- What impact did migration have on your identity?
- Which pillars were/are shaky because of it?
- What helped you/helps you find stability?

## 6.2 FULL SESSION PLANNING: IKIGAI

START	END	TOPIC	DESCRIPTION	METHODS/ WORKSHEETS	EQUIPMENT
14:00	14:15	IKIGAI Intro	Explanation on the philosophy of IKIGAI coming from JAPAN and its meaning for a living a life full of purpose. Showing the IKIGAI graphic and its petals in interaction. The most important thing when completing the IKIGAI is trying to connect to the "inner voice", what comes first is mainly the most "unfiltered self". Do not overthink or plan your answer with the "brain" because you are mostly acting in a role that society gave you, or what you think that others expect from you...	IKIGAI graphic	handouts
14:15	14:30	Establish your CORE values	As a first step, ask the participants to identify with the methodology in the IKIGAI journal their 3 CORE VALUES- what makes them authentic and that they can never leave behind.	IKIGAI questionnaire	Pens, IKIGAI questionnaire printed
14:30	14:45	PETAL „LOVE”	Here the participants are invited to reflect upon their passion with the questions given...	IKIGAI questionnaire	Pens, IKIGAI questionnaire printed
14:45	15:00	PETAL „TALENTS”	In this part, the participants will write down everything that they are good at...professional and private	IKIGAI questionnaire	Pens, IKIGAI questionnaire printed
15:00	15:10	PETAL „WORLD'S NEEDS”	Now the participants will reflect upon things that they would like to change in the world and when reading a. newspaper about a special topic they get some kind of energy or intrinsic motivation to act. Which topic is it?	IKIGAI questionnaire	Pens, IKIGAI questionnaire printed
15:10	15:20	PETAL „RESOURCES”	Here we write down anything that we can be paid for and that can help us to gain money e.g. car, bike, house, networks, education, experiences from work, skills, services that we can offer...	IKIGAI questionnaire	Pens, IKIGAI questionnaire printed
15:20	15:30	FORMULATING YOUR IKIGAI STATEMENT	Participants are now asked to find similarities and topics that can link the different petals with each other. From there they will select the most essential statements for them and unify that in 1 PERSONALISED IKIGAI Statement on a colored paper. It is important to make the statement as short and easy as possible and start with " I, NAME, established as core values.... Love to.....use my skills of.....for working as...PROFESSION in order to fulfill my mission to.....(worlds'needs....passion...vocation)".	Colored papers	space in the room/ outdoor setting for reflection
15:30	16:00	BREAK	BREAK to prepare the setting for the RITUAL... a circle in a nice and safe surrounding, a wreath of flowers in the center as a metaphor of planting a seed that will grow with the support and commitment of its gardeners.		

16:00	16:45	RITUAL for EMPOWERMENT	Each participant is now invited to speak out loud his/her IKIGAI statement, all participants have to be silent and very respectful and listen to this person keeping the space full of "dignity". After the person has stated his/her IKIGAI he/she connects with all people in the circle through eye contact as a sign of recognition and support and then we shout together "AHO" and stomp with 1 foot to the earth as a sign of empowerment and mutual commitment to make this IKIGAI/person thrive. The person places his/her statement around the flower wreath in the center of the circle	Colored papers	Flower wreath
16:45	17:00	Closing/ Debriefing	The IKIGAI is like a compass that you can have a look at each day, put it to your door or mirror so you can remember each day what is the most important for you in life. It will help you to take good decisions and lead the life that you imagined. You will start attracting the components that you described in your IKIGAI "magically" as you give a strong focus and space to it in your everyday life... by putting GOALS step by step (last page of IKIGAI questionnaire) it becomes even more powerful.	Summing up, future perspectives	IKIGAI questionnaire

# IKIGAI

A Japanese Concept That Means, “A Reason for Being”



QUELLE: <sup>1</sup>

<sup>1</sup> <https://kanbanzone.com/wp-content/uploads/2021/04/kanban-zone-ikigai-japanese-concept.png>