

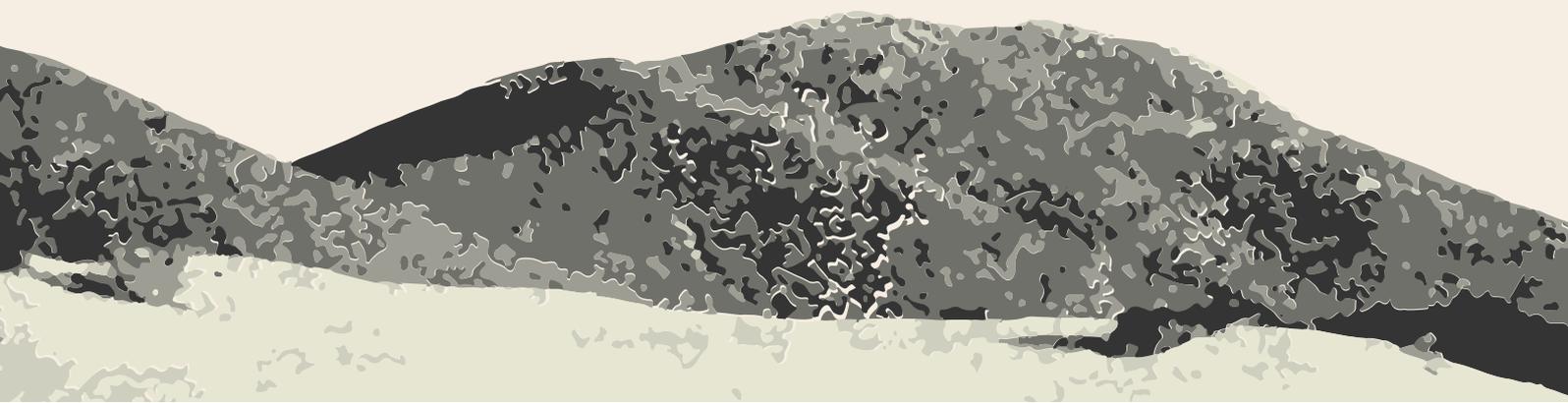


Co-funded by
the European Union

NEW PATHWAYS

Identifying and Promoting Best-Practice
in Supporting Long-Term Unemployed
Adults into Education Pathways

PUBLICATION



NEW PATHWAYS



2023

NEW PATHWAYS CONSORTIUM



**Co-funded by
the European Union**

PR. NR.: 2021-2-DE02-KA210-ADU-000050168

Within the New Pathways project, we hosted a collective 283 days of international mobility for staff and volunteers of education providers in diverse contexts in three different hosting communities. This was organised within 18 months, with a limited budget, and with organisations new to Erasmus+ and to KA2 partnerships. In other words, an ambitious project.

Through this mobility-focused project, we hoped to provide as much space as possible for peer-learning and network building for our partners. This project was seen as a foundation-laying exercise when drafted. Preparing partners for future collaboration, both internationally and with the local communities we reached deeper into.

Our consortium was comprised of diverse actors within adult education, with non-formal educational organisations making up the majority of our consortium. This was a strength of the project, and led to our key learning points, with these partners hosting study visits that exposed partners to diverse methods of creating pathways to education and employment, such as sports, arts, and civic participation. We sought to understand and dismantle the barriers that hinder long-term unemployed adults, particularly migrants and refugees, from accessing meaningful educational pathways that open doors to quality employment opportunities. This discovery has reminded us that while we can look for systematic change and better policies, we must not forget the power of human connection, storytelling, creativity.

This publication is a compilation of the activities of the consortium and our learning through the process. We want to thank all the organisations that participated in our study visits in Ireland, Germany and Cyprus, and the project teams that facilitated these mobilities.



Our NP Consortium in Dublin, Ireland.
March 2023



ORGANISATIONS VISITED

Scan this QR code to access the overview of organisations we visited:



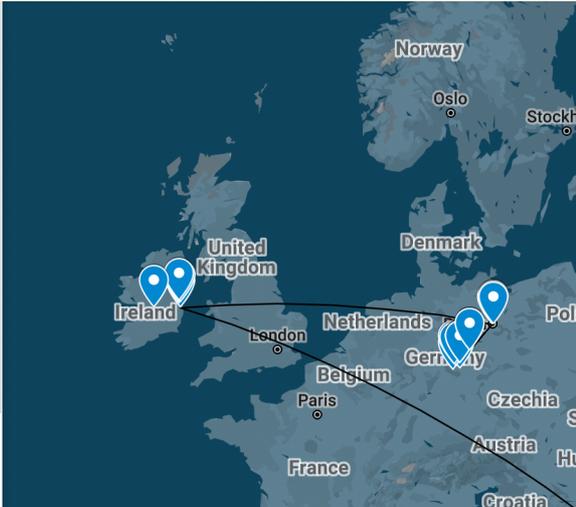
Click on this map to have a visual overview of the pathways of our consortium over the last 18-months

40 views
Published 10 days ago

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Untitled layer

- European Placement Network (EPN) Germany
- Migranetz Thuringen
- Glencree Center for Peace & Reconciliation
- Childhood Development Initiative (CDI)
- Tallaght Community Arts
- Africa Centre Ireland
- Sport Against Racism Ireland (SARI)



The map displays a dark blue background with various European countries labeled. A black line traces a path starting from Ireland, moving to the United Kingdom, then to the Netherlands, and finally to Germany. Blue location pins are placed at each of these four points along the path.

PROJECT TIMELINE

Kick-Off Meeting in Erfurt

Early 2022

A Hybrid Activity, bringing together our five partners to plan the 18-month cooperation



Study Visit to Germany - Phase One & Phase Two

May 2022 & August 2022



Study Visit to Ireland

March 2023

Training 20 Educators with NVT Methods and Preparing Local Actions



Study Visit to Cyprus

May 2023



Final Conference in Erfurt & Final Evaluation Meeting
August 2023





PROJECT STRUCTURE



Project Structure: Initiation Meeting in Germany: The project was kicked off with an initial meeting at the offices of IWM in Germany. This gathering not only set the stage for collaboration and laid out the framework of the project, but it also facilitated the direct engagement with consortium members. This allowed us to introduce and familiarize members with the goals of the project, strengthen our network, and stimulate capacity building within our own consortium.

Study Visit to NGOs in Germany: This study visit allowed consortium staff members to directly interact with NGOs working on the ground with our target groups, specifically long-term unemployed adults, migrants, and refugees. The staff participated in a job-shadowing/study-visit hybrid, which enabled them to gain first-hand insights into the challenges and innovative practices used by these NGOs to overcome the barriers faced by adult migrants in accessing educational pathways. This informed understanding helped shape our strategies and interventions moving forward.

Study Visit to NGOs in Cyprus: The experience was further enriched through a study visit to NGOs in Cyprus. Similar to the German visit, this provided another opportunity to observe and learn from the practices of NGOs directly working with our target groups. The visit also facilitated a comparative understanding of the situation and approaches used in different contexts, enhancing the adaptability and inclusiveness of our project's strategies.

Study Visit to NGOs in Ireland: The final study visit to NGOs in Ireland further broadened the consortium staff's perspective and understanding of the challenges and successful approaches in adult education for our target groups. The learning from this visit added depth and variety to the experiences gathered from the previous two countries, helping to shape a more comprehensive and robust approach.

During these study visits, our staff members engaged in in-depth discussions, interviews, consultations, and other engagements with the host organizations. This process was crucial in ensuring that the insights and experiences gained from these visits could be effectively related back to their home context. By fostering these connections, we ensured that the lessons learned could be effectively integrated and utilized in our work, rather than remaining unapplied due to a perceived lack of relevance to our local realities. This comprehensive and hands-on approach facilitated an intensive learning experience, directly contributing to the capacity-building goal of our project and the enhancement of our support strategies for the targeted groups.





PROJECT STRUCTURE



Target Groups

This project engaged a diverse consortium, encompassing members new to Key Action 2, who could draw on the capacity-building opportunities that the initiative presented. It aimed to create a sustainable network for cooperation and exchange. The project specifically targeted long-term unemployed adults, providing support to help them overcome barriers that prevent them from accessing educational pathways and quality employment.

New migrants, especially those lacking knowledge of a state language, were another group the project sought to assist, designing methods to overcome the hurdles they face in adult education services. A similar approach was adopted for migrants with limited language proficiency, offering help to improve their language skills, such as evolving from a beginner to an advanced level in German.

The project also focused on adults encountering cultural, economic, social, or physical barriers within Adult Education pathways. Assistance was extended to those experiencing administrative obstacles to entering the labour market due to the absence of social networks, financial security, language barriers, cultural differences, prejudices, and more.

Additionally, the project aimed to influence the broader understanding and acceptance of refugees and migrants among the general public, along with their participation in adult education and employment.





PROJECT STRUCTURE



Project Introduction

Our project came from a question: how do we address the challenges faced by both Long-Term Unemployed Adults (LTUAs) and migrants, who often find themselves marginalized from society, facing barriers to accessing education and quality employment. In the face of these challenges, our consortium of diverse partners seeks to offer innovative solutions.

To approach this question, we connected migrant-focused NGOs and adult education service-providers into an 18-month cooperation. This consortium comprises a variety of organizations from different countries, with different approaches to and contexts of migration and education.

The primary aim of our project is multifaceted: we sought to identify the barriers that prevent our target groups from accessing educational opportunities and quality employment. Once identified, we can work towards dismantling these barriers, using a variety of innovative methods.

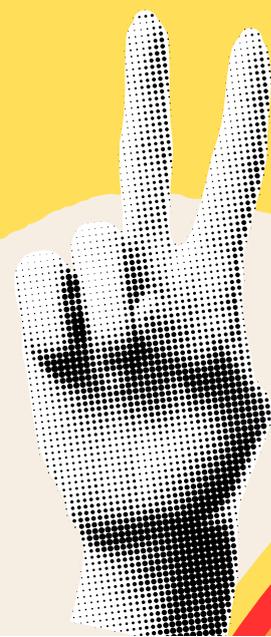
We aimed to enhance the capacity and motivation of adult educators and organizations working with LTUAs and migrants. Through creating innovative and sustainable practices and tools that will ease the path to education and employment for these groups. Most importantly, we strive to enhance the social inclusion of refugees and migrants, supporting them in their journey to becoming fully integrated members of their new communities.

Our strategy involved researching best practices, conducting study visits, encouraging job shadowing, and developing inclusive methodologies. By understanding what works and why we can create informed, effective solutions.

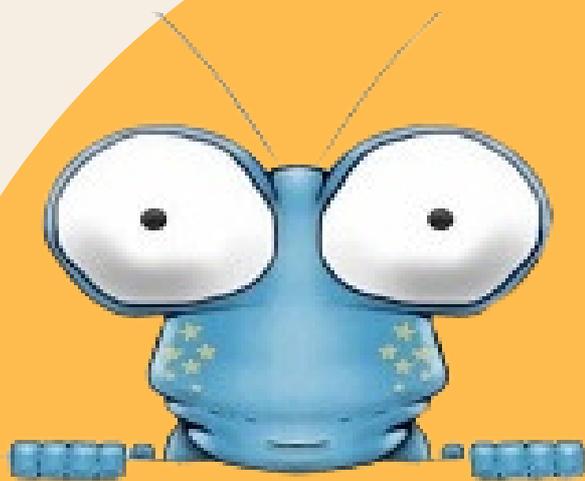
The importance of this work is recognized on a wider scale. The European Union's Integration and Inclusion Action Plan 2021-2027 highlights the necessity of including migrants and LTUAs in the labor market. Our project aligns with this action plan, helping to put these important ideals into practice.

Statistical data such as that from Eurostat 2020 shows a significant contrast in employment rates between native-born individuals and migrant communities. Our project strives lay groundwork for our partners to work to reduce this gap, promoting equality and diversity within the labor market.

The transnational approach of our project is central. Migration and education policies are increasingly influenced by European perspectives. As such, our project reflects this trend, working across borders to share best practices and create innovations.



ABOUT THE PARTNERS



Eurobug Ireland is a migrant-led NGO in Ireland that has been running training courses and youth exchanges for the last decade, with an emphasis on inclusion and diversity in the context of migration. Eurobug manages a program of projects under the umbrella of Bridges! Not Walls, which uses participatory art and theatrical performances to engage local communities with the concept and realities of migration and migrants. In this project, Eurobug supported with its access to diverse communities of migrants, and in collecting case studies for the research phase, as well as participating and supporting project mobilities.

CENTRE OF ACTIVE CITIZENS FOR SUSTAINABLE DEVELOPMENT - Cyprus: CitizensACT is a non-profit organization committed to promoting active citizenship, civic engagement, and social inclusion. As an eco-friendly organization, they offer various activities to enhance competencies, improve quality of life, and contribute to sustainable community development. Their work with migrants, particularly in promoting intercultural competences and employability skills, will be an invaluable resource to our project.

Youthtopia - Greece: Youthtopia is a collective of educators who have experience in transnational mobilities and local research. They focus on activating diverse and migrant groups in the local society, developing their soft skills, and organizing events that empower the youth. Their work in Erasmus+ programmes, event organization, and non-formal education will bring valuable insights to our project.



ABOUT THE PARTNERS



CULTURE GOES EUROPE

SOZIOKULTURELLE INITIATIVE ERFURT E.V.

CGE Erfurt e.V. is a non-profit, non-governmental organization based in Erfurt, founded in 2005 and run by young professionals, who are designing, implementing, and evaluating local and international youth projects. CGE has more than 15 years of experience creating educational concepts that allow participants to develop a self-defined strategy of learning in the framework of non-formal education. CGE is primarily run by first-generation migrants and works closely with the local international community of Erfurt. In this project, CGE managed the training course in Weimar.

IWM Gesellschaft für internationale Wirtschaftsförderung und Management mbH (DE)

Coordinator: IWM has spent over 20 years working closely with migrants, garnering invaluable experiences in coaching, social work, and language training. IWM is deeply networked with migrant communities and holds a significant role in Thuringia's MigraNetz – an umbrella organization for migrant organizations. The organization's experience in integrating migrants and LTUAs into the workforce through coaching and consulting makes them ideal for our project's coordination role.

ABOUT THE PARTNERS



Amina Moustafa (Eurobug): With extensive experience in third sector engagement, Amina Moustafa is the chair of the Board of Eurobug Ireland. She also works as Programme Manager of the Women's Leadership Programme at a leading peacebuilding NGO. She holds a BA in Neuroscience from Trinity College Dublin and is currently completing a PhD exploring the contentiousness of Muslim women's involvement in sports considering themes such as identity, belonging and anti-Muslim racism within the Irish context. Using sport as a non-formal learning tool to tackle numerous social issues such as racism, discrimination and gender inequality, she has worked with various organisations on a local, national and international level such as Swim Ireland, the GAA and FIFA Foundation to emphasise the need for cultural and religious considerations in the design of community development programmes and highlighting the potential for sport to support the inclusion of refugees into society.

She is a Board Member of Sport Against Racism Ireland and has previously been the Project Coordinator of their Hijabs and Hat-Tricks programme encouraging Muslim women to play football after the lifting of FIFA's hijab ban in 2014. She is also a Board Member of the National Women's Council of Ireland and is an active member of their All-Island Women's Forum, a forum for women North and South to come together in solidarity to raise and address issues faced by their communities.

In 2018, Amina was selected as one of 10 Michael Johnson Young Leaders from around the world for her contribution to community development and in 2019, she acted as an Ambassador Coach for Ireland encouraging female leadership, gender equality and the sustainable development goals through the medium of sport and brought the Irish women's team to the Final in the Global Goals World Cup in Copenhagen. Amina has also acted as the Project Lead for a variety of EU-funded programmes that engaged young people, youth workers and trainers from various backgrounds across Europe in Youth Mobility, Leadership Development, Education and Training, and Capacity Building.

ABOUT THE PARTNERS



Kelvin Akpaloo (Eurobug): As Creative Director, my role within Eurobug is to develop international youth mobility activities (youth exchanges) under the Erasmus+ program together with other young people from Europe and to bring a creative perspective to all Eurobug activities. I also initiate and facilitate creative activities with the Eurobug Youth Group in Kilkenny and Dublin. My passion is to advocate for a world filled with peace, love and freedom. My creativity brought me to Eurobug at first and now I am taking an active role in developing international Youth Exchange projects that combine my creativity and my passion to advocate for a better world!

I hold a BA certificate from DCU in Media production Management, Higher National Diploma in Multimedia and Web Design which is recognised by the QQI as being comparable to the Higher Certificate at NFO Level 6 and Certificate in Multimedia Production. As a young person attaining this qualification and knowledge has taught me business aspects of multimedia, Research Methods, Consumer Behaviour, Human Resource Management, Media and Entertainment Law, Project Management, International Media Marketing, Popular Culture Studies, Strategic Media Management and finally Media Project. In addition, I am a graduate of the 2022 NUI Certificate in Global Youth Work and Development Education programme, a collaboration between Youth 2030 and Maynooth University.



Robert Nesirky is a project manager at CGE Erfurt e.V., with a first-class honours degree in law. Between 2017-2021, he represented the National Youth Council of Ireland within the European Youth Forum as the board-selected delegate and has been elected twice as vice-president of a large Brussels-based NGO network, ECYC, which represents a network of NGOs within EU/CoE institutions. As a freelancer, Robert has rapporteured for the European Parliament Directorate General for Communication, the Council of Europe Directorate General for Democracy, the Conference of INGOs of the Council of Europe, and multiple third-sector organisations, as well as leading two submissions to parliamentary committees in the Republic of Ireland on European funding programme reform and support for NGOs in Russia, Belarus and Ukraine. He is passionate about migrant integration and empowerment, having lived in five countries, and about promoting European and global citizenship as identities as tools to promote European values.



ABOUT THE PARTNERS

Andreea Kristea (CGE): Previous Freelancer at CGE Erfurt e.V. and graduate of International Relations at University of Birmingham. Participated in numerous international projects and training courses with topics on non-formal education, migrant inclusion, outdoor education and games as a creative tool.

Main interests: inclusion of migrants and people with fewer opportunities, non-formal methods. Interest to participate: find ways of inclusion and integration of people with fewer opportunities

Telma Roque (CGE): Studied Languages and International Relations (Bachelor's and Master's degrees), and current freelancer at CGE Erfurt e.V.. Has been involved in several national and international student/youth organisations in Portugal. Has participated in several international projects and training courses, both as a participant and as a trainer. Main interests: Inclusion with a intersectional approach; non-formal education Interest to participate: Discover new strategies to promote inclusion and integration of migrants/people with fewer opportunities, while recognizing how different aspects of a person's identity (from class to gender, from race to religion), can reflect into overlapping forms of discrimination and marginalisation.

Florian Frommeld: CEO of IWM GmbH, studied Intercultural Management (Business Administration + Intercultural Communication), Intercultural Trainer and Coach, 15 years experience in adult education. Interested in: social entrepreneurship, inclusive activities for disadvantaged persons

Interest to participate: Find ways to motivate longterm unemployed persons to engage in international exchange and learning activities and to lower existing barriers (e.g. fear) for and with them.

George Vardakis A software engineer and an expert in the field of signal processing and space telecommunications. He is also a co-founder of Youthtopia youth organisation and his main responsibility is the development and maintenance of Youthtopia's webpage as well as providing input on ways that technology and computer science can benefit young people in their quest towards fulfilling their life goals. He also takes part in technical writing of Youthtopia's project proposals. He believes that unemployability can be tackled through the development of each individual's soft and hard skills in order to be better qualified for working in their area of interest. This can be achieved through participation in european projects that build on new technologies and innovations

Marilena Moschogiannaki A PhD candidate at the University of Crete and a young Researcher in the field of materials' development for environmental applications such as gas sensing and monitoring. Marilena is co-founder and leader of Youthtopia Youth Organisation. She has a great experience in KA1 key actions , designing, organising and implementing workshops in non-formal education and she has participated in a variety of EU projects ranging from dialog and ways of communication to body movement/expression and Robotics/STEM Education. She has a lot of ideas in helping young people and puts them on paper by writting and submitting EU projects. She is interested in the topic of unemployment and employability and wants to learn more in helping youngsters to become better interviewees through both voluntarism and research.



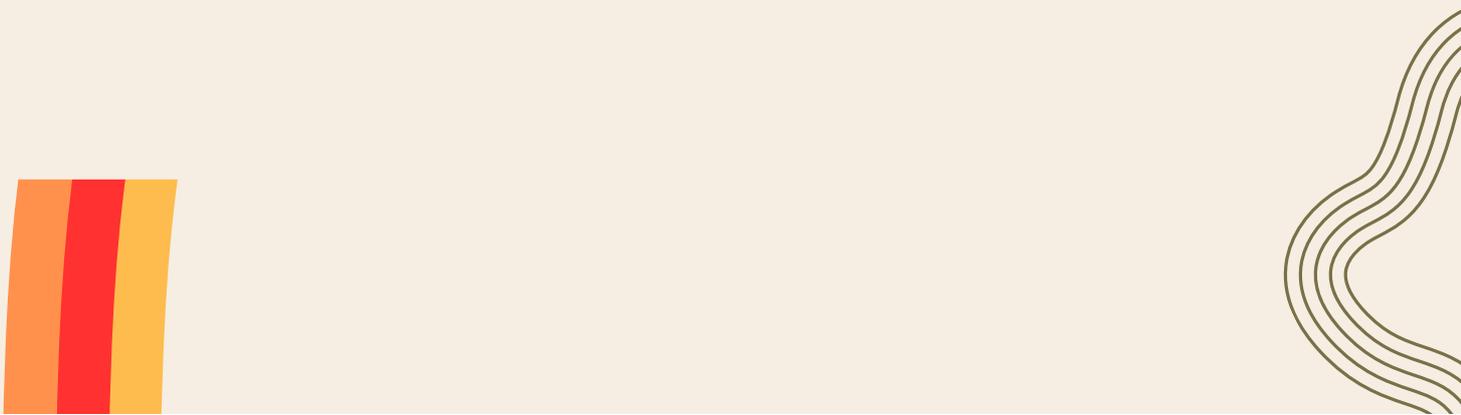


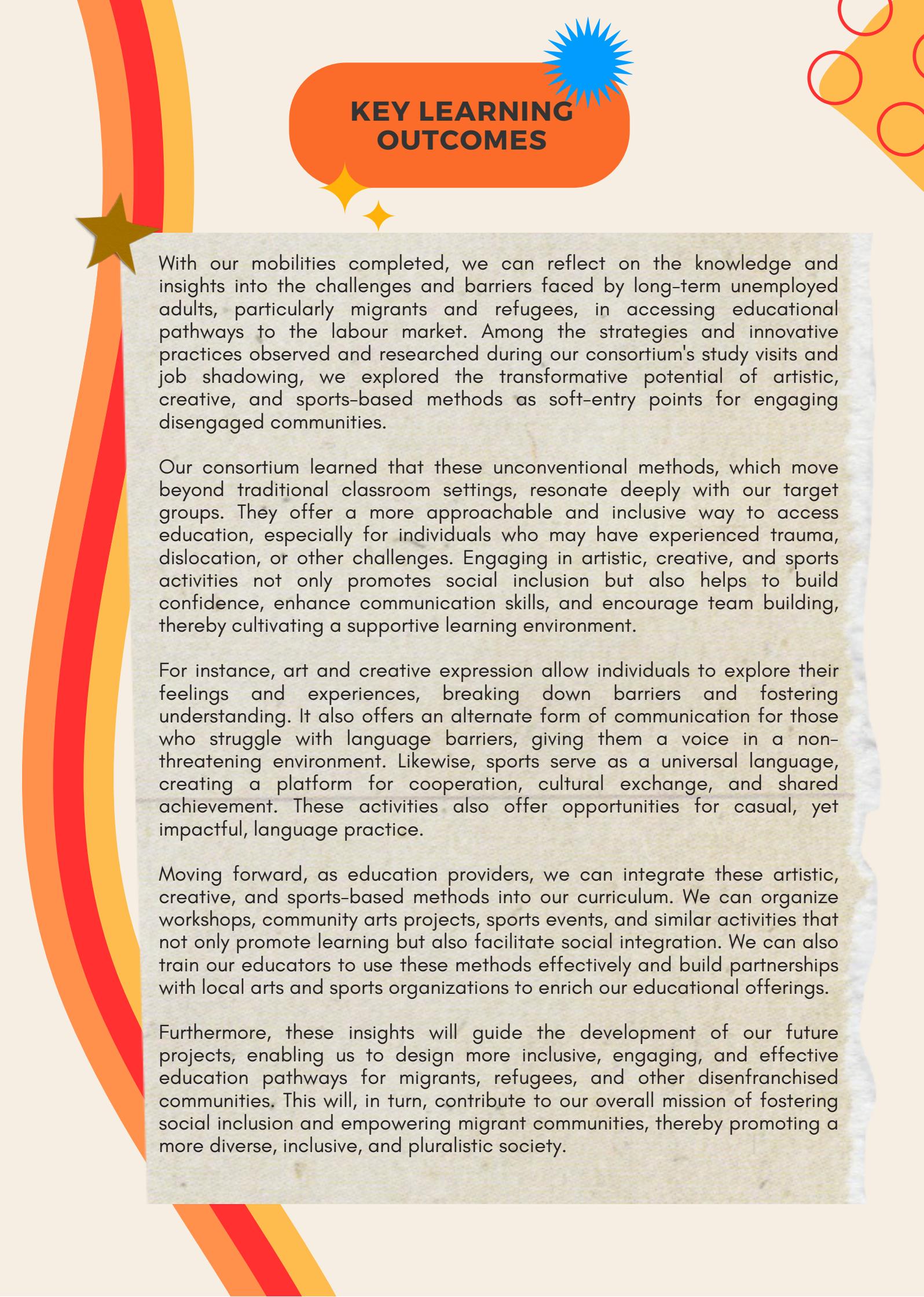
ABOUT THE PARTNERS



Maria Garoufali (Youthtopia): A little bit on me, I am a graduate from the University of Aegean, department of Preschool Education and Educational Design. Apart from my studies I have filled my background with other activities. I am a volunteer at the 4th Nautical Scouts Group at the division of Cubs (children ages 7-11) in the island of Rhodes since 2019. The movement is based on the voluntary, responsible offer of qualified adults who teach children through games, entertainment and adventure addressed to the education of children and teenagers ages 7-18. This includes weekly meetings (this year also online) and programming of excursions (both for one day or more) to the mountains and the sea. I also volunteer at the offshore sailing club ASIATHR and from 2015 and each year since I participate at the offshore sailing race "Rodos Cup" which takes place at the Dodecanese Islands. My committee's responsibilities consist of keeping the logistics, communicating with sailors and solving any issues they might have, setting the starting and finishing line, helping with the starting procedure and time keeping for each boat that finishes the race. Moreover, I participated in the Student's Astronomy Group at the University of Crete, department of Physics (2015-2017), where among other things we arranged open public observations with the telescopes, implemented activities on the Natural History Museum of Crete addressed for kids 5-11 and a kindergarten visit where we introduced our solar system to the children and at the evening we observed through the telescope. I was a short term volunteer through ESC at the Fundacja Centrum Aktywności Twórczej, the project's name was International Volunteer Day. The main focus of the project was cultural presentations and intercultural promoting activities as well as language games. Through visits at schools and public education institutes we addressed the promotion of activities for integration and social reintegration of people at risk of social exclusion.

I have some experience with teaching and project making both through my university classes, which required us to build and follow through a lesson based on a specific curriculum topic and my experience with non-formal learning due to my experience with the Scouts, the Astronomy Group and my short term esc experience.





KEY LEARNING OUTCOMES

With our mobilities completed, we can reflect on the knowledge and insights into the challenges and barriers faced by long-term unemployed adults, particularly migrants and refugees, in accessing educational pathways to the labour market. Among the strategies and innovative practices observed and researched during our consortium's study visits and job shadowing, we explored the transformative potential of artistic, creative, and sports-based methods as soft-entry points for engaging disengaged communities.

Our consortium learned that these unconventional methods, which move beyond traditional classroom settings, resonate deeply with our target groups. They offer a more approachable and inclusive way to access education, especially for individuals who may have experienced trauma, dislocation, or other challenges. Engaging in artistic, creative, and sports activities not only promotes social inclusion but also helps to build confidence, enhance communication skills, and encourage team building, thereby cultivating a supportive learning environment.

For instance, art and creative expression allow individuals to explore their feelings and experiences, breaking down barriers and fostering understanding. It also offers an alternate form of communication for those who struggle with language barriers, giving them a voice in a non-threatening environment. Likewise, sports serve as a universal language, creating a platform for cooperation, cultural exchange, and shared achievement. These activities also offer opportunities for casual, yet impactful, language practice.

Moving forward, as education providers, we can integrate these artistic, creative, and sports-based methods into our curriculum. We can organize workshops, community arts projects, sports events, and similar activities that not only promote learning but also facilitate social integration. We can also train our educators to use these methods effectively and build partnerships with local arts and sports organizations to enrich our educational offerings.

Furthermore, these insights will guide the development of our future projects, enabling us to design more inclusive, engaging, and effective education pathways for migrants, refugees, and other disenfranchised communities. This will, in turn, contribute to our overall mission of fostering social inclusion and empowering migrant communities, thereby promoting a more diverse, inclusive, and pluralistic society.

KEY LEARNING OUTCOMES

There are various ways in which artistic, creative, and sports-based methods can be applied for integration purposes. Here are some specific examples:

Community Art Projects: Art transcends language barriers, and creating art in a community setting fosters a sense of belonging. Mural painting, for instance, can be a collaborative activity where everyone contributes to a larger piece, reflecting their experiences, dreams, or cultural heritage. It provides a platform for self-expression and storytelling while beautifying the community space, symbolizing unity in diversity. Example Initiative: Tallaght Community Arts Theatre Workshops

Drama or theatre workshops: Drama or theatre workshops can be powerful tools for cultural exchange and empathy-building. Participants can enact stories from their backgrounds, promoting mutual understanding. Improv exercises can also help to break the ice, encourage spontaneous language use, and develop confidence. Example Initiative: ZLG e.V.s Forum Theater project

Music and Dance Classes: Music and dance are universal languages that resonate across cultures. Classes or workshops can incorporate various styles from the participants' home countries, promoting cultural exchange. This also provides an opportunity for migrants and refugees to share their traditions with others, fostering mutual respect and understanding. Example project: Eurobug's Bridges! Not Walls program

Sports Activities: Organizing community sports events or tournaments is another great method. Sports like football, basketball, or even local games from different cultures can bring people together, regardless of their background. This not only promotes physical health but also encourages teamwork, communication, and a sense of camaraderie. Example organisation: Sports Against Racism Ireland (SARI)

Cooking and Food Events: Food is a significant part of culture, and organizing events where participants can share traditional dishes from their home countries can be a wonderful way of cultural exchange and integration. This can be further extended to include cooking classes or workshops. Example Project: Zusammen Kochen from IWM GmbH

Craft and Skill Workshops: Workshops focused on traditional crafts, or skills from various cultures, can provide practical learning opportunities while fostering an appreciation for diverse traditions. This might include things like weaving, pottery, or even digital skills workshops. Seen in Rua Red, Tallaght Ireland Language Exchange Programs

Pairing up individuals who want to learn each other's languages can promote mutual learning and foster friendships. Art, music, or sports can be incorporated to make these exchanges more engaging. Example initiative: Sprachecafe Erfurt

By integrating these approaches into our educational offerings, we can not only foster an environment conducive to learning but also create a sense of community and belonging, crucial to the successful integration of migrants and refugees.





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