

Practical guide for NGOs "Pathways to Integration: Creative Tools for NGOs and Migrants"



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Part 1 Guideline

Creative Integration through Dialogue and Co-Creation



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Introduction: Context and Relevance

Europe is experiencing profound social changes driven by migration and human mobility. People who have been forced to leave their homes due to war or crisis are beginning new lives in countries with different languages, cultures, and value systems. For many of them, integration is not only about settling in a new place or finding employment. It is a much deeper process of restoring a sense of safety, belonging, and purpose.

At the same time, host communities are also undergoing change. They are learning to live in a new multicultural reality where understanding and empathy become essential conditions for social cohesion. Therefore, integration should not be seen as a one-sided process of adaptation but as a shared journey in which both newcomers and local communities learn, change, and grow together.

Traditional integration models often focus on legal, linguistic, or economic aspects. While these dimensions are important, they usually overlook the emotional, social, and creative layers of integration. Yet these layers often determine how people truly connect with one another, rebuild trust, form relationships, and experience themselves as part of a living community.

This guide is based on a simple and human-centred idea: genuine integration begins where dialogue, creativity, and co-creation emerge. These three elements form the foundation for communities that are open, resilient, and capable of mutual growth.



This guide is intended for:

- facilitators and trainers working with migrants and refugees;
- NGO professionals and social workers involved in community-based programmes;
- educators implementing inclusive and intercultural activities;
- participants themselves — people experiencing life transitions and seeking new ways to adapt, express themselves, and connect with others.

This document is not purely theoretical. It is designed as a practical resource, offering methods to create safe spaces, develop creative thinking, and strengthen emotional and social resilience. Above all, it aims to help people meet one another not through categories or roles, but as individuals who create, communicate, and collaborate.

Aim, Objectives and Target Groups

This guide is designed for professionals who work directly with people starting new lives in another country. It provides simple, human-centred tools that support integration through dialogue, creativity, and collaboration.

It is not about complex systems or formal procedures. It is about human connection — the kind that builds trust, understanding, and the willingness to stay connected. Integration often begins not with documents but with the moment when two people sit together and start talking, listening, and sharing.



Aim



The aim of this methodology is to make the integration process not only easier but also deeper — enabling people to preserve their identity while opening themselves to a new social and cultural environment.

Main Objectives



1. To develop communication in diversity — learning to listen, understand, and find common ground even when perspectives differ.
2. To encourage creativity as a tool for adaptation — recognising new opportunities in uncertain or challenging situations.
3. To support co-creation — designing shared activities that help people feel part of a community.
4. To reduce social isolation — by engaging migrants and local residents in group, cultural, or volunteer initiatives.
5. To strengthen emotional resilience — through creative self-expression, reflection, and body awareness.

Target Groups



- Migrants and refugees, particularly women, older adults, and individuals who have lost professional or social networks
- NGO staff, volunteers, and facilitators seeking practical methods for supporting integration and intercultural learning
- Educators, psychologists, and cultural managers implementing non-formal or creative educational programmes
- Local communities and citizens who wish to live together with newcomers not only in the same space but also through shared understanding

This methodology is designed to be accessible. It does not require specialised academic training or extensive facilitation experience. The most important elements are openness, willingness to listen, and readiness to engage.

When trust is present in a group and people begin to talk and create together, integration has already started.

Methodological Principles

This methodology is based on the idea that people learn and transform through experience rather than through instruction alone. The approach is grounded in participation, dialogue, and collective action.

Learning occurs when participants bring their own voices, stories, and emotions into the process. The role of the facilitator is to create conditions where people can connect, explore, and discover.

The approach aligns with participatory and facilitative learning principles, where each participant contributes to a shared experience. This creates a dynamic environment in which every individual feels recognised, respected, and involved.

1. Safe Space

Meaningful learning can only take place in an atmosphere of trust.

A safe space is a group environment where participants feel comfortable expressing themselves, sharing their stories, and being accepted without judgement.

The facilitator cultivates this environment through:

- establishing clear yet supportive group agreements (respect, no interruptions, no judgement);
- encouraging equality and open communication;
- allowing pauses and silence — sometimes the quietest moments enable the deepest reflection.



2. Dialogue as Action

Dialogue is more than conversation; it is the ability to truly listen and recognise another person. In work with migrants, dialogue becomes a bridge between different experiences — personal, cultural, and emotional.

Useful practices include:

- **Dialogue Circle** — participants speak one at a time while others listen without commenting;
- **Reflection Mirror** — paraphrasing what has been heard to demonstrate understanding;
- **Questions Instead of Advice** — helping people discover their own answers rather than offering solutions.

3. Creativity as Adaptation

Creativity is the ability to see new pathways, generate alternative solutions, and approach challenges in innovative ways.

When people create — through drawing, movement, sound, or collaborative construction — they learn to act in an open space without fear of making mistakes.

For migrants living in uncertain circumstances, creative expression can reduce anxiety and restore a sense of agency.

Examples include:

- collage activity “My New Place in the World”;
- creating a group symbol or poster;
- short movement or sound exercises to relieve tension.

4. Co-creation as Connection

Co-creation is the collective process of generating meaning together.

When a group writes a story, builds an installation, or organises a small initiative, a sense of “we” begins to emerge. This shared experience fosters belonging.

In co-creation, there are no leaders or followers — only exchange, participation, and shared responsibility.





5. Reflection

Without reflection, the process remains incomplete. Reflection is the moment when participants pause to consider what has changed within themselves. It may be expressed through words, drawings, gestures, or short statements. Facilitators might ask:

What do I take from this session



What has shifted in me



Who did I see differently today



Reflection is a continuation of the process. It transforms experience into insight and action. These five principles form the foundation of the methodology. They are universal and can be applied in any group, regardless of age, culture, or background. When facilitators follow these principles, the group naturally moves from simple interaction to genuine dialogue, trust, and co-creation — the true essence of integration.

Development of Key Competences

The methodology contributes to the development of key transversal competences relevant for lifelong learning and civic engagement:

- communication and active listening;
- emotional intelligence and empathy;
- cooperation and teamwork;
- intercultural awareness and openness to diversity.

These competences form the basis of active citizenship and inclusion in a changing European society.

Course Structure (Training Modules)

Facilitator's Note



These modules are designed to be flexible. They can be used individually or combined into a complete training pathway. Each session invites reflection, dialogue, and creative self-expression. The facilitator's role is to maintain a safe and supportive space, encourage participation, and adjust the timing according to the energy of the group.

When to Use This



Use these modules when launching community projects, intercultural exchanges, or integration workshops. They are particularly effective for groups of newcomers, volunteers, or mixed teams exploring trust, identity, and cooperation.

About the Course



The course is designed as a sequence of four modules reflecting the natural dynamics of integration — from awareness of one's personal story to the creation of shared actions.

Each module can be delivered as a standalone session (2–3 hours) or combined into a full learning cycle. The main goal is not simply to transfer information but to create lived experiences of communication, trust, and creative collaboration.

Module 1: Dialogue
Intercultural
Communication and
Leadership Skills for
Supporting Integration

Module 2: Creativity
Using Creative
Approaches for Problem
Solving and Successful
Social and Professional
Integration

Module 3: Co-creation
A Path to Ensuring
Every Voice Is Heard

Module 4: Interaction
Cooperation and
Teamwork in Small
Groups for Developing
Community Initiatives

Module 1: Dialogue Intercultural Communication and Leadership Skills for Supporting Integration

Aim of the Module



to develop effective intercultural communication, empathetic dialogue, and leadership through shared responsibility for the group space.

Focus Areas

- personal and cultural boundaries
- “I-statements” in communication
- empathy
- non-verbal communication
- inclusive leadership

Example Activities



- Warm-up: initiative in a new environment and discussion of intercultural interaction scenarios
- Role-play cases of conflict or misunderstandings
- Group discussions about boundaries and tolerance

Expected Outcomes



- confident intercultural communication
- understanding of boundaries and diversity
- ability to initiate dialogue
- development of a leadership role within the community

Aim of the Module



To help participants recognise creativity as a daily skill for adaptation and integration.

Focus Areas

- creative thinking
- cognitive flexibility
- identifying alternative solutions
- personal and professional integration

Example Activities



- “Opportunity Map: My New Life”
- Idea-generation exercises
- Reflection on life challenges
- Group sharing of creative solutions

Expected Outcomes



- development of a creative approach to adaptation
- increased confidence in problem-solving
- ideas for community and professional integration

Module 2: Creativity Using a Creative Approach for Problem- Solving and Successful Professional and Social Integration

Module 3: Co-Creation A Path to Ensuring Every Voice Is Heard

Aim of the Module



To help participants learn to work together, create shared solutions, and build trust.

Focus Areas:

- collaborative creation
- cultural understanding
- group facilitation
- overcoming stereotypes



Example Activities:



- Group discussions about cultural experiences
- Creating posters of shared values
- Group planning of initiatives
- Dialogue circles

Expected Outcomes:



- enhanced collaboration skills
- improved intercultural understanding
- building of trust and community

Aim of the Module



To strengthen teamwork and the ability to implement small community initiatives.

Focus Areas:

- team roles
- inclusion and diversity
- civic participation
- micro-project planning

Module 4: Interaction Cooperation and Teamwork in Small Groups for Developing Community Initiatives

Example Activities:



- identifying roles within a team
- inclusive dialogue case studies
- planning a small community project
- “My Participation Map” exercises

Expected Outcomes:



- Effective teamwork
- Practical skills for initiating change
- Active social integration



Structure of Each Session

Each module includes three key stages:

Opening (10–15 minutes)

A brief introduction and discussion of expectations.

Main Activity (60–90 minutes)

The core experiential part of the session.

Reflection (20–30 minutes)

A closing circle where participants share what they felt and learned.

Facilitators may adapt the duration and format according to the needs of the group. The process should not be rushed — this is not formal instruction but an experiential journey that helps people connect and grow together.



Facilitation Tools and Methods

Facilitator's Note



These tools can be adapted to different groups and contexts. Their purpose is to make the learning process lively, human, and interactive rather than formal. Use them to increase energy, deepen reflection, or reconnect the group during sessions.

When to Use This



These methods can be applied in integration workshops, intercultural learning environments, community-building activities, and team development processes. They are particularly useful when working with newcomers, young people, or individuals experiencing stress.

This section presents practical tools that make the learning process more engaging, safe, and meaningful. They require no specialised training or complex equipment — only attention, respect, and authenticity from the facilitator.

The facilitator's primary task is to hold the space where participants feel safe to open up.

1. Dialogue Circle

2. Metaphoric Images

3. Body and Breathing Practices

4. Visual Tools

5. Role of the Facilitator



1. Dialogue Circle

It is a basic communication format that creates equality within the group. Participants sit in a circle — there is no first or last speaker. The facilitator introduces a topic or question, and anyone who wishes to speak does so in turn.

Key Principles:

- no interruptions
- no comments on what others say
- brief acknowledgments are allowed (e.g., a nod or “thank you”)
- silence is welcomed — it is part of the dialogue

The circle helps build trust and develops the ability to listen without judgement while recognising the diversity of experiences within the group.

What It Is

2. Metaphoric Images

When words are insufficient, images can help. The facilitator may use image cards, objects, or colours and invite participants to choose one that represents their experience.

Example prompts:

- “Which image best reflects how I feel today?”
- “Which color or symbol describes my current journey?”
- “What do I want to take away from this session?”

Images make it easier to express emotions and thoughts without fear of making mistakes. They are particularly helpful for participants who are still learning the local language.

What It Is



3. Body and Breathing Practices

Emotional safety starts with physical stability. Short breathing or movement exercises help participants reconnect with themselves, release tension, and focus.

Examples:

- three slow breaths at the beginning or end of a session
- gentle stretching to release tension in shoulders and neck
- “Feel Your Ground”: standing with feet on the floor and breathing deeply

These practices are especially beneficial for participants who have experienced stress, trauma, or loss.



4. Visual Tools

A whiteboard, flipchart, or large sheet of paper can become the central focus for the group.

They can be used to:

- capture key ideas during discussions
- draw group maps or diagrams
- collect colorful notes or sticky notes, giving everyone a “visual voice”

Visual elements make the process more tangible and help participants see their contribution to the group’s work.



5. Role of the Facilitator

A facilitator is a person who organises and guides group work so that participants can communicate effectively, think collectively, and achieve results.

They do not impose solutions but create conditions in which the group can find its own answers.

Their role is to observe, support, and attune to the rhythm of the group while maintaining both structure and flow.

A good facilitator:

- asks questions instead of giving advice
- helps participants find meaning instead of offering solutions
- remains present and grounded, allowing others to shine

Facilitation is the art of presence: to be fully here — not to lead, but to accompany.

Evaluation and Reflection

Evaluation in this course is a tool that helps identify the changes taking place within individuals and within the group — in attitudes, perceptions, and feelings of belonging. It also supports facilitators by helping them understand what works best and how the process can be improved.

Core Principles

- Safety and trust – participants share only what they feel comfortable sharing
- Simplicity and openness – evaluation questions remain clear and accessible
- Quality over quantity – stories and emotions matter more than numbers
- Shared responsibility – facilitators and participants observe the group's development together



1. Methods of Evaluation

Individual Reflections



At the beginning and end of the course, participants can answer a few simple questions:

- How do I feel about my life here right now?
- How connected do I feel to the community? (scale 1–5)
- What helps me trust the people around me more?

These questions are meant for self-awareness rather than formal reporting in order to show personal growth and emotional shifts.

Creative Feedback



- Some participants find it easier to express themselves through art rather than words. Encourage them to:
- draw a symbol representing how they feel “before” and “after” the session;
- choose a colour that reflects their mood;
- create a group poster titled “What We Take With Us”

Non-verbal forms like these give a voice to participants who may be less confident in speaking but can express themselves deeply through images.

Group Reflection



After each module facilitators conduct a closing circle with questions such as:

- What was most valuable for me today?
- What did I discover about myself or others?
- What one word describes how I feel right now?

This shared reflection creates a sense of unity and helps participants see that everyone is a part of the same process — even if each person progresses at their own pace.



2. Role of the Facilitator

The facilitator does not judge — they observe. They notice small but meaningful changes: someone speaking more freely, laughter appearing, participants supporting each other.

These are true indicators of integration.

Facilitators can also write brief notes after each session:

- which activities worked best
- what challenges appeared
- what could be improved next time

3. Final Evaluation

At the end of the course, a closing circle allows participants to share:

- what they have learned
- what they take from the experience
- what they want to do next

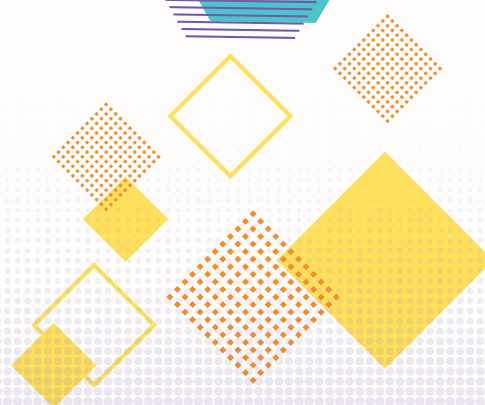
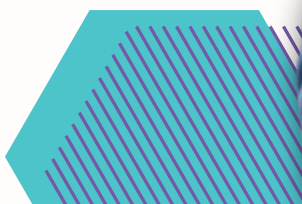
This moment is often emotional — recognizing integration as an ongoing journey rather than a one-time event.

4. Results (for Reporting)

For reporting and research purposes, facilitators can summarize:

- the number of sessions and participants;
- data from short surveys (e.g., levels of trust within the community)
- two or three short real-life stories of transformation;
- examples of micro-initiatives launched after the course

This balance helps keep the human dimension at the centre of evaluation, while also meeting the requirements of organisational accountability and project reporting.



Recommendations for Facilitators and NGOs



Working with migrants, displaced people, or culturally diverse groups means working with real stories and emotions. These recommendations aim to help facilitators and organizations maintain a healthy balance between empathy, professionalism, and process effectiveness.

1. Maintain Emotional Safety

- Always start with a short check-in — give participants the opportunity to share how they feel.
- It is okay if someone does not want to speak. Never pressure participation.
- Begin with neutral topics before moving deeper.
- Do not try to “fix” emotions — simply listen.

2. Create Space, Don't Teach

- The facilitator's role is to create an environment where people learn from one another.
- If a spontaneous discussion emerges, allow it to happen. Real learning often grows out of such exchanges.
- Remember: sometimes the most meaningful conversations take place during breaks rather than during structured exercises.

3. Respect Cultural Differences

- Avoid generalizations such as “all the Ukrainians / Syrians / men / women.” Every person has their own unique story.
- If you are unsure about something, ask. Acknowledging uncertainty often builds more trust than pretending to know.
- Use simple, inclusive language and avoid humor that could be misinterpreted.

4. Take Care of Yourself

- Working with people's stories can be emotionally demanding.
- After intensive sessions, take a break: walk around, breathe, or write down how you feel.
- If you notice fatigue or irritation, acknowledge it. Awareness helps prevent burnout.
- Practice peer reflection — share your experiences with another facilitator or colleague.

5. Stay Flexible

- A plan is a guideline, not a rule. If the group wants to spend more time on a topic, allow it.
- Observe the group's energy: if people are tired, add a short movement or relaxation break.
- Avoid overload. Fewer activities with deeper reflection often yield better results.

6. For NGOs and Organisers

- Allow facilitators enough time for preparation and recovery between sessions.
- Encourage exchanges between teams — brief debriefings or online meetings after modules are very useful.
- Document the process not only with numbers but also with participants' stories and voices.
- Create an atmosphere where participants are not just “beneficiaries” but active co-creators of community life.





Above all, facilitation is about presence. When you remain honest, attentive, and open, the group senses it — and that is when true integration begins.



Summary and Conclusions

Integration is a living process in which people learn to be together while remaining true to themselves.

It begins not in offices or documents but in genuine human contact — when someone listens without judgement, when laughter appears, or when a person realises: “**I am not alone.**”

The methodology presented in this guide proposes a pathway to integration through three interconnected dimensions:

- Dialogue – restoring trust and creating space to be heard
- Creativity – helping people process change and discover new meaning
- Co-creation – building community rather than isolated groups

Together these dimensions create an environment where people not only adapt but discover new ways of living and relating.

Key Outcomes of the Approach



- stronger sense of belonging among participants
- increased trust and openness within the group
- emergence of local initiatives that continue the integration process
- reduced social tension between community groups
- personal stories of transformation — the most valuable evidence of impact

Who This Guide Is For



- facilitators and trainers who want to work not just about people, but together with people;
- NGOs and community organizations aiming to create sustainable, human-centered integration programs;
- local communities ready to meaningfully welcome newcomers;
- and the participants themselves — as a reminder that even a small step toward dialogue can change the shared space.

Expected Impact at Three Levels



The methodology creates impact on three interconnected levels:

- Individual: participants gain self-confidence, emotional resilience, and motivation to engage.
- Group: trust and collaboration grow through shared creative experiences.
- Community: local micro-initiatives emerge, enhancing cohesion and intercultural understanding.

These effects reinforce one another, creating a sustainable cycle of integration in which people not only adapt but actively contribute to the life of the community.



Final Thought

This course presents integration as a process of shared growth, where every meeting becomes an opportunity for change.

When a safe space is created — with respect, playfulness, and honesty — people naturally find their way toward one another. This is where real community begins.

The guide can be used as a modular resource for adult education, community facilitation, and civic engagement programs.



Appendix 1: Best and Living Practices

This section gathers a set of proven methods and inspiring formats that support integration through dialogue and creativity.

These are living approaches that can be adapted to different groups, contexts, and environments.

1. Best Practices Examples



Community Circle

A simple group format in which everyone has an equal voice.

The facilitator proposes an open topic, for example: “What helps me feel at home?” or “What do I want to offer to the world today?” participants speak one at a time, while others listen without commenting.

This circle builds trust, teaches attentive listening, and demonstrates how different life stories can share common essence.

Metaphoric Circle

Participants choose an image, color, or object that reflects their current state or experience. They briefly explain their choice, allowing them to express themselves through metaphor rather than analysis.

This practice gives voice to emotions and supports participation even when language skills vary.

My Next Step

At the end of the course, each participant identifies one concrete action for the near future: learning something new, meeting someone, or attending a community event. Small, realistic steps turn integration into an ongoing process rather than a “final stage.”

Creative Action

The group creates something symbolic together — a collage, poster, or simple object. Each participant adds a piece of themselves: a colour, a phrase, or a gesture.

The goal is not art itself, but co-creation as an experience of belonging.

Resource Mapping

Participants draw a personal or collective map of resources: people, places, or things that provide support.

This helps visualize networks of connection and shows that support is often closer than it seems — in friendships, habits, and everyday relationships.

Useful Templates

Self-Reflection Form (a short one)



- What helps me feel like part of the community?
- What have I learned or realized during this course?
- Which moment was the most meaningful for me?
- What do I want to do next?

Module Plan (sample)



| Phase | Duration | Goal | Example Activity | Expected Outcome |
|------------|-----------|------------------------------|-------------------|------------------|
| Opening | 15 min | Establish contact and safety | Short circle | Trust |
| Main Part | 60–90 min | Lived experience / practice | Creative exercise | Engagement |
| Reflection | 20–30 min | Awareness and closure | Closing circle | Integration |

Closing Circle



At the end of each session, invite participants to respond to three questions:

- What am I taking with me today?
- What touched or inspired me?
- What would I like to continue exploring?

The Living Annex Approach



These examples and templates are not fixed rules but a living toolkit that works when there is attention, empathy, and presence. Facilitators are encouraged to adapt, combine, and reshape them according to the context. Real integration begins not with an exercise, but with the moment when someone feels that they are truly seen and heard.

Continuing the Work



- Plan a follow-up meeting a few months after the course — an informal gathering with coffee and no fixed agenda. People will naturally bring their stories.
- Encourage peer-support groups — short monthly meetings help maintain connection and motivation.
- Invite participants to share new initiatives: a cultural event, a volunteer idea, or simple neighbourly support — all of these are part of the living process of integration.

Appendix 2: Evaluation Framework — Monitoring Social and Learning Impact

This framework provides a clear structure for assessing the effects of the methodology at different levels. It combines qualitative observation with simple quantitative indicators in order to capture both human experience and measurable outcomes.

Evaluation Framework

| Level | Evaluation Criteria | Indicators (What to Observe) | Data Collection Methods |
|-----------------|---|---|--|
| Individual | Self-awareness, emotional stability, sense of belonging | <ul style="list-style-type: none"> - Shifts in self-assessment: “I feel part of the community”- Greater confidence and expressiveness during group work- - Positive emotional tone in reflections | <ul style="list-style-type: none"> - Pre/post self-assessment forms- - Participant journals- - Facilitator notes |
| Group | Communication, mutual respect, co-creation | <ul style="list-style-type: none"> - Increased participation in dialogue circles- - Supportive behavior and mutual feedback- - Shared creative outcomes | <ul style="list-style-type: none"> - Facilitator observation- - Group reflection sessions- - Photo or video documentation of activities |
| Community Level | Social participation, intercultural openness | <ul style="list-style-type: none"> - New contacts and joint initiatives- - Participant engagement in community events- - Mentions or stories in local communication channels | <ul style="list-style-type: none"> - Follow-up interviews (1–2 months later)- - Tracking local initiatives- - Feedback and case studies |

Interpretation of Results

- Qualitative insights (stories, reflections, and observations) are just as important as quantitative data.
- The role of the facilitator is to notice patterns and moments of change rather than to measure “success.”
- The framework helps identify areas for growth and supports the continuous improvement of the programme.

Recommended Frequency

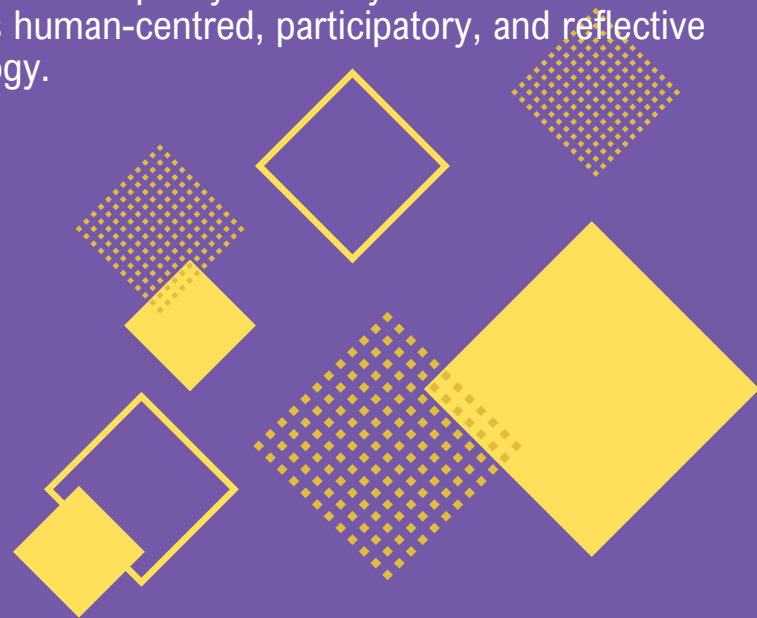
| Stage | Type of Evaluation | Responsible |
|-------------------|---|----------------------------|
| Before the course | Initial self-assessment and expectations | Facilitator + participants |
| After each module | Reflection circle and observation notes | Facilitator |
| End of the course | Group reflection + short written feedback | Facilitator + participants |
| 1–2 months later | Follow-up interview / informal meeting | Project team |

Outcome Use

The collected data can be used for:

- improving facilitation practices;
- reporting to project partners and donors;
- documenting success stories for dissemination and policy advocacy.

This framework ensures that evaluation remains human-centred, participatory, and reflective — in line with the overall spirit of the methodology.





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