

PATHS
for the future

LIFE SKILLS TRAINING AT THE IECD

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Editorial

One of IECD's core values is its consideration for the individual.

This value invites us to always consider the beneficiaries of our projects in their entirety: their emotional, cognitive, relational, and social dimensions; who they are today and who they aspire to become tomorrow; in their individuality but also as inheritors of a culture and history that places them within a family, a community, and a country.

PATHS for the future seeks nothing less than to foster the development of every dimension of the individual: an endeavour into integral education.

Certainly, this ambition may seem daunting, even unattainable. But that is precisely the value of the guide you hold in your hands: to address, in a straightforward yet professional manner, the challenges of integral education.

The rigorous structure and resolutely educational approach of PATHS for the future provide solid foundations for developing a training pathway that enables individuals to discover themselves, take action, integrate into society, and thus fully realise their potential.

Life skills, organised into "seeds" and presented through a modular approach, make it easier to adapt to the context, the participants' profiles, partners' expectations, and the project's objectives. The key milestones for implementing the programme are clearly defined and even illustrated, with numerous practical tips to aid its operationalisation. The very organisation of the resources makes it easy to familiarise oneself with the programme.

This new tool, the successor to the Garden of Education, presents itself as accessible, reliable, and adaptable. It will enable everyone who uses it to contribute to integral education and to foster an environment that allows every individual regardless of age, condition, or circumstances to build their future and a more just society.



MATHIAS VINCENT
PROGRAMMES DIRECTOR

Young man at the Janah socio-educational centre in Lebanon

LOVE Jannah

EDUCATION

A CHALLENGE FOR ALL

Education: a global challenge

Since the 2000s and the adoption of the Millennium Development Goals (MDGs), the importance of education has been reaffirmed as a powerful driver of both countries' and individuals' development and recognised as one of the best ways of reducing poverty, raising levels of health, promoting gender equality and advancing peace and stability.

In 2015, the United Nations defined the fourth Sustainable Development Goal as follows: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

THE EDUCATION 2030 FRAMEWORK FOR ACTION DEFINED BY UNESCO GUIDES COUNTRIES IN IMPLEMENTING THIS OBJECTIVE. IN PARTICULAR, IT PRIORITISES ACTIVITIES THAT FOCUS ON THE FOLLOWING 3 ASPECTS:



The importance of socio-emotional skills:

critical thinking and problem-solving, boldness, perseverance, curiosity, creativity and the ability to communicate and work in a team, self-confidence, empathy and the ability to cope with stress and emotions.



Building the schools of tomorrow:

competent and motivated teachers, technology that serves teaching, foundational skills, social-emotional skills and digital skills.



Lifelong learning

is a concept that has the potential to give rise to a new form of society: a society that values learning not just as a pragmatic resource, but also as an asset in itself that, in the same way, values people not just for what they can do, but also for who they are.

A fast-changing world in which major social, economic and cultural inequalities persist

Poverty, inequalities in terms of access to education, urbanisation, geopolitical instability and increasingly frequent developments and crises set the scene for a world that is both constantly changing and increasingly globalised. As a result, the representation of community structures, the transmission of cultural traditions and the perception of the values associated with them have been disrupted. This lends added complexity to the construction of personality and the relationships that people have with the strong founding units (family, village, ethnic groups, etc.).

IECD'S EDUCATIONAL APPROACH

In a world in which the most vulnerable can be "isolated", "led astray" or "seduced" by false promises, the IECD seeks to "raise", elevate and guide individuals towards an integration into society. Whatever a person's age, IECD believes it has a duty to work towards giving everyone the means to overcome their difficulties and the situations that can lead to social and/or professional exclusion.

IECD's unique and holistic educational approach aims to provide a necessary complement to higher education and Technical and Vocational Education and Training (TVET) to ensure that people are fully integrated into society and can contribute to it at the same time.

People are considered "in their entirety through tailor-made support embracing all their dimensions (physical, intellectual, emotional, social, etc.) and their

environment: help in drawing up life projects, development of personal and interpersonal skills, awareness-raising in the person's environment, material support, etc.

Through integral life skills training, IECD strives to ensure that all individuals are given the opportunity to reveal their talents and play an active part in society.

Life skills training: an asset for facing the future

People need to develop the ability to adapt to situations that have become complex, overcome regional, national or global crises, seize opportunities and contribute to local development.

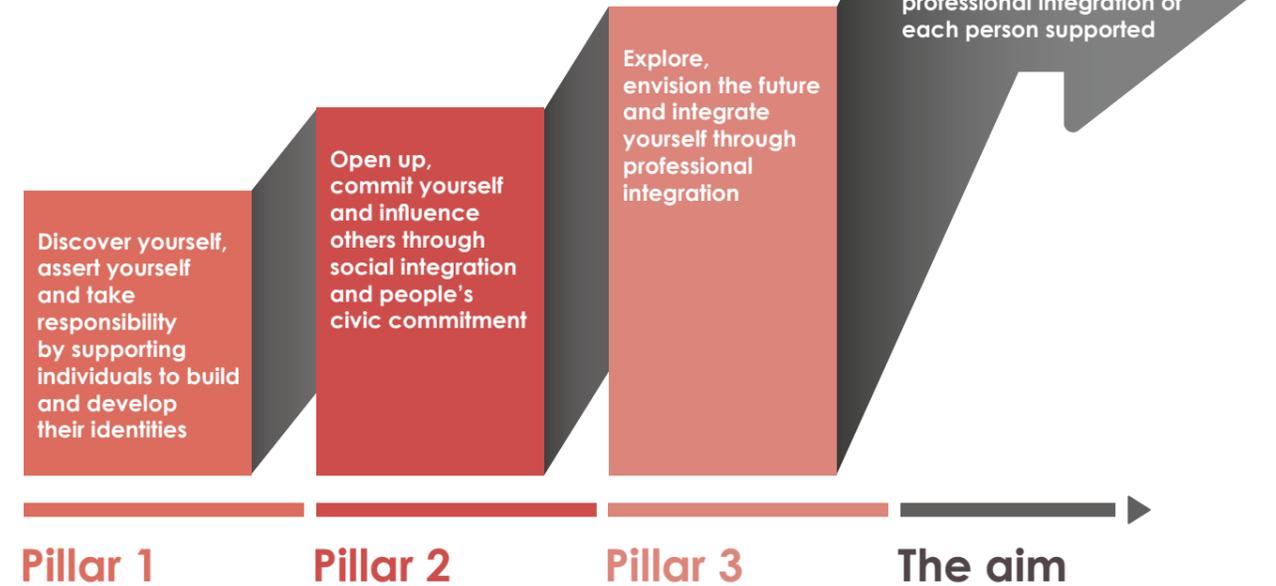
Academic, technical or vocational training is necessary, but not sufficient: to ensure that younger and older people alike have the ability to integrate socially and professionally, it must be accompanied by the acquisition of core competencies for life and work.

Life skills training is the term used to describe all actions designed to empower individuals and help them build life projects with a view to their social and professional integration.

The aim of life skills training is therefore to help all supported individuals to fulfil their potential by developing their ability to learn for themselves, their empowerment and autonomy, and their ability to visualise themselves in a future in which they will be committed and responsible players within their community.

The aim of IECD's Life Skills Training is to **strengthen autonomy and build life projects with a view to the social and professional integration of each person supported**. It complements the academic, technical or vocational training followed by the people benefiting from the IECD's actions.

STAGES OF PATHS FOR THE FUTURE



MEANS

- PATHS for the future, collective training in life skills
- Individual support tailored to the person's needs
- Support aimed at involving the person's environment and surrounding community
- Committed professionals trained and dedicated to the cause

THIS OBJECTIVE IS BASED ON 3 PILLARS

1 DISCOVER YOURSELF, ASSERT YOURSELF AND TAKE RESPONSIBILITY BY SUPPORTING INDIVIDUALS TO BUILD AND DEVELOP THEIR IDENTITIES

- Support people in their psychosocial development; help them to develop their personality, aptitudes and ability to live alongside others.
- Support people as they become more independent in their daily lives and more confident about the future.
- Encourage the development of a stimulating family and educational environment by involving parents and training educational teams.

2 OPEN UP, COMMIT YOURSELF AND INFLUENCE OTHERS THROUGH SOCIAL INTEGRATION AND PEOPLE'S CIVIC COMMITMENT

- Develop their ability to open up to the world, communicate and live in society
- Enable people to feel like active citizens of the world, particularly within their own country.

3 EXPLORE, ENVISION THE FUTURE AND INTEGRATE YOURSELF THROUGH PROFESSIONAL INTEGRATION

- Encourage everyone to acquire key competencies for lifelong learning that enable them to make free and informed choices about their educational and vocational options.
- Promote employability by giving people the keys and tools they need for sustainable professional integration.

At the IECD, life skills training is delivered via PATHS for the future. The aim of this pathway is to provide the people we support with a set of human and psychosocial competencies known as "life skills", giving them the keys and tools to enable them to flourish in all aspects of their lives and become agents of change.

It is delivered by education and/or training professionals, in particular educators and guidance and integration officers. These professionals embody **a distinct philosophy based on educational support**: a philosophy of confidence in each individual's ability to learn and progress.

Belief in a person's potential to evolve and develop is a foundational prerequisite for the role of educator. The educator acts as a "tutor" in the horticultural sense: he or she is solid and upright and sets a path to be followed while leaving the individual free to follow it at his or her own pace.

¹ "Educate", from the Latin ex-ducere, meaning to guide or lead "out of", can be seen as the opposite of the Latin subducere ("to subtract") and seducere ("to lead away") or seducere ("to lead towards"). The word "education" is originally taken from the Latin educatio, used primarily to describe the action of "raising" or lifting up.

Young students on a cultural trip as part of Madagascar's SESAME programme.



THE IECD'S RESPONSE

PATHS FOR THE FUTURE

WHAT IS PATHS FOR THE FUTURE² ?

PATHS (Personal and Adaptive Training and Holistic Support) for the future is IECD's life skills training pathway, providing support for harmonious coexistence, social and professional integration and enhanced independence.

This guide sets out the key priorities of the approach, and contains practical resources and methodologies for adopting, adapting and deploying it in the different areas of intervention of the IECD and its partners.

This guide is therefore a tool for those responsible for educational projects and initiatives: educators, project managers, guidance and integration officers, trainers, school managers, etc.

WHO IS THIS PATHS FOR THE FUTURE AIMED AT?

IECD seeks to **provide guidance for women and men, both now and in the future**, with a particular focus on vulnerable people.

The main target age group, 14 to 30, is designed to cover both adolescence and early adulthood, which is marked by self-assertion, preparation for economic and family autonomy, educational and career choices, and so on. These are all personal and collective challenges, made more complex by poverty and/or vulnerability, but they are also the challenges of tomorrow's world.

The IECD also runs the PATHS program for people of all ages, particularly entrepreneurs, who need to build solid foundations and develop cross-disciplinary competencies in their personal and professional lives so that they can maintain and develop their businesses and look to the future with confidence.

INTRODUCTION TO PATHS FOR THE FUTURE

This training pathway lasts a total of 160 hours and is based on three distinct pillars:

**DISCOVER YOURSELF,
ASSERT YOURSELF AND
TAKE RESPONSIBILITY**

**OPEN UP, COMMIT
YOURSELF AND
INFLUENCE OTHERS**

**EXPLORE, ENVISION
THE FUTURE AND
INTEGRATE YOURSELF**

Each pillar is made up of 3 training modules, which in turn enable the acquisition of 3 to 6 elements of competency³ for personal, social, civic and professional development.

This "garden of life skills training" is an environment that can be tailored to specific contexts and needs, to encourage individual growth and fulfilment. It is rooted in the idea that each competency acquired by a person must be grounded and stable.

In this metaphorical ecosystem, the individual receiving support is represented by the germinating seed. Nourished by the sun, water, air, fertiliser and the help of its tutor (professional team), this seed develops three main roots – relationship with oneself, relationship with others and the ability to envision the future.

As it grows, thanks to the learning process and the support, the seed becomes a young tree which, in turn, spreads seeds (secondary roots – competencies).

Ultimately, the person being supported becomes a tree with three beautiful, solid branches – the objectives – which are identity-building and development, social integration and civic engagement, and professional integration. The bee represents the IECD, which watches over the healthy growth of its tree.

² PATHS is an updated, developed version of the "The IECD's education garden" educational guide (2020), whose basic philosophy and key priorities it follows.

³ See the Life Skills Training Glossary file

THE NATURE OF PATHS IS THEREFORE

OPERATIONAL

Pedagogical sheets have been developed with the main aim of supporting all professionals involved in education and training as they prepare and implement PATHS. Each of these provides a general overview of the training module, specifying the elements of competency covered, the content addressed, the learning activities proposed and the assessment criteria. They also include indications of duration, which may be tailored to suit the dynamics of the group, the teaching techniques used or any constraints on implementation.

Based on these, lesson plans are drawn up, enabling professionals to take ownership of the content and to have a clear idea of how each activity session will unfold.

REMEMBER

1 competency
(Garden seed
or tree root)
= 1 pedagogical sheet
= 3 to 6 elements
of competency worked
on in 1 training module.

MODULAR

This pathway can be tailored to suit the needs of the target group and the specific context, project or expectations of the partner.

The spirit of PATHS is therefore not to be deployed in a uniform way. Rather, depending on the context, the characteristics of the project and its stakeholders, only certain modules will be implemented according to targeted competencies. In this way, a tailored pathway will enable the people receiving support to grow, becoming women and men who participate in the construction of their community and integrating both socially and professionally.

CONSISTING OF AN INTERACTIVE TOOLBOX

This contains all the tools (competencies framework, flowchart, pedagogical sheets, lesson plans, monitoring and assessment tools, etc.) needed to deploy the PATHS and can be accessed via this link: [Deploying PATHS](#)

This toolbox is intended as an active resource that will be enriched by additional materials offered by the developers of the PATHS in a harmonised format to ensure overall readability.

Mr. Chinnarat, a baking trainer, examining the productions of two students from class 12: Mr Tinakorn and Mr Natawat at the HCTC hotel school in Thailand.



THE SEEDS

THAT COMPRISE PATHS FOR THE FUTURE

FRAMEWORK OF PATHS FOR THE FUTURE

The PATHS is thus divided into 9 seeds, grouped into the 3 pillars. Each seed described below comprises:

- **The relevant objectives**
- **Testimonials from** people who have tried out life skills modules during their training courses
- **Key activities**
- **Practical resources and tools** for implementing the training courses on the pathway

DISCOVER YOURSELF, ASSERT YOURSELF AND TAKE RESPONSIBILITY



Build your identity

- Write and tell the story of your life
- Reveal your talents and identify your strengths and weaknesses
- Build self-esteem and self-confidence
- Develop your socio-emotional intelligence
- Develop your ability to learn

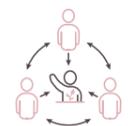
Organise your life

- Lead a healthy, balanced life
- Identify and take action against abusive behaviour
- Mobilise resources to meet your needs
- Organise your time and tasks
- Manage your personal finances
- Navigate and move through different environments

Live our emotional and sexual relationships in a responsible way

- Understand how your body works
- Establish healthy friendships with male and female peers
- Define healthy, consenting, balanced and responsible love relationships
- Adopt a responsible behaviour in your emotional and sexual life
- Prevent sexual behaviour that can lead to STIs, early or unwanted pregnancies, violence and digital issues

OPEN UP, COMMIT YOURSELF AND INFLUENCE OTHERS



Develop assertiveness

- Adopt positive communication tailored to the situation and the person you are talking to
- Assert yourself in your interactions and argue for your choices
- Prevent and manage conflict

Show openness to the world

- Develop a knowledge of world cultures
- Understand the social and political life of the individual's own country
- Analyse the major issues facing that country, culture and community
- Analyse the sources and effects of discrimination in society

Act for the common good

- Explore issues of ethics and freedom
- Become a responsible and committed citizen
- Apply the basic principles of first aid, road safety and fire prevention
- Understand the challenges of sustainable development

EXPLORE, ENVISION THE FUTURE AND INTEGRATE YOURSELF



Build your life project

- Develop your personal project
- Draw up a professional project

Integrate the world of work

- Write reports, CVs and cover letters
- Prepare for a successful job interview
- Identify your rights and duties as an employee
- Introduce yourself to entrepreneurship

Develop your employability

- Navigate and communicate in a digital environment
- Develop your ability to adapt to change
- Demonstrate discernment and develop a critical outlook
- Work as part of a team
- Adopt professional attitudes and taking the initiative
- Maintain your professional network

Pillar 1

DISCOVER YOURSELF, ASSERT YOURSELF AND TAKE RESPONSIBILITY

Personal development is a foundational process that starts with self-discovery and continues through an individual's ability to assert their choices and manage the responsibilities that result from those choices. The first stage of this principle involves an in-depth exploration of who we really are. Through self-knowledge, we can build a clear, solid identity by establishing our own values, aspirations and limitations.

As our self-knowledge grows, it becomes important to assert ourselves by making decisions that truly reflect our own identity, values and beliefs while taking account of the demands of the outside world. This self-assertion can reveal itself in how we organise our daily lives; for example, our approach to managing health issues, household tasks or finances. Effective planning is essential in order to live a balanced life that is aligned with our own goals.

At the same time, issues related to our emotional and sexual issues play a crucial role in this process. They influence how we form relationships and make major decisions regarding our emotional and physical well-being. As we incorporate these elements into our own personal development, we learn to make informed choices and navigate the complexities of human relationships with confidence and responsibility.

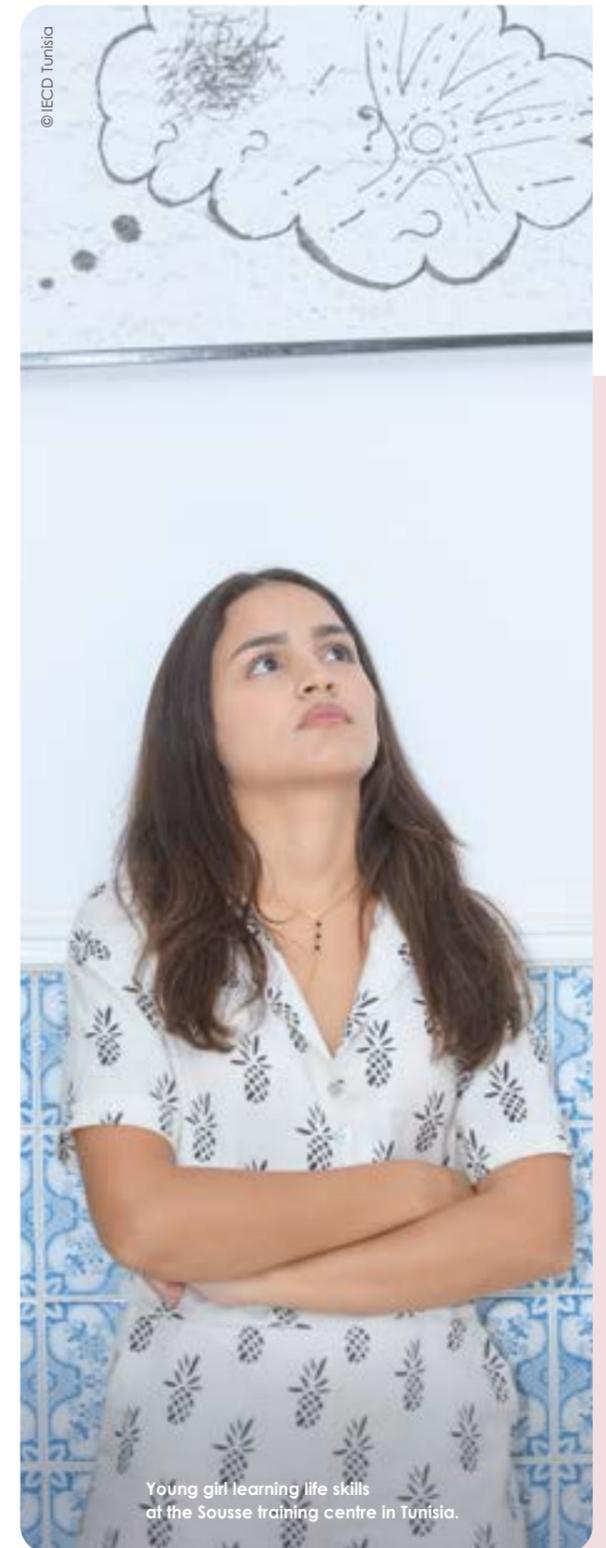
In summary, self-discovery, self-assertion and taking responsibility are closely interconnected processes that promote a fulfilled, balanced life. They require continuous reflection and a personal commitment to navigating the various aspects of existence effectively while utilising the resources at our disposal and taking account of our environment.

THIS PRINCIPLE COMPRISES THREE ELEMENTS

→ Build your identity

→ Organise your life

→ Live our emotional and sexual relationships in a responsible way



Young girl learning life skills at the Sousse training centre in Tunisia.

BUILD YOUR IDENTITY



OBJECTIVE

To enable individuals to understand who they are, where they have come from, and what their own strengths, talents and weaknesses are, to make them ready to embark on adult life with confidence.



"The truth is, I've completely changed my mindset through the life skills [I've acquired], knowing that if I stay positive, life will be much simpler and more favourable. Life skills have enabled me to manage my emotions better. Working with colleagues who don't have the same opinions can be difficult, but I've learnt that everyone has a different situation, personality and way of thinking. What's most important in the workplace is respect and the ability to move past [these differences] to get the job done together."

Hien Nguyen Thi Thu,
a graduate of the "La Boulangerie Française" project in the Hospitality and Catering programme in 2021 and employed at the 4* Villa Sông Sài Gòn hotel in Hồ Chí Minh City, Vietnam.

Self-knowledge refers to an individual's ability to identify their own personality, strengths, values, etc. Who am I as a human being within a bigger story, and what are my strengths and weaknesses?

This acquisition of personal insight, drawn from our own individual experiences, provides a key foundation for personal development. When we know ourselves, we are able to determine:

Our own identity

- Deepening our internal understanding of our own nature as a unique individual.

Our own personal strengths and talents

- Identifying and developing the best of ourselves according to our own abilities, challenges and areas of interest.

Our own emotions and how to manage them

- This is a key prerequisite for developing autonomy in our relationships with ourselves and with others. Emotions such as stress, anger and sadness, if not properly accepted and managed, can hinder personal development and relationships with others. This is why individuals must learn to acknowledge and identify their own emotions in order to maintain an appropriate level of control over them.

KEY ACTIVITIES FOR SUCCESS

- Personalised support to enable people to develop by incorporating all the facets of their personality
- Personal development activities tailored to each age group to boost self-confidence and self-esteem

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Write and tell the story of your life
- Reveal your talents and identify your strengths and weaknesses
- Build self-esteem and self-confidence
- Develop your socio-emotional intelligence
- Develop your ability to learn

ORGANISE YOUR LIFE



OBJECTIVE

Personal fulfilment, daily life management, good health and all the tools needed to maintain a healthy balance in life. The individual develops a coherent personal life and expresses the will to act accordingly.



"I've learnt not to be afraid of responsibility. I was in charge of the budget during our study trip, which I'm very proud of, because it proves that the other students saw me as someone trustworthy and honest."

Clément, 22,
graduated from the SESAME programme in eco-tourism and wants to open a cultural museum in his home town.

How can I create and maintain the conditions necessary for my own well-being and the development of my body and mind? This learning process is structured around a demanding daily routine that enables each individual to acquire healthy, well-controlled habits.

- The development of one's values, opinions and sense of responsibility are decisive in people's destinies, because they will determine their ability to assume responsibility throughout their lives.
- A well-balanced life reduces the risk of illness, promotes personal fulfilment and enables people to implement their personal commitments and live out their professional lives to the full.
- Time management is also a key competency in helping people learn to be independent. People's ability to keep to schedules, optimise their diary, prioritise tasks and plan ahead will be crucial to their personal, family and professional success.
- Lastly, to promote long-term social and economic integration, it is essential to help people become financially independent by giving them the tools they need to manage their money effectively on a day-to-day basis: keeping accounts, planning savings, organising a budget, etc.

KEY ACTIVITIES FOR SUCCESS

- Different responsibilities assigned to each person on a regular basis
- Learning activities that encourage all participants to organise their time and personal work
- Awareness-raising and testimonials on health issues

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Lead a healthy, balanced life
- Identify and take action against abusive behaviour
- Mobilise resources to meet your needs
- Organise your time and tasks
- Manage your personal finances
- Navigate and move through different environments



LIVE OUR EMOTIONAL AND SEXUAL RELATIONSHIPS IN A RESPONSIBLE WAY

OBJECTIVE

To develop interpersonal skills that enable you to establish healthy, balanced relationships with your peers and those around you. The person acquires emotional and sexual autonomy and learns to behave responsibly.



“They helped me to make my choices. For example, we studied how pregnancy works, and relationships with girls. I don’t have a partner yet, but if one day I have a girlfriend and I want to get married I’ll wait until I’ve finished my studies and work first. Because I don’t think you should mix it with studying, and the need for money to support your family and your children”.

Chaci, 15,
a young student on the CERES programme in Madagascar

In this sense, affectivity refers to the ability to be moved, and to experience feelings of humanity, compassion and tenderness for others. It allows us to answer the question: who am I in my family? My peer group? My community?

Sexuality describes all of a person’s sexual behaviour: their desires, attractions, gestures, relationships, search for pleasure, etc. A biological phenomenon as well as a social, cultural and psychological one, sexuality is a central aspect of human beings throughout their lives.

Adolescence is the period during which relationships with peers are put to the test. The boundaries of friendship and love are turned upside down. The differences between girls and boys are becoming increasingly apparent, and a new world of relationships is emerging. Girls and boys must learn to see themselves as partners in a view of society where women and men are equal and support each other. During this period, people are also faced with changing relationships with their parents, siblings and other family members.

KEY ACTIVITIES FOR SUCCESS

- Professionals trained in emotional and sexual education, ready to respond sympathetically to everyone’s sensitivities and emotions
- Mixed and single-sex activities to raise awareness of the differences and respect between men and women
- Open and constructive dialogue between professionals and families

AVAILABLE RESOURCES

- A facilitator’s guide
- Lesson plans with a particular focus on the 13-18 age group, including some workshops that can be used for the 18-30 age group. In which we will reinforce the following elements of competency:
 - Understand how your body works
 - Establish healthy friendships with male and female peers
 - Define healthy, consenting, balanced and responsible love relationships
 - Adopt a responsible behaviour in your emotional and sexual life
 - Prevent sexual behaviour that can lead to STIs, early or unwanted pregnancies, violence and digital issues
- A training module for facilitators
- Assessment tools (interview grid, satisfaction survey) to assess the content of the sessions and the facilitators
- Awareness-raising for families

These resources are the ideal keys and goals to be targeted: the aim here is to enable people to get started on the road to an emotional and sexual life.

Pillar 2

OPEN UP, COMMIT YOURSELF AND INFLUENCE OTHERS

Over the last few decades, time seems to have accelerated, and the scale of the world has suddenly changed. Increased international trade and travel, the attractiveness of major cities and, above all, digital technology have accelerated globalisation.

The importance of experiencing otherness is both a source of richness and a challenge. Each of us is therefore called upon to take part in a specific culture by developing the following skills in particular:

- Establishing interpersonal interactions based on **mutual respect and understanding**, as well as **caring and cooperative** relationships with all people, whatever their opinions and values.
- Developing an understanding of one’s own environment through culture, history and socio-political life.
- Understanding and assuming your rights and duties as a citizen
- Working in changing environments characterised by cultural and social diversity,
- Taking part in preserving and improving their environment in an **informed, active and responsible** way.

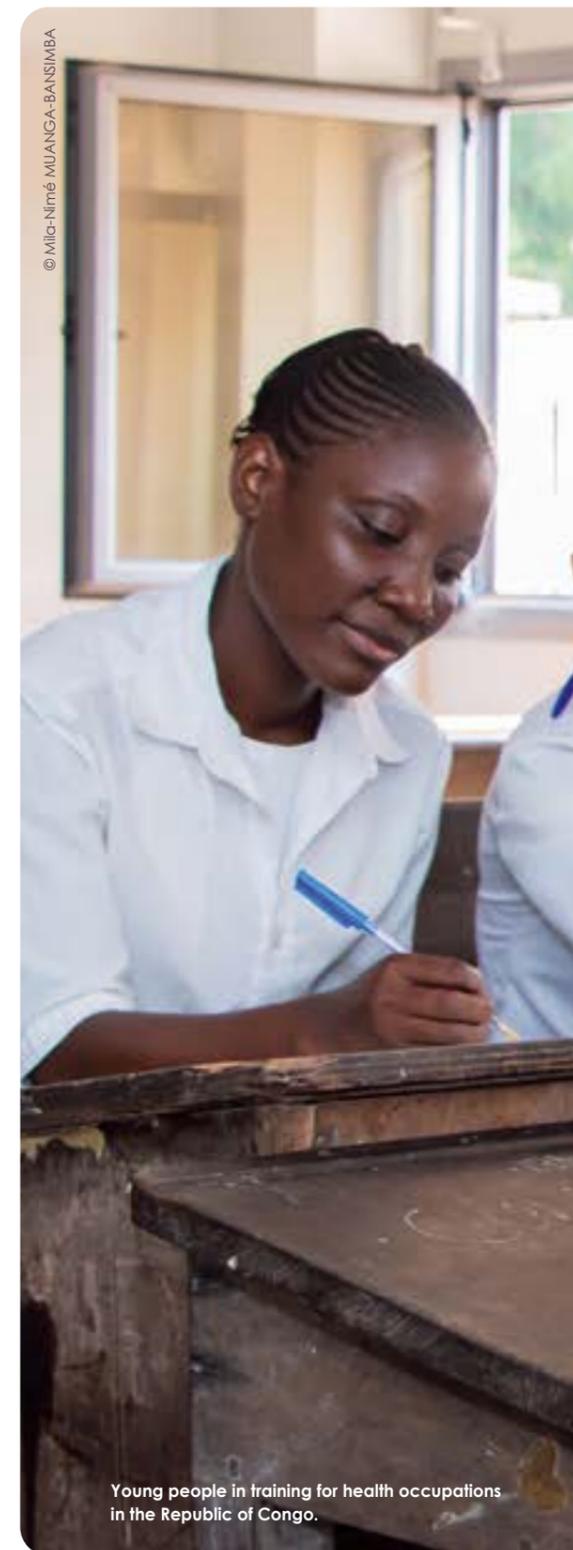
Life skills training encourages learning about life in society, a process in which everyone is encouraged to express themselves while respecting and appreciating the opinions of others. We are all enriched and grow through contact with others, and the challenge is to reconcile the positive influences of the outside world with the pillars and models of their current existence. When we do so, more unified human communities will emerge, made up of people who are more complementary.

THREE OF THE PATHWAY’S SEEDS ARE ESSENTIAL TO SHOW THAT PEOPLE ARE READY TO DISPLAY OPENNESS AND COMMITMENT, AND INFLUENCE OTHERS:

→ Develop assertiveness

→ Show openness to the world

→ Act for the common good



Young people in training for health occupations in the Republic of Congo.



DEVELOP ASSERTIVENESS

OBJECTIVE

To develop the ability to listen and engage in dialogue. A person who is able to resolve conflicts and express their rights and opinions with respect for others.



"I used to be a loner, hiding away within my shell. During my preparatory year, I no longer had my parents or my family, so I had to open up to other people and talk to them. Now, sometimes I think I even talk too much! My referents are like big sisters to me: I talk to them about everything and anything, about my happiness and my difficulties."

Olivia, 21,
a young graduate of the SESAME programme in Madagascar.

Quality of listening is measured via the degree of attention paid to what the other person has to say. Expression, on the other hand, is the act of communicating through words, gestures or any other channel or sign. How can I make myself understood, and understand others, by being fully attentive to my needs and theirs, while avoiding the temptation to interpret what others say to me, or to project my own intentions?

Open-mindedness, a caring and authentic relationship with those around you, active listening and the use of non-violent communication methods are all keys to successful communication.

To do this, people need to practise expressing their emotions and putting words to their own feelings and those of others. They must also ensure that they never resort to aggressive, domineering, submissive or manipulative relationships.

As they experiment with this method of communication, people work on increasing their level of assertiveness, raising their awareness and expression of their limits. They then move towards an attitude of firm understanding of situations and what they consider acceptable or not, so as to develop more harmonious relationships.

KEY ACTIVITIES FOR SUCCESS

- Group activities (role-playing situations) requiring cooperation to achieve a single objective
- Individual support to help each young person find their place in a group and express their emotions and opinions

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Adopt positive communication tailored to the situation and the person you are talking to
- Assert yourself in your interactions and argue for your choices
- Prevent and manage conflict



SHOW OPENNESS TO THE WORLD

OBJECTIVE

To arouse curiosity. Individuals find out about current events in the world and in their own country and take an interest in their own culture and community.



"I chose the photography and ICDL (digital competencies) courses. They were great. I really enjoyed them. I discovered a passion for photography. Training has changed the way I see the world. I've been taught to break down barriers. I used to be afraid to speak in public. I've become braver in social situations."

Mai Abu Amar, 20,
a young student on a short training course in Syria.

One of the challenges of education in the 21st century is to forge human awareness and identity, of which general culture (arts, history, religion, politics, current affairs) is an essential component, because it is an excellent way of asserting individual uniqueness by encouraging people to look at the world from many different angles. As we acquire basic notions and knowledge (knowledge of oneself, one's culture, one's community, one's ethnic group, one's country of origin), we become able to assume our roles as human beings and citizens open to the outside world, and thus to better understand the world and society in general. Similarly, this openness is the breeding ground for values of tolerance, open-mindedness and benevolence.

KEY ACTIVITIES FOR SUCCESS

- Cultural, artistic and traditional experiences
- Encouraging children to read a wide range of easily accessible books and media
- Group or individual research on topical issues

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Develop a knowledge of world cultures (continents, world organisations, religions, etc.)
- Understand the social and political life of the individual's own country (public players and their roles)
- Analyse the major issues facing that country, culture and community
- Analyse the sources and effects of discrimination in society (gender, disability, origin, religion, etc.)



ACT FOR THE COMMON GOOD

OBJECTIVE

To take an active role in helping others. Individuals act for the common good by getting involved in community life.



"FAPAR training is interesting and meets the growing need for support for the elderly in our society. I was able to develop a number of competencies in the medical-social field, and the trainers always helped us to find suitable work placements and land jobs. I'm now an assistant in a health centre."

Asmaa Hayda,
winner from the 2nd FAPAR cohort at the CDRT in Morocco.

The "common good" refers to what is beneficial for society as a whole, rather than for a specific individual or group. It is the set of conditions and resources that enable all members of a community to lead dignified and fulfilling lives.

In response to the rise of an increasingly individualised model of life and success, it is more important than ever to train men and women who care about others and have a sense of commitment and solidarity. On a day-to-day basis, it's all about opening up to others and being active in society, with an emphasis on respect and team spirit.

The experience of giving of one's own self, time and energy helps to forge the humanist character of individuals and encourages solidarity. By encouraging everyone to focus on others, education helps to embody the ideals of fraternity, generosity and humanity.

KEY ACTIVITIES FOR SUCCESS

- Collective or individual initiatives to help others
- A community life in which everyone participates
- Awareness-raising campaigns on first aid and road safety

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Explore issues of ethics and freedom
- Become a responsible and committed citizen
- Apply the basic principles of first aid, road safety and fire prevention
- Understand the challenges of sustainable development

Pillar 3

EXPLORE, ENVISION THE FUTURE AND INTEGRATE YOURSELF

Envisioning the future with a **solid, coherent life project** is essential if you are to have a fulfilling future. This project, in line with our tastes, talents and core values, forms a foundation that guides us as we build our career path. It is not just about meeting immediate needs, but also developing a clear vision of what you want your future to be, both personally (family life? civic commitment?) and professionally (occupation? career?).

Similarly, developing your own employability is a key lever for securing your future and adapting to a rapidly changing labour market. This involves training in the cross-disciplinary qualities that will be in demand in the future, such as flexibility, creativity and the ability to solve complex problems, digital skills, etc.

In an ever-changing world in which professional and personal demands are increasingly complex, it's crucial to adopt a proactive attitude to your future. It's no longer just a matter of hoping for a better future, but of actively building it, by setting **practical, realistic goals**. This projection into the future is necessary for professional integration, taking on responsibilities and choosing the decisive steps that will guide the individual's career path in the medium and long term.

THERE ARE THREE MAIN AREAS IN WHICH IT IS POSSIBLE TO ENVISION THE FUTURE:

→ Build your life project

→ Integrate the world of work

→ Develop your employability



Young person following a catering training course in France.

BUILD YOUR LIFE PROJECT

OBJECTIVE

Defining the direction of your future. The person is motivated to succeed and is able to envision their own medium and long-term future.



"My plan for the future is to become an electrical engineer. My plan is to get married at 28 and have three children (but I don't know how many boys and girls yet). When I grow up, I want to have a job that will enable me to contribute to the development of my country and make my family happy."

Nicolas, 21, is a young student electrician at the Institut Technique Supérieur Saint François Xavier (ITSFX) in Fianarantsoa, Madagascar.

"I heard educators talking about the possibility of setting up our own workshops, and I developed this desire to become an entrepreneur. I learnt a lot from the entrepreneurship awareness sessions, the qualities of an entrepreneur and the importance of teamwork. The message I can pass on to young girls is that they shouldn't be afraid to take up any technical trade! If a boy can do it, then a girl can do it too; you just have to love the trade you want to do, apply yourself and have the will to succeed."

Reine, a technical training student in the Republic of Congo.



"Life project" refers to the imagination and ability to envision a positive future that will enable successful social and professional integration. What do I want and what can I do in the future?

Ambition is the desire for self-fulfilment, the driving force behind moving forward by surpassing oneself and overcoming obstacles. It causes people to grow, mobilises them and enables them to take charge of their lives in a responsible, dynamic and optimistic way.

Their ambition must be in line with who they are, enabling them to exploit their talents and realise their potential. This ambition compels them to explore, advancing step by step with patience, perseverance and tenacity, going even further than they believe possible.

As people develop their ambitions, they also have to face up to the challenges of their own educational and/or vocational path. The in-demand occupations today may not be the same as those in their parents' time; educational provision in their region has changed; and economic developments have led to the creation of new careers and new skills. The challenge for individuals, therefore, is to find their way through this maze of fields into which they could integrate according to their interests, their educational background and their personality.

KEY ACTIVITIES FOR SUCCESS

- Testimonials from students and/or professionals
- Visits to schools and/or companies
- Personalised support from sources such as career guidance offices, to build a coherent and realistic life project for each individual

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Develop your personal project: values, ambitions, civic commitment
- Draw up a professional project: guidance, finding out about careers, training courses, the job market, how a company works, how it fits in with the environment, etc.

INTEGRATE THE WORLD OF WORK

OBJECTIVE

To acquire all the keys and tools needed for successful professional integration. The individual prepares and integrates into the job.



"Today I was able to achieve the objective I set myself on my first day at the centre; FAPAR was a rich training programme which taught me a lot of things that have served me well in my personal and professional life. Today, thanks to the training, I was able to get two jobs: the first at the Dar Elkheir retirement home, where I'm in charge of a ward and have to look after 50 people; and the second at home for 2 hours a day."

Said, graduate of the FAPAR (Formation d'Aide à la Personne à Autonomie Réduite) in Morocco.

"Following my graduation in 2018, I was hired as a commis at J'aime by Jean-Michel Lorrain, a 1 Michelin star restaurant in Bangkok and a partner of HCTC. After 4 years as a pastry chef, this year I was promoted to junior sous-chef. I am very proud of this work today. I still think I am quite young for this new job. I could never have imagined that I would be given this opportunity so quickly, because the catering standards at J'aime are very high. I'm very happy here and I'm lucky to be surrounded by a great team of supportive chefs."

Ms Orapan, a recent graduate of the HCTC programme and currently junior sous-chef at J'aime by Jean-Michel Lorrain, a Michelin-starred restaurant in Bangkok, Thailand.



Professional integration is an essential process, driven by an autonomous individual, enabling them to access and remain in employment. This integration can take place as soon as they leave training, whether they have a diploma/certificate or not, in a paid activity and/or one for which they are compensated (food, transport, etc.).

This seed aims to prepare people for leaving the training scheme and give them the tools and unwritten norms they need to enter the job market.

KEY ACTIVITIES FOR SUCCESS

- IT workshops for preparing CVs and covering letters
- Real-life job interviews
- Individualised support, particularly from career guidance offices, upon leaving the training scheme

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Write reports, CVs and cover letters
- Prepare for a successful job interview
- Identify your rights and duties as an employee
- Introduce yourself to entrepreneurship

The IECD has also developed a catalogue of solutions entitled COMPASS, which lists all the existing solutions deployed in the projects on the issues of career guidance, sustainable employability and professional integration.



DEVELOP YOUR EMPLOYABILITY

OBJECTIVE

Seizing career opportunities in line with your life project. People develop their ability to find and retain a job, and to manage their professional career by adapting to change.



"The automation bootcamp enabled me to acquire new competencies and helped me to find a job. There is a great demand from companies for people who understand and work in industrial automation. This has given me invaluable opportunities to develop my competencies and become more aware of all aspects of the job."

Charbel,
a young graduate in industrial technical training in Lebanon.

Employability is defined as the set of competencies and resources that can be mobilised throughout one's life to seize professional opportunities, and to facilitate a successful transition to the labour market, the ability to hold down a quality job and grow in it, and mobility in the labour market (salaried employment, self-employment, entrepreneurship).

The ongoing development of these competencies differs according to each individual's life path, environment and social and economic context, and enables them to adapt to a changing world.

This concept takes into account a number of factors, such as adaptability, flexibility, critical thinking, the ability to seize new opportunities, the use of digital technology, the ability to work as part of a team, etc.

KEY ACTIVITIES FOR SUCCESS

- Long-term projects to help individuals persevere
- A wide variety of situations, contexts and educational media
- Time spent assessing the individual's own actions

AVAILABLE RESOURCES

A pedagogical sheet detailing the following elements of competency:

- Navigate and communicate in a digital environment
- Develop your ability to adapt to change
- Demonstrate discernment and develop a critical outlook
- Work as part of a team
- Adopt professional attitudes and taking the initiative
- Maintain your professional network

Young students on an electrical engineering training course in Egypt.



IMPLEMENTING

PATHS FOR THE FUTURE

© IECD Egypt

THE STEPS FOR IMPLEMENTING PATHS FOR THE FUTURE

- The scoping meeting
- Gathering of needs and expectations
- Constructing a training plan
- Training of trainers
- Implementation of activities
- Assessment

These stages, carried out one after the other, make it possible to offer a pathway that is tailored to the specific expectations of the supported individuals and the partners.

STAGE 1 THE SCOPING MEETING



→ Objective

- To ensure that all stakeholders share the same understanding of PATHS, the project within which it is being developed, its implementation framework and its specific features.

This scoping meeting brings together the various players who will be supporting or monitoring the roll-out of PATHS: project managers, educators, guidance and integration counsellors, partners, etc. and, if necessary, expert assistance from head office.

→ Key Activities/Tools

- An introduction to IECD (if necessary) and PATHS
- An action plan for the next stages, with a breakdown of roles

STAGE 3 CONSTRUCTING A TRAINING PLAN



→ Objectives

- Based on the needs identified, to identify the competencies needed to build a training plan and achieve the objectives set
- To tailor PATHS training courses to the needs of people receiving support
- To provide training in the creation of lesson plans to support the pathway's pedagogical sheets.

→ Key Activities/Tools

- A competency framework
- A model training plan to act as a guide in building the pathway

It is possible, and indeed necessary, to tailor the content of the pathway to the specific context of each project. If there is content that is identified as being absent, it can be developed during a roll-out and added to PATHS.

It is also important at this stage to think about the system for monitoring and assessing the competencies acquired by the people being supported. Tools have been deployed to support this process⁴.

⁴ The monitoring and assessment method and tools are explained in "Stage 6 – Assessing the pathway"

STAGE 2 GATHERING OF NEEDS AND EXPECTATIONS



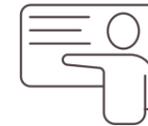
→ Objectives

- To gather information on the individual needs of the people we support with a view to developing an overall training plan
- To identify any constraints of the delivery partner to ensure that the pathway deployed takes them into account.

→ Key Activities/Tools

- A needs identification questionnaire in digital format or printable version Gathering needs
- A focus group workshop framework to expand on the data collected in the questionnaire
- This guide to PATHS explains all the pedagogy methods

STAGE 4 TRAINING OF TRAINERS



→ Objective

- To provide professionals with the tools and methods they need to roll out PATHS: recommended support attitudes and philosophy, pedagogical and didactic approach, content and facilitation techniques, etc.

This stage is necessary to ensure that the pathway is properly rolled out and can be carried out face-to-face or remotely.

→ Key Activities/Tools

- Training modules available via the "Campus IECD" platform
- A model for an initial project launch training week
- A discussion forum to share practices and tools between pathway referents

STAGE 5 IMPLEMENTATION OF ACTIVITIES



The roll-out of initiatives with individuals is detailed in the previous section (seed sheets)

STAGE 6 ASSESSMENT



→ Objectives

- To offer a satisfaction assessment at the end of each module
- To measure the progress of people supported in the various competencies covered by the pathway
- To assess the relevance, impact, effects and results of the pathway with a view to making any necessary improvements or adjustments

→ Key Activities/Tools

- A satisfaction questionnaire at the end of each module
- Tools for monitoring and assessing individuals' progress.
- A logical framework with results and impact indicators
- A steering tool to identify the various assessment phases

Assessment within PATHS takes place over time and must be factored in from the very start of the roll-out project. Indeed, it sets the pace for the various activities on the pathway, making it possible not only to monitor the progress of the individuals receiving support, but also to point out the activities that are working, and those that need to be adjusted or improved.

EVALUATION OF PATHS FOR THE FUTURE

The guide for the PATHS offers a set of assessment solutions which, like the pedagogical sheets, must be adapted to the geographical context, the specific features of the project and its duration, and the target audience.

Focus on the satisfaction survey tool at the end of each module



A satisfaction survey must be completed by the participants at the end of each module. Its aim is to assess individuals' satisfaction with the workshops and sessions on offer: what they remembered, what they liked or didn't like, the way the professional facilitated the session, etc., and the self-assessment that follows.

Focus on tools for monitoring individuals' progress

POSITIONING THROUGH SELF-ASSESSMENT



The value of life skills is that they question each individual's relationship with themselves, with those around them and with society in general. It is therefore only natural that people should be involved in assessing their own progress in acquiring skills, as they are in the best position to do so.

This self-assessment is carried out in two stages:

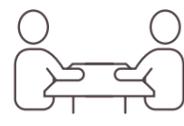
In advance of the roll-out of initiatives

During this initial phase, the person receiving support, guided by standard statements, positions themselves according to their abilities or difficulties on all the competencies that make up the training pathway. Based on this positioning, the professionals can establish the areas of work or support objectives that the person needs to develop.

At the end of the roll-out

This second phase is used to measure the progress of the supported individual when they leave the scheme. Comparing the first and second positions allows the person's progress to emerge and relevant lessons to be learned.

INDIVIDUAL MEETINGS



To enhance the effectiveness of the assessment, it is advisable to schedule regular meetings with each person (one meeting per quarter is recommended).

The objectives of the individual meeting are to:

- Discuss motivations and life projects,
- Understand the environment in which the individual operates
- Identify any obstacles to achieving their life project,
- Provide an outside view of the relevance and accuracy of the self-assessment in the light of the observations made by the educational team,
- Set objectives for the rest of the course.

COMPETENCIES ASSESSMENT



Education professionals can also use a range of tools to assess knowledge acquisition at the end of each module:

- Knowledge and reflection single- and multiple-choice questions to confirm people's knowledge
- Observations at the end of each session (notes on changes in behaviour, etc.)

LIFE STORIES



Through interviews, videos and testimonials with the people supported, the aim is to illustrate the importance of the PATHS in their daily lives:

- What has the pathway brought them?
- What did they learn and retain?
- How did it change their daily life?...

These stories can also be used to raise the profile and visibility of the pathway with partners.

EMPLOYMENT INTEGRATION SURVEY & FOCUS GROUPS - 6 MONTHS/1 YEAR



It is important to measure the effects of the post-training pathway on the people supported:

- What have they really received?
- How does this help them in their daily lives? At work? In the community and in the family?
- How do they pass on social influence to those around them?

Thus, within the employment integration surveys already present and carried out in the projects, a block specifically devoted to assessing the effects of the pathway is available.

It is also useful to set up focus groups to gather more detailed information on a greater number of students.

Setting these up requires people to be mobilised and facilitators to be trained to lead focus groups and collect data.

Focus on tools for measuring the impact/effects of the pathway



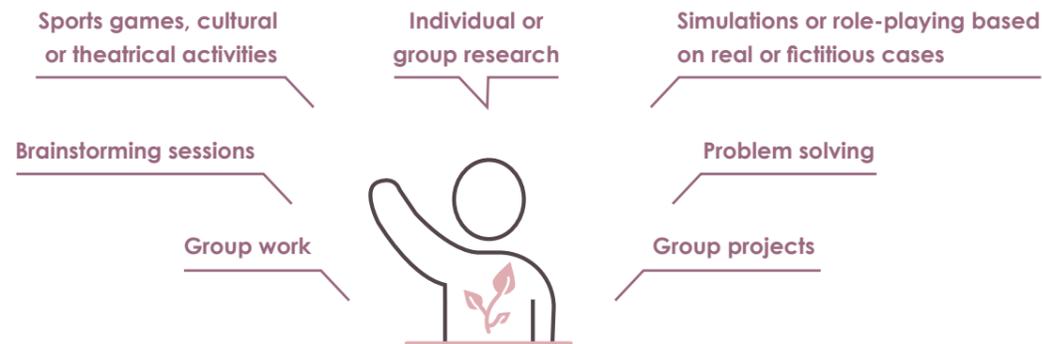
Certain indicators have been selected to measure the impact of the PATHS. They are based on the logical framework and the competencies reference framework and target the individual's development. The main indicators are:

- Developing empowerment
- Social and professional integration

PEDAGOGICAL RECOMMENDATIONS

The PATHS uses techniques derived in particular from active pedagogy methods, which value the commitment and participation of individuals and encourage them to build their knowledge through interaction with their environment.

The successful use of these pedagogical methods depends on the ability of professionals to mobilise and maintain people's motivation by creating an environment and conditions that enable everyone to express themselves and get involved, and by offering activities based on a wide variety of teaching tools and techniques such as:



MAINTAINING A CLIMATE OF GOODWILL AND TRUST WITHIN THE GROUP

While the facilitation techniques used and the quality of the content are important, so too is the attitude of the professionals who work with the participants.

Here are a few good practices to follow throughout the deployment of the PATHS:

- Ensure that everyone is involved by giving everyone a chance to speak
- Show patience and perseverance with people who are less inclined to participate, without ever rushing them, forcing them or excluding them for this reason
- Feel free to talk individually in private with a participant who seems particularly reluctant to talk about themselves or broach certain subjects during the group activities
- Refrain from making value judgements or guilt-tripping judgements about individual ideas or behaviour (good/evil, moral/immoral, etc.)

It should be noted that the PATHS and the resources it offers are not sufficient on their own to run training courses. Meticulous preparation, additional research into the topics covered or, if necessary, the support of a professional such as a doctor, psychologist or social worker, are all important practices to adopt if you want your facilitation to be a complete success.

It is important to carry out regular progress reviews (at least at the end of each month) to ensure that the remaining training time is sufficient to complete the programme.

Trainer in Caysti as part of the RELIEEF project in Cameroon.



SUPPORTING

THE ROLL-OUT OF PATHS FOR THE FUTURE

SUPPORT ARRANGEMENTS FOR PATHS FOR THE FUTURE

1. What kind of support is available for PATHS for the future ?

The successful deployment of PATHS depends to a large extent on the quality of the support provided to beneficiaries. For the professionals who run the various sessions, this means adopting an individualised approach for each person they support.

1.1 PROMOTING THE PSYCHOSOCIAL DEVELOPMENT OF INDIVIDUALS

Psychosocial competencies are defined as "a person's ability to cope effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of psychological well-being and to demonstrate it through appropriate and positive behaviour in their interactions with others, their culture and their environment." [WHO, 1993].

These competencies enable the people we support to remain in a stable and favourable environment, supporting their development. The acquisition of these competencies is essentially based on a vision of the individual in which the inner dynamic (mental aspect), the social being and, more particularly, the interrelationship between them are considered.

Psychosocial support is intrinsically linked to the acquisition of life skills such as building one's identity, opening up to the world, developing assertiveness, etc.

The IECD's main focus is to help vulnerable people, sometimes in difficult geographical situations (insecurity, extreme poverty, migration, etc.). These situations may give rise to specific needs that require specialist professionals to be called : speech therapists, psychomotor therapists, psychologists or psychiatrists, etc.

This type of specialised support is not IECD's core work. In these cases, will be to refer the people concerned to specialists or specialised structures for specific care.

Tailoring and personalisation will take place at different levels:

- **Developing psychosocial competencies**
- **Professional guidance and integration**
- **Integrating people into their community, local and personal environment.**

1.2 SUPPORT WITHIN THE GUIDANCE – EMPLOYABILITY – INTEGRATION CONTINUUM

Achieving a life project also means achieving professional fulfilment. PATHS enables the people it supports to be guided as effectively as possible towards occupational or academic fields that are suited to their desires, needs and abilities, and in line with the expectations of the job market.

The various guidance and sustainable employability solutions deployed by IECD are formally set out in a catalogue. They provide support for school counselling or careers guidance (advising people on their career paths, etc.) and then facilitate integration (preparing people to enter the labour market, making a success of their first steps in the company, career development, etc.) and sustainable employability of the people supported.

1.3 TAKING THE PERSON'S ENVIRONMENT INTO ACCOUNT

IECD works in close collaboration with the families of those receiving with the community and other local players.

The community in general, and the family in particular, form the first educational circle and the first places of socialisation that foster human development.

It is therefore important to establish a relationship of trust with them, to involve them and/or keep them informed of the activities carried out in the projects, to raise their awareness of certain educational themes and to have regular contact to discuss their children's progress.

2. Who implements PATHS for the future ?

Even if not all team members hold the position of educators, all adults have an educational role to perform role models are of foundational importance in the coherence of the educational discourse and the experience of the IECD community.

The function of each adult is therefore to guide young people towards their personal and social development, and towards responsible autonomy.

The educational relationship at the heart of all IECD projects places an emphasis on:

- **A daily presence and a close relationship based on dialogue and sympathetic listening,**
- **Interactions based on understanding, encouraging and appreciating each person according to who they are, what they want and their own abilities,**
- **Discovery of the joy of learning**
- **Respect and protection for everyone.**

OFFERING COLLECTIVE EDUCATIONAL SUPPORT

IECD believes that educators must, above all, be able to establish a relationship of trust with the group they are supporting. This relationship means that educators must be able to make it clear to everyone what they can and cannot expect from the educator: what their commitment entails, and where the limits of their support lie.

This relationship is constantly reflected in the way they lead their daily lives, in the socio-educational activities they carry out, and in the various individual and collective bodies in which they are involved.

Setting an example is a daily code of conduct that should be followed by everyone.

However, although at IECD we like to think that every professional is an educator, the support offered in terms of life skills training, whether collective or individual, must be provided by competent educators who have been trained in its implementation. Whether in the form of collective training through PATHS, or more individualised aspects of support, a system dedicated to the training of educators has been designed to guarantee high-quality deployment of that support. This training will necessarily evolve and adapt according to the specific needs of projects and the local context.

DRAWING UP AND MONITORING THE OVERALL AND INDIVIDUAL PROJECT

On a more individual level, IECD educators play the role of tutor as mentioned above. This means acting as a fixed point with the ability to guide development while at the same time being able to follow the path that the young person decides to take. This involves monitoring young people on an individual basis, covering all aspects of their lives, with a view to supporting them as they build a life project that matches their aspirations, competencies, limitations and the opportunities open to them.

WORKING AS PART OF A TEAM AND WITH ALL THE PARTNERS INVOLVED IN THE YOUNG PERSON'S CARE

To ensure that young people receive both collective and individual support, educators cannot act in isolation. The role of an educator requires not only professional competencies in supporting young people, but also the ability to work in collaboration with a wide range of stakeholders. They must therefore be able to integrate and communicate effectively within a team that extends beyond their immediate team. This group includes not only their educational colleagues, but also other key partners in the person's life: their family, of course, but also the pedagogical teams, potential employers

for work placements or first jobs, and those involved in their leisure activities or specific support initiatives (psychologists, social workers, etc.). This coordination is essential in order to offer comprehensive support that is tailored to the needs of the individual, thereby promoting their development and success in the various aspects of their lives.



Young people undergoing vocational training in kitchen, dining room, room service and reception trades at the Hospitality and Catering Training Centre in Thailand.

TESTIMONIALS



Benjamat APHIBANSKHON Assistant Catering Trainer at the Hospitality and Catering Training Center in Thailand

As a student, I heard about the HCTC's hotel and catering course. Through this theoretical and practical apprenticeship at the hotel, I acquired technical competencies and life skills that enabled me to obtain a diploma and get a better job to better support my family. I soon had the opportunity to work in a number of large hotels and restaurants. The Covid-19 pandemic turned everything upside down. When the country reopened, I joined the IECD at the HCTC as an assistant trainer. Since then, I've been helping students to build their self-confidence, and teaching them the life skills they need for the different jobs they'll have later on. I'm happy to share the knowledge I've gained from my various experiences.

Synthiche ELMINE SAMY A young apprentice following the pre-training pathway in the Central African Republic

I've always wanted to work in the health sector, and I hope to become an assistant midwife. I want to support women and reassure them at this crucial time in their lives. The training has enabled me to develop both technical competencies and life skills – self-confidence, listening skills and the courage to act. And I'm going to be able to take up the occupation of my choice, even though it's a job generally reserved for men.



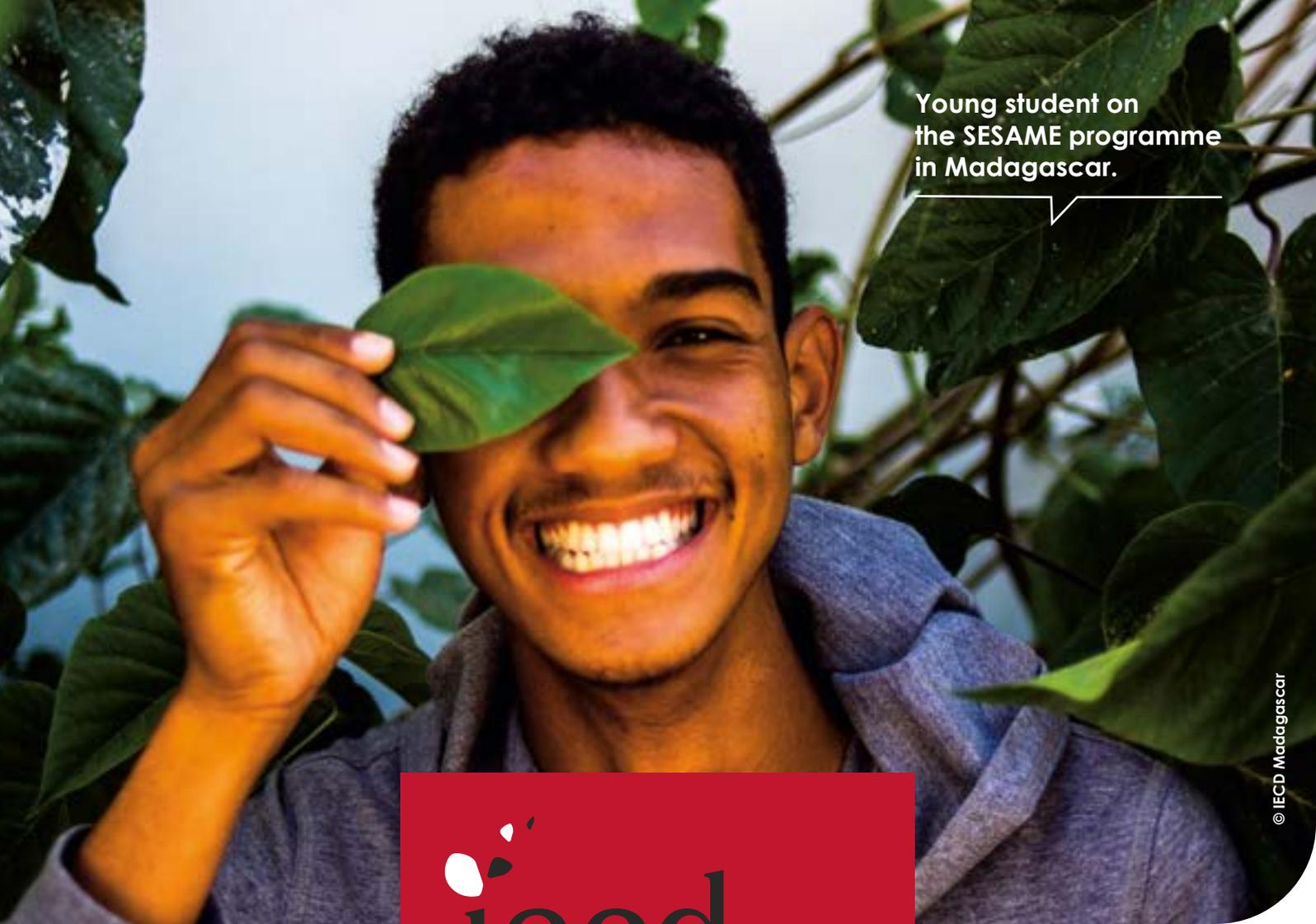
Fran EQUIZA Former UNICEF Syria Representative, currently Representative in Afghanistan

I had the opportunity to visit the Shabab centre in Jaramana and find out more about the BRIDGES project. I was impressed by the professionalism and thoroughness of the IECD teams. Their approach to young people is respectful, caring and empathetic. The trainers bring out the best in the students with tailor-made activities. UNICEF's collaboration with the IECD is undoubtedly a privilege. I feel honoured to have had a role to play, however small.

Laure KERMEN Managing Director of the ADP Group Foundation

We chose IECD for its expertise in education and professional integration, its reliability and the quality of its programmes. Positive feedback from other major foundations reinforced our decision. The IECD's programmes, such as SESAME in Madagascar, are perfectly in line with our vision of supporting young people in vulnerable situations in accessing higher education and then finding a job. This collaboration offers us a partnership based on trust and essential transparency. By working closely with the IECD, we are contributing to the development of young Madagascans and, by extension, to the country's economic and social development. IECD is one of the Foundation's main partners, and I'm delighted to be regularly asked to help develop both existing and new projects. Our partnership is a long-term one!





Young student on
the SESAME programme
in Madagascar.

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ABOUT THE EUROPEAN INSTITUTE FOR COOPERATION AND DEVELOPMENT (IECD)

Since its creation in 1988, the Institut Européen de Coopération et de Développement (IECD), an international solidarity organisation recognised as being of public utility, has been supporting the human, economic and social development of the countries in which it operates. With its partners in sub-Saharan Africa, the Indian Ocean, the Mediterranean Basin and South-East Asia, it implements projects in the fields of education, vocational training and entrepreneurship.

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