

GOOD PRACTICES AND LESSONS LEARNED

Save the Children – Cote D'Ivoire

Project: Promote social cohesion and livelihood enhancement of migrant youth / child workers through the establishment of national and transnational coordination mechanisms

Good Practice: an holistic approach to reduce the vulnerability and improve the skills of young migrant workers

1. Brief summary

A holistic approach is necessary to address the prevention and response to the vulnerability of young migrants in situations of departure, transit and destination. More concretely, regarding the improvement of skills, it proves that it is necessary to combine the action of awareness raising sessions on dangerous migration by several actors with adapted actions to learn a profession, literacy courses and other complementary services for young people.

Mobility in conditions of vulnerability is often determined or associated, inter alia, the economic component or low opportunities for training and employment. The vulnerability of young migrants is complex and requires efforts in several dimensions of protection and by several services. Within the complexity of this issue, the component aimed at providing young people with tools to better address their livelihood challenges is crucial and requires the combined action of actors working in a coordinated way.

In particular, in the case of learning a trade, it proves necessary to offer complementary services to reduce the level of vulnerability. These include the organisation of awareness raising sessions related to dangerous migration and adapted literacy courses. Depending on specific needs, other services may also be needed such as access to legal assistance, access to health services, support, entrepreneurship training and in connection with micro-financial services, as well as support for employment or self-employment. This holistic work aims to contribute to better working conditions and the fight against the worst forms of youth work.

In terms of the actors involved, the active involvement of state and non-state actors ensures complementarity and coordination that allows addressing the various challenges associated with prevention (identification, awareness) and response (effective access to basic social services) and learning and employment). In particular, Master Trainer Educators (MAFs) are a key part of the process as framers for learning a profession but also for developing life skills and protecting young people by reducing their vulnerability.

If all these conditions are met, we see significant positive changes for young migrant workers or those at risk of mobility, such as a significant improvement in skills and job performance through the ability to perform new tasks, the development of new jobs and the development of new jobs, a level of autonomy and self-confidence. On the other hand, a change of mentality is developed vis-à-vis migration based on a new "reasoned" approach to mobility, thus increasing the self-protection of these young people.

2. Key Areas of Good Practice

- Awareness raising of operators / workers in the informal economy and other stakeholders (4.3)

- Provide support to operators / workers in the informal economy to access services (social welfare services, business registration, access to systems Vocational and / or vocational training (3.1)
- Training on Rights, Laws and Regulations (3.1)
- Allow particularly vulnerable groups to access economic empowerment (women, people with disabilities, people affected by HIV, young people, refugees, migrants, etc.) (4.6 ...)

3. Context - Brief description

Where the good practice was implemented:

In the cross-border regions of Burkina Faso, Côte d'Ivoire and Mali. Especially in urban areas

Why it was implemented:

To promote social cohesion and strengthen economic empowerment

Who was involved:

The applied holistic approach was developed based on the evidence collected prior to the implementation of the action. Indeed, other projects implemented in the region in a previous way had highlighted in their final assessments the need to address the complexity of the issue in an integral way.

The people who directly assisted in the implementation of this good practice are the project staff (facilitators, livelihood technicians, project leaders), social workers, community members and youth associations, chambers of trades, MAFs, trainers of literacy courses. On the other hand, Ministries of Education inspectors and local leaders played a significant role in adhering to and following the instructions of young people and their supervisors.

The main beneficiaries of this good practice are young people (girls and boys), migrant workers or those at risk of migration in a situation of high vulnerability.

When the activity was implemented:

Since this is a set of services for young people, this activity took place throughout the life of the project, for about 36 months.

4. Level and type of innovation of the good practice

We consider that this good practice is innovative because it aims to address all the challenges related to the vulnerability of young migrants while adding the learning component, literacy and employment in a framework of regional mobility over a territory that overflows borders boundaries. Indeed, the main innovation of this good practice is that it addresses a complex issue associated with a complex target because of its mobility but also aims to give an integral and adapted response from awareness to access to social services basic and apprenticeship / employment.

5. Level and type of innovation of the good practice

Awareness Raising

Awareness-raising activities throughout the life of the project are crucial for the success of this good practice. It is about developing and disseminating clear and accurate messages about the rights of children and young people, access to basic social services and the dangers of unsafe or unprepared migration. These awareness raising sessions, initially organised at the community level, will have to be adapted to individualized sessions of each workshop where young people will be placed in apprenticeship. In the case where several young people are apprenticed in the same workshop, joint sessions can be organised. Although these approaches are mostly led by project field officers, the active role of MAFs and members of social services is also critical.

Placement of young people and apprenticeship with MAF members of chambers of trades.

The overall level of basic education and technical skills of young migrants was quite low according to our baseline study. For this reason, we have found that the modality of apprenticeship of leading trades in workshops with MAFs is well adapted. It consists of relatively short apprenticeships (one year) and in a working environment (privileged practical method) which facilitates the opening of the job market. The choice of MAFs is critical in view of their roles as technical supervisors but also as protection officers (especially those carrying protection messages and ensuring safety at the place of learning / work). For this reason, it is necessary that these MAFs be members of the chambers of trades involved in the project. These structures therefore play a significant role in setting up the learning structure (support and supervision of MAFs and young people).

Implementation of adapted literacy courses

Learning a job complemented by improving the level of literacy / general education can have an additional positive impact in the lives of young people according to the evidence collected in the context of this project. It is important, however, to stress the importance of adapting these courses to the needs of young people. This has resulted in the organisation of these courses in hours adjusted to the hours of learning in the workshops (evenings, Saturdays, etc.) as well as the places where these courses are held to ensure the safety of young people (in residential areas, in areas ceded by local or community authorities). Adaptation also entails promoting the literacy trainer to make a thematic link between the courses and the apprenticeship situation of young people's professions by approaching functional literacy as well as by referring to example practices that cross-connect young people in the workshops.

Permanent support

Supporting young people through frequent visits is a central element in the success of this good practice of a holistic approach to the vulnerability of young people on the move. Thus, a follow-up must be done on the personal and pedagogical evolution of learning. This, among other things, allows for the preparation of the phase of professional integration of these young people. This support must be provided by project officers, members of social services and chambers of trades.

6. Description: processes and steps involved

The counterpart to applying a holistic approach is that many services are rendered in favour of the same individual. As a result, the unit cost is high and this must be made explicit but also highlighted from the beginning of the action. In particular, it means having qualified human resources not only with social and educational work skills, but also with support for professional integration to ensure close and appropriate follow-up. More specifically, in terms of human resources, these are MAFs, social agents of state services, project leaders, literacy trainers, members of chambers of trades. In addition, to promote a quality learning process, learning kits and support must be provided.

7. Sustainability of the Good Practice

The main element to ensure the continuation of the good practice is the widespread ownership of actions through the joint work of project members with state and community stakeholders. This is mainly to work together from the beginning of the action between the members of the project and these stakeholders with two main objectives: that these actors can take responsibility for activities in the post-project phase; that they can see the evidence for themselves of the positive effect of privileging this holistic approach. Thus, at the level of awareness raising sessions, these are carried out in partnership with members of local youth associations and social services; the follow-up of the technical apprenticeship together with the chambers of trades and the MAFs; the supervision of literacy courses with ministries of education through inspectors made available but also to the accreditation of literacy centres set up.

8. Links to Other Resources:



An internal survey and analysis developed as part of the project was conducted. The final report can be consulted on <https://cotedivoire.savethechildren.net/resources>

9. What the originators of the Good Practice would do differently if they were to do it again

From the temporal point of view, even if the partnership work started early enough, it would have been necessary to involve the chambers of trades before it was. Given that the project had planned a market study with a mapping of training and learning structures, we expected to have the results of this study to collaborate closely with the chambers of trades. Nevertheless, this type of structure should always have a key role independently of the mappings made.