

## Education, trainings and recreational activities

Education, trainings and recreational activities can greatly contribute to beneficiaries' wellbeing, self-perception and sense of belonging. In fact, participation to such activities may offer them stable routines while receiving assistance and provide opportunities for social interaction and self-expression.

### Best practices from the field

In IOM transit center in Agadez, Niger, ILO' Start and Improve Your Business (SIYB) business management training programme is offered to migrants enrolled in AVRRE programme. Migrants also have the chance to enroll in agricultural trainings, along with beneficiaries from the local community.

**Education** is a human right for children and youth and whenever possible it shall therefore be facilitated by MRRM programming. Along with other assistance services such as shelter, food and medical assistance, it can play a fundamental role in protection by offering safe, learning-friendly spaces during uncertain times. Other educational activities, such as organised sport or children's clubs, may also provide a similar safe place. Depending on the context, different models to ensure inclusive education can be adopted, ranging from the enrolment in the local schooling system to non-formal education and/or informal learning initiatives. Children on the move or newly arrived migrant children are often unable to join a country's formal education system because of the length of their stay in a given location, administrative issues or language barriers. In such circumstances, migrant centres may offer literacy, numeracy and language courses or other ad-hoc classes as for instance information and technology and arts and crafts.

**Non-formal education activities** shall be adapted to beneficiaries' needs and profile and they can also target adult participants. In this case, the content of the curriculum shall be defined along with the beneficiaries, who shall acknowledge its usefulness. Non-formal education, informal learning and vocational trainings for adults can be preparatory for future employment and livelihood opportunities, thus having a positive impact in the longer run. In the case of return for instance, financial literacy and vocational trainings could be linked to reintegration activities in the countries of return, thus ensuring a continuum in assistance.

Similarly, **recreational and leisure activities** may represent a mean of distraction and social cohesion for beneficiaries receiving continuous and prolonged assistance in migrant centres in

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countries of transit or destination. In fact, a protracted wait for sustainable solutions (e.g. because of administrative or security reasons) may trigger negative thoughts or coping strategies. Depending on the social context and on the profile of the beneficiaries, a variety of activities can be organised, including creative art-based projects (music, dance, theatre, drawing, storytelling), handcraft, organisation of cultural and religious celebrations and sport initiatives. At the individual emotional level, such activities help to release stress and anxieties and promote self-reliance. Relationally, they create strong bonds, break barriers and help to discuss common issues. Beneficiaries shall have an active role in the organisation of the activities, which shall be chosen based on their suggestion. Furthermore, whenever possible it is recommended to extend the participation also to local and host communities in order to facilitate social interaction and integration (see also [relevant entry](#) on community relations and host fatigue).

## References and Tools

- [IOM Manual on Community-Based Mental Health and Psychosocial Support in Emergencies and Displacement \(Chapter 6, 7, 8, and 9\)](#)
- [Education in emergencies: including everyone. INEE pocket guide to inclusive education](#)
- [Education in Emergencies: a toolkit to starting and managing education in emergencies](#)
- [Sport for Protection Toolkit. Programming with Young People in Forced Displacement Settings](#)
- [IOM, NRC and UNHCR Camp Management Toolkit \(Chapter 7: Education\)](#)
- [Rehabilitation of Community Spaces for the Socio-Economic Integration of Migran...](#)

## Category

Protection and Assistance Services

