![MOVEMENT ON THE GROUND]

MOTG's Digital and Vocational Model: Lessons from the Field

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Who is in the room?

- Name
- Organization
- Position
- Domain

Policy Making, Research & Evaluation, Field Practitioner, Management, Donor or Funding Representatives, Education & Curriculum Development, Private Sector, Other

Today's Agenda

1. Presentation: MOTG digital and vocational programs in Greece and Lebanon

1. Theory of Change: Ladder of Impact

1. Silent Brainstorm / Smaller Breakout Rooms

1. Group Sharing & Ladder Deep Dive

1. Takeaways

Digital Livelihood Academy - Lebanon

- <u>Location</u>: Mount Lebanon & Beirut
- <u>Target</u>: unprivileged youth and adult women (both Lebanese and refugees)
- <u>Courses</u>: Basic Digital Literacy, Robotics, AI, coding, Web Development, Graphic Design, Digital Marketing

Goals

1. Spark **interest** in **tech sectors**
2. Equip youth with **job-ready tech skills**
3. Connect learners with **scholarships** and tech bootcamps
4. Provide Ministry of Education **certificates** for job/university applications
5. Empower women with tools to grow **small home businesses** (e.g., websites, branding)

Vocational Academy Greece

- <u>Location</u>: Lesvos Refugee Camp
- <u>Target</u>: all adults
- <u>Courses</u>: Barista training, Kitchen Assistant, Hotel Service, Restaurant/Cafe Service

Goals

1. Build bridges between Greek host communities and refugees through shared training (i.e. teachers and students) to promote **social integration**
2. Ensure training aligns with **local economy needs** by supplying a skilled workforce
3. Create **employer links** for real job prospects to promote employability

Digital Learning Lab Greece

- <u>Location</u>: Lesvos Refugee Camp
- <u>Target</u>: all adults
- <u>Courses</u>: Basic Digital Literacy, University-level online courses (Kiron, Coursera), CV creation, Partnership (i.e. CISCO)

Goals

1. Enable **integration** into a **digital society** (e.g., email needed for asylum and jobs)
2. **Bridge education gaps** with certification
3. Help people present themselves **professionally** (CVs, coaching, cultural norms)
4. Provide professional tracks through **company partnerships**

Ladder of Impact

Able

Creating the conditions for individuals to begin using their time meaningfully.

Learn

Acquiring real, applicable skills. The focus is on building competencies that can be used in their current lives and future work
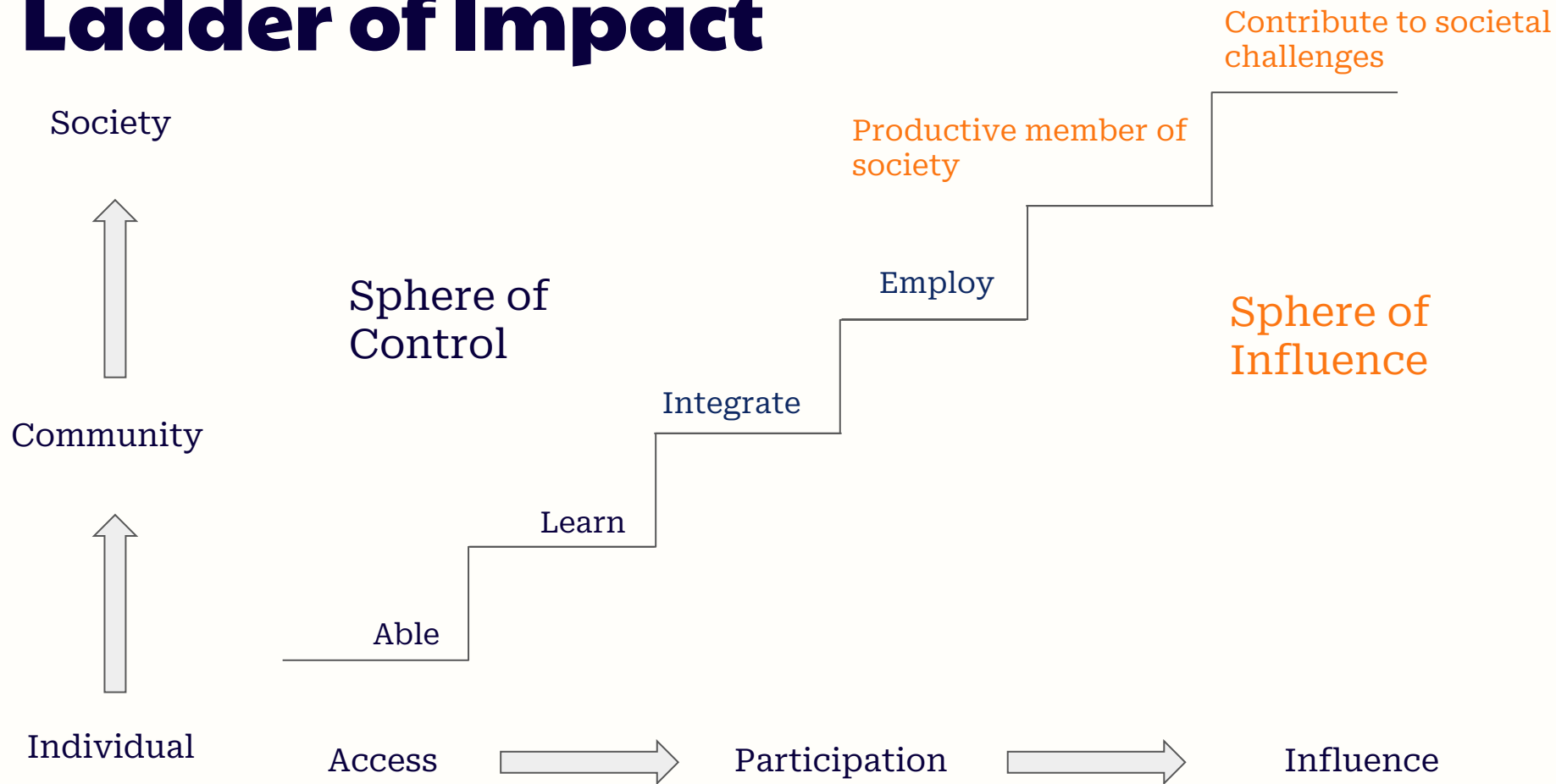

Integrate

People begin to see themselves not just as recipients of help, but as valuable participants in their communities

Employ

The stage where individuals are equipped and empowered to offer services, access job opportunities, and take on productive roles

Ladder of Impact

Silent Brainstorm

What Works

What Doesn't Work

What Could Work

IN YOUR WORK/CONTEXT...

1. What helps people become productive members of society?

2. What already works well — and which step of the ladder does it support?

IN YOUR WORK/CONTEXT...

3. What barriers do refugees face in achieving that? Which step of the ladder does it refer to?

4. Why do you think that happens?

IN YOUR WORK/CONTEXT...

5. Which step of the Ladder of Impact feels most connected to your role — and what's one thing you could do to strengthen it in your setting?

Takeaways

What's one insight, tool, or question from this session that I will take back to my work?

- Something to test
- Something to ask my team
- Something to advocate for