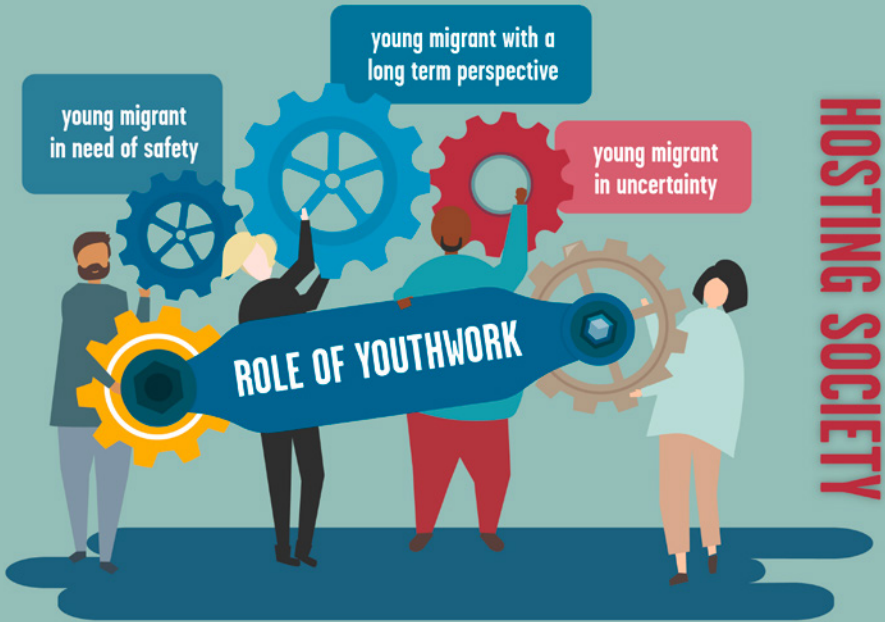




European  
Commission



# The contribution of youth work in the context of migration and refugee matters

*A practical toolbox for youth  
workers and recommendations  
for policymakers*

*Results of the expert group set up  
under the European Union work plan  
for youth for 2016-2018*

Picture on the cover page was provided courtesy of Ms. Katrien Vissers.

The images in this publication provide a general illustration of some of the projects funded by the 'Youth in action/Erasmus+' programme.

## **EUROPEAN COMMISSION**

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# Executive summary

The findings of the expert group of policymakers, researchers and practitioners specify the role of youth work when dealing with the integration of young migrants. The group identified four dimensions where youth work has a specific contribution to make. These are young migrants in need of safety, young migrants in uncertainty, young migrants with a long-term perspective and the hosting society. The expert group provides youth workers, youth organisations and policymakers at all levels with concrete proposals, according to the needs of each dimension.

The main outcomes of the expert group are:

- ✓ a practical toolbox for youth workers and youth organisations when dealing with young migrants and their integration in the hosting society;
- ✓ policy recommendations addressed to public authorities from the local to the European level that facilitate the integration process.

## *The practical toolbox*

Young migrants in need of safety refers to young migrants who have just completed a difficult and often dangerous journey to arrive on European territory. The main concern at this stage is ensuring their physical safety. However, since integration is a process that begins immediately at arrival, youth workers at this stage could focus on building trust relations with young migrants, their families and guardians. In addition, they can provide guidance as well as leisure and group activities for children and young people.

Young migrants in uncertainty refers to young migrants who have undergone the first critical period, and have begun to think about reaching their final destination or overcoming the legal issues to begin their new life. However, a possibly long waiting period might characterise this stage. Youth workers at this stage could support young migrants in developing their life project and accessing their rights.

Young people with a long-term perspective refers to the young migrants who find themselves legally residing in the country of their preference. Without any burdens weighing them down, they can start working on their

life project. Youth workers at this stage could support young migrants when they participate in the public sphere, including when they set up their own organisation and when they wish to access quality internships and volunteering opportunities.

Hosting society refers to communities that are receiving young migrants. These communities are not always prepared to receive migrants, while xenophobia, racism and fake news can complicate the integration process. At this stage, youth workers will have to cooperate with other sectors to design activities that will help the local community reflect on the issue, cope with its fears and uncertainties and get to know the newcomers. More specifically, youth workers could organise activities between the local community and young migrants to promote intercultural dialogue.

### ***Building competence***

The youth sector must be aware of the training needs and must be supported to build up its competence. In addition to the skills of youth workers that allow them to perform regular youth work activities, they have to be empowered and trained to meet more complex needs when dealing with the integration of young migrants.

### ***Policy recommendations***

The policy recommendations are based on success factors of best practice projects or policy approaches across Europe, and are structured according to the identified four dimensions. Ensuring a successful integration outcome requires a strong commitment to our common European values and cooperation among different sectors in a shared agenda.

These points are summarised below.

- ✓ When dealing with young migrants in need of safety, recommendations are made to promote cooperation between the responsible sectors, to support youth workers with specific training and to highlight the specific contribution youth work can make. Work on integration should begin from the very first moment.
- ✓ When dealing with young migrants in uncertainty, access to credible information is crucial. The youth sector must be both connected to structures that focus on migration and integration, and involved in networks on education, employment and health.
- ✓ When dealing with young migrants with a long-term perspective, authorities must take action to ensure that young migrants have access to civil, political and social rights, which in turn promote both the active participation of the newcomers and their contribution to the hosting society.
- ✓ When dealing with the hosting society, local or regional authorities, schools, social services and influential figures in the community, including migrants and the civil society, should work together.



# 1

## Introduction

### 1.1. *Why?*

The influx of refugees in 2015 to the EU highlighted the need for action by Member States at a national level and by the EU at the European level.

Youth policy can significantly contribute to the smooth integration of migrants and refugees, working in parallel with other sectors such as education, employment and social services.

The youth sector has experience in promoting the integration of young migrants in the European context, for instance by funding projects through Erasmus+ and its predecessors (such as the 'Youth in action' programme), which tackle issues such as mutual understanding, intercultural dialogue, inclusion and equity for minorities.

The expert group on the role of youth work for young migrants and refugees was set up under the EU work plan for youth for 2016-2018. Its mandate was to define 'the specific contribution of youth work as well as non-formal and informal learning to responding to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the European Union' (1).

### 1.2. *What?*

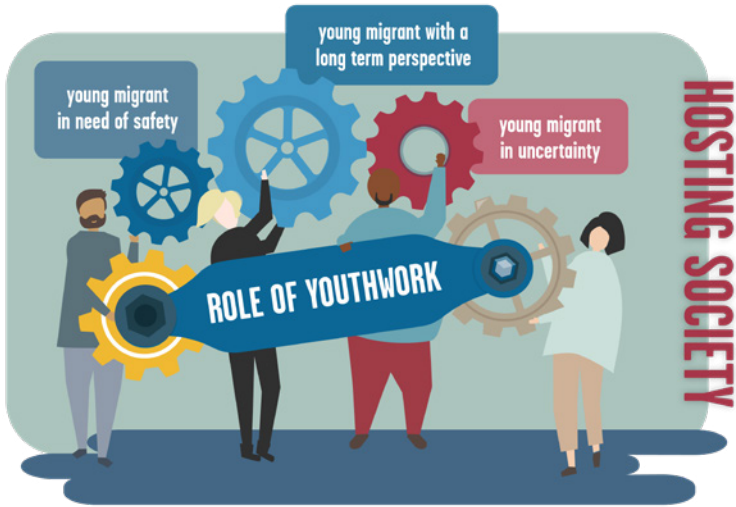
The expert group met seven times between September 2017 and November 2018. The participation of Member States in the work of the group was voluntary and Member States could join at any time.

The following Member States appointed a representative: BE, BG, CZ, DK, DE, EE, EL, ES, HR, IT, CY, LV, LT, MT, NL, AT, PT, SI, SK and SE. The European Youth Forum, the SALTO Inclusion and Diversity Resource Centre and the partnership between the European Commission and the Council of Europe in the field of youth were invited as permanent participants.

In addition, all Member States were invited to identify and deliver to the expert group good examples of integration work in their national realities.

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1 [https://ec.europa.eu/youth/sites/youth/files/mandate-expert-migrants\\_en.pdf](https://ec.europa.eu/youth/sites/youth/files/mandate-expert-migrants_en.pdf)



### 1.3. How?

The expert group has developed a grid where it identifies four dimensions towards which youth work can act to facilitate the integration process:

1. young migrants in need of safety,
2. young migrants in uncertainty,
3. young migrants with a long-term perspective,
4. the hosting society.

The first three dimensions are characterised by the challenges young migrants face as the integration process evolves, while the fourth, the hosting society, has a horizontal aspect since it interacts with young migrants at all stages. At all dimensions, youth work has a role to play to facilitate the integration process.

At this point, it should be noted that the integration of young migrants does not necessarily follow the linear path this grid implies. A young migrant may find themselves at any stage of the first three dimensions of the grid upon arrival (for example, a young migrant who enters the host country for family reunification purposes probably does not find themselves in need of safety or in uncertainty). At the same time, a young migrant may move back to earlier stages of this process due to a variety of reasons (such as the withdrawal of the young migrant's residence permit or rejection of the asylum application).

The expert group, taking into account the specific challenges of each dimension, identified the contribution that youth work can make, and the needs and areas where youth work should build its competence to fulfil its role.

# 2

## Practical guidance and toolbox

This practical guidance and toolbox are aimed at youth workers who deal with the integration process of young migrants. It provides tips, advice and guidance to youth workers and youth organisations, as extracted from best practice examples across Europe. Moreover, it advises how to draft a toolbox that aims to be practical within a specific geographical area (municipality, region, country) and with a specific dimension (according to the grid of this report).

### **2.1. *Young migrants in need of safety***

This stage refers to the period that begins immediately after the arrival of young migrants on European territory. While it may not be the case for all young migrants, many of them have just completed a lengthy, exhausting and often unsafe journey. This journey may have already affected them deeply both physically and mentally. At this stage, young migrants are usually located in the receiving structures. Nevertheless, integration is a process that begins immediately after arriving in what the newcomers perceive as Europe. It is of the utmost importance to connect young migrants with youth organisations and youth workers immediately after their arrival, in this early stage of integration.

That is why youth workers must be able to come forward and contribute to the integration process in cooperation with the various authorities and institutions who are active in the receiving structures.

- **Build trustworthy relations and be ready to work together with other sectors.**

At a receiving structure, various responsible authorities and other actors such as civil-society organisations are operating. Among others, you will encounter asylum officers, police officers, social workers and health experts. In order to enable the young migrants to participate in youth work activities, reach out to other sectors and design your intervention together.

- **Be flexible and efficient with the available resources to design leisure activities within the given context.**

Receiving structures could often be overcrowded and without sufficient infrastructure (free buildings, free spaces, etc.). Youth workers must be resourceful and often inventive. Seek

information by conducting a needs analysis and get to know the environment you are going to work in. Prepare yourself by collecting those methods that will allow you to organise youth work activities within a restricted and controlled environment.

■ **Try to get the approval of the parents or guardians of the young migrants.**

If a young person is a minor, the permission of the parents or guardians of young migrants to participate in non-formal learning activities is required. Gain the trust of the parents and guardians by explaining what, where and for what reason an activity will be done. In addition, be aware that youth work is not a concept familiar to many cultures across the world.

■ **Be aware of the difficult situation you will have to work in.**

Receiving structures could be an unsafe environment as cases of violence have been reported. Be aware of the situation before deciding to work in such an environment and take the necessary precautions (e.g. be aware of the safety measures).

■ **Be able to point out the potential dangers and threats to young migrants.**

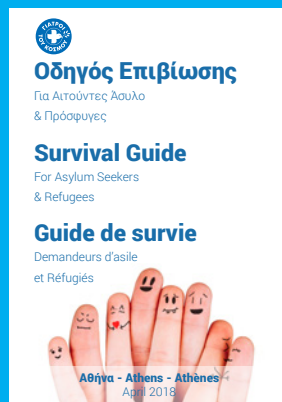
Explain that during their stay in receiving structures, young migrants might be exposed to drugs, sexual or verbal harassment and racism. Direct them to the responsible authorities, or prepare a survival guide to help them access and protect their rights.

### 1. Survival guide for asylum seekers and refugees in Greece

*Doctors of the World — Greek delegation have prepared the following survival guide as an information tool that aims to connect migrants, asylum seekers and refugees, as well as professionals and volunteers who are working with these target groups, with supporting structures and official authorities. The guide is published in Greek, English and French. It lists official authorities and civil organisations active in providing services for migrants, asylum seekers and refugees in Athens, together with a short description of the responsibility of each organisation. Moreover, the guide includes a QR code after each organisation, which, if scanned by mobile phone users, gives directions on how to access them.*

For more information please visit: [https://mdmgreece.gr/app/uploads/2018/06/Survival\\_Guide.pdf](https://mdmgreece.gr/app/uploads/2018/06/Survival_Guide.pdf)

If you would like assistance to create a similar project in your country, please contact: [info@mdmgreece.gr](mailto:info@mdmgreece.gr) or +30 2103213150.



## ■ **Organise fun, leisure time and group activities for children and young people.**

Despite their possible exposure to traumatic events these children and young people have been through to arrive in Europe, they remain children and young people and should be treated as such. Ensure that you provide activities that allow children and young people to breathe.

## ■ **Know the background of the young people you are working with. Different backgrounds require different skills.**

Be aware that the migration process has often traumatised the youngsters who have undergone it. At the same time, these young people are not a homogeneous group. They could be of backgrounds that often suffer discrimination (gender, sexual orientation, ethnicity, cultural views, etc.) back in their origin countries or even here in Europe. To unlock the full potential of these young people, approach them with empathy in a personal manner to gain their trust and build trustworthy relations. At the same time, it is crucial that the youth worker understands the limits of their intervention and is able to guide young people in need to relevant professionals as appropriate.

## **2.2. *Young migrants in uncertainty***

At this stage, young migrants have gone through the first critical period, the situation regarding their physical safety has been stabilised, and they have now begun to think about reaching their final destination or overcoming the legal issues to begin their new life. However, time is required before the final settlement. A possibly long waiting period characterises this stage. It may include feelings of uncertainty, denial, indignation and hope. Young migrants could be located in a receiving structure at this stage, in a transit country or already at their final destination while the application for asylum or residence permit is pending.

Despite the uncertainty that this phase entails, the integration process is ongoing, and it is essential that young migrants perceive it in that way (however, without youth workers raising false hopes). Youth workers could reach out to youngsters at this phase by providing them with the opportunity to have some engaging leisure time activities. At the same time, youth workers can provide them with a safe space where they can familiarise themselves with European cultures and languages, explain their rights to them, guide them to services, contribute to their education and help manage their feelings and expectations.

## ■ **Establish synergies with other sectors.**

Usually at this stage, young migrant populations are still located in receiving structures. Several actors, including official authorities and non-governmental organisations (NGOs) will have reached out to young migrants already, to provide them with educational and other activities. You must be able to establish synergies with these actors, and agree on a complementary and integrated approach regarding the daily routine and needs of these young people.

## 2. Psychosocial assistance to refugee and asylum seeking children in Slovenia

*This is a partnership between the United Nations Children's Fund (Unicef) and Slovene Philanthropy, which started in 2015 as an emergency response during the intensified flow of refugees on the so-called Balkan route. It focused on the protection of refugee and asylum-seeking children with a special emphasis on unaccompanied minors and separated children, and evolved on the provision of psychosocial assistance to children and families as well as on influencing the formal system and ensuring long-term solutions on a systemic level. The target groups of the project are young children (3-6 years old) and adolescents on the transition to adulthood (15-18 years old). The methodology involves structured non-formal learning activities, i.e. gamification, youth empowerment activities, communication and language skills. The project aims at the social integration of children and their families in the Slovenian society by providing sustainable and systemic solutions.*

*For more information please visit: [www.filantropija.org](http://www.filantropija.org)*

*If you would like assistance to create a similar project in your country, please contact:*

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### ■ **Be aware that you are working with young people who are in transition or uncertainty.**

As this is a waiting period, be aware of the fact that the young migrants (as individuals or as groups) you are working with might leave and return at any time. You can provide regular youth work activities, however, bear in mind the constraints of this stage. Designing projects that require long-term commitment may lead to unfulfilled expectations on both sides: the youth worker and the young migrant.

### ■ **Focus on the personal and social needs of young migrants.**

Although the legal framework often hampers the integration effort and access to basic services could be problematic, the transit period is a critical part of the integration process. You could reach out to and support young people at this phase by providing them with the opportunity to have some leisure time activities. Moreover, you may assist them with linguistic, social, educational and professional activities that will facilitate their future integration, including facilitating access to the formal education system. Provide activities that help young people start acquiring social and professional

skills, and get over difficulties they are facing in their current and future life (life at school, seeking a job, etc.).

### 3. Integra Foundation in Malta

*Integra Foundation is an organisation that was established to work towards the inclusion of asylum seekers and refugees in Malta. The key elements of Integra's work include advocacy, research and community education. Thanks to a team of volunteers, the organisation runs a drop-in centre, which is considered a safe space to make friends and to relax. The volunteers also provide conversational English and Maltese lessons, support in CV writing and referral according to specific needs.*



For more information please visit: <https://www.facebook.com/integrafoundation/>

If you would like assistance to create a similar project in your country, please contact: [integrafoundation@gmail.com](mailto:integrafoundation@gmail.com)

### 4. Jmd2start in Germany

*This is a nationwide project run by the youth migration services (JMD), which targets young refugees (aged 12-27 years) before or during their asylum procedure in Germany, and young people with a toleration permit or temporary suspension of deportation. Since the beginning of the project 4 900 young refugees (80 % male) from 79 different countries have been offered counselling, guidance and support in their personal journey. Additionally, the JMD youth workers cooperate with teachers, professionals of (school) social work, local administration, lawyers, education centres, sport associations, employers and volunteers. The project is based on an individual counselling approach, while the main problems it is facing towards integration are the barriers related to the residence status and the restrictive asylum law. For more information please visit:*

<https://www.jugendmigrationsdienste.de/en/>

<https://www.jmd2start.de/>



<https://www.jmd2start.de/modellprojekt/fuer-junge-fluechtlinge/#c467>

If you would like assistance to create a similar project in your country, please contact: Bundesarbeitsgemeinschaft Katholische Jugendsozialarbeit  
[jose.torrejon@jugendsozialarbeit.de](mailto:jose.torrejon@jugendsozialarbeit.de)  
[www.bagkjs.de](http://www.bagkjs.de)

### *5. Learning for integration project: quality learning and non-formal education for refugees and migrant children in Greece*



*This is a project run by the ELIX NGO with the support of Unicef and has been funded by the European Commission's Directorate-General for European Civil Protection and Humanitarian Aid Operations since 2017.*

*It aims to cover the educational needs of children and young people, refugees and migrants, aged 3-17, and to support their parents while they reside in Greece.*

*Since the beginning of the project in 2016, 4 080 minors (2 423 male and 1 657 female) and 614 parents from more than 34 different countries, speaking more than 12 different languages, have been offered more than 32 000 hours of teaching, including Greek language, English and science.*

*Additionally, the minors who attended this educational programme, as well as their parents, benefited from the vast network of partners that ELIX maintains by joint actions that provided them with counselling, medical checks, training, etc. in various sectors and issues.*

*The project is implemented by more than 63 teachers, three social or youth workers, a psychologist and many interpreters, and is based on a pioneering non-formal education approach.*

*For more information please visit: <https://www.elix.org.gr/en/>*

*If you would like assistance to create a similar project in your country, please contact: [elix@elix.org.gr](mailto:elix@elix.org.gr)*



### ■ **Gain the trust of the parents or guardians of the young migrants.**

Similarly with the first stage, you must open up to the parents and families of the young migrants. Young migrants do not necessarily know what youth work is; they often might not recognise its value regarding integration and be suspicious of youth workers. Therefore, seek to gain their trust and provide clear information on the activities of youth work. If necessary, cooperate with interpreters and cultural mediators for efficient communication with the parents or guardians of the young migrants.

### ■ **Empower young migrants accessing their rights.**

You as a youth worker have an important role in advocacy at this stage. This includes providing young migrants with learning opportunities to understand their rights, and opportunities to be able to speak out on their own behalf.

### ■ **Support young migrants in developing their life project.**

Support and provide information to young migrants when they are confronted with the important life decision to choose (often in a short time) between the path of getting a job or continuing their studies, or a combination of both. Explain to young migrants the possibilities that best suit their needs in this difficult and uncertain situation and transition to adulthood.

## **2.3. *Young migrants with a long-term perspective***

At this stage, young migrants find themselves legally residing and can start working on their life project. Although they may have overcome many hardships, there are still many difficulties they have to face that place them in a disadvantaged position compared to their native-born peers. Youth work can help young migrants integrate in the education system or employment, develop their skills, enjoy their leisure time, meet peers, have access to cultural opportunities, get to know the local community and ultimately become active members of society. Youth workers must be able to cooperate with professionals from other sectors to provide tailored support to the young migrants. These sectors might include schools, social workers, health experts, local NGOs and the local authorities.

### ■ **Enable young migrants to participate in free sport and leisure time activities as well as cultural, media and art initiatives. It will help promote intercultural dialogue and empathy.**

Participation in leisure time activities that are designed to develop the participant's skills can be an excellent occasion to promote intercultural dialogue, intercultural understanding and empathy. It can help young people come together and commit to common outcomes, thus promoting a spirit of cooperation. Design such activities and provide a safe environment that cultivates friendship and respect. Nevertheless, these

activities must be designed sensibly and be tailored to the needs of young migrants, and not just be kill time. The latter can be counterproductive and can discourage young people from participating.

## **6. Together: Refugees and Youth in Lithuania**

*This is a project which, in partnership with youth organisations from Croatia and Latvia, created a special programme in which youth workers included refugees in their work with youth. This way youth were given the opportunity to develop in a multicultural environment — thus building up their tolerance and increasing multilingualism. In the meantime, the refugees had the opportunity to integrate into the society faster, since the activities helped them with the local language, culture, traditions, etc.*

*Activities of the project can be grouped into:*

- *research on the best ways to integrate refugees into youth work;*
- *staff training for the pilot programme;*
- *methodology of how to include refugees in youth work and the set-up of a web platform to that end;*
- *multiplier events to promote the methodology, match the refugees and youth workers and prepare for the pilot phase;*
- *pilot programme that tested the methodology in a variety of events for youth in Latvia and Lithuania (there were 59 pilot project activities such as Lithuanian traditional cooking workshop, language games, World Refugee Day, intercultural dinner party, workshop on Moroccan and Arabic culture, sports together, Ramadan together);*
- *social business idea challenge — a competition for youth to develop their business ideas aimed at helping refugees;*
- *refugee-friendly badge creation to award organisations working with refugees;*
- *further dissemination and follow-up activities (e.g. crowdfunding to further support refugee integration to youth work).*

*For more information please visit: <http://www.refugeeseurope.com>*

*or contact the project coordinator: Association Aktyvus jaunimas [info@activeyouth.lt](mailto:info@activeyouth.lt)*

- **Organise projects through which young migrants can familiarise themselves with local cultures and get language support. At the same time, enable them to keep and share their own cultures.**

Local (youth) cultures, customs and traditions may look alien to young migrants. This can also be the case with the local language(s). Focus on organising projects that help young migrants experience these traditions and familiarise themselves with the language(s) (in a complementary manner to official language learning courses) as it will help them better understand, integrate and participate in the society where they live. In these projects, young migrants should have the opportunity to preserve and share their cultures and language(s).

### **7. Summer school of Slovak language and culture Studia Academica Slovaca in Slovakia**

*This is a recurring project focusing on the education of foreigners interested in the Slovak language and culture through pedagogical and research activities. This project is addressed to both young people with a migrant background already residing in the country and to newcomers.*



*The optional programme of the summer school includes:*

- *workshops — mastering Slovak culture by means of interactive seminars (singing, dancing, creative writing, theatre, photography, fine arts, film);*
- *presentation of Slovak art — films, art ensembles, exhibitions, concerts, etc.;*
- *meetings with Slovak writers, artists and other representatives of Slovak science and culture;*
- *cultural field trip to selected regions of Slovakia — cultural and historical sights, towns, castles, ethnographic museums, caves and other attractions;*
- *multicultural event, For Ourselves, where the works created in workshops are presented.*

*For more information please visit: <https://fphil.uniba.sk/katedry-a-odborne-pracoviska/sas/studium-courses/summer-school-sas/>*

*If you would like assistance to create a similar project in your country, please contact: [sas@fphil.uniba.sk](mailto:sas@fphil.uniba.sk)*

## 8. Português língua não materna (Portuguese non-mother tongue) in Portugal

*This is a training project which started in Portugal in 2016 and is carried out by the Centre for Digital Inclusion of the project Moviment ARTE-E6G. The training encouraged the participants to learn Portuguese as a second language in a self-taught approach, by providing the necessary repertoire of means and materials regarding both the available technologies and the methodological strategies to be practiced. Various learning outcomes have been achieved through different approaches: activation of the Arabic language in the operating system of a windows computer, the use of a virtual keyboard for writing in Arabic on computers with Portuguese keyboards, the use of an online translation tool (Google translator) for simple translation of short terms and expressions or for practicing correct pronunciation, etc. While the training has been developed to match the needs of refugees, it is extremely transferable. For instance, it has been proven quite effective in the literacy of the local population, particularly young girls in the Roma community, who also lack basic skills in the mother tongue.*

*If you would like assistance to create a similar project in your country, please contact: Magda Camacho (Coordinator at MovimentARTE-E6G); D'Arcy Albuquerque (Teacher at CID MovimentARTE-E6G) [chevora@cruzvermelha.org.pt](mailto:chevora@cruzvermelha.org.pt)*

### ■ Facilitate peer-to-peer learning, in particular within the youth centres and schools using a non-formal learning methodology.

Peer-to-peer learning is a powerful methodology that promotes active learning and facilitates mutual understanding and emancipation. It helps bring together young migrants with their native peers and helps them overcome difficulties that they face in school or in society. Structure and supervise peer-learning courses at the youth centres and if possible in schools.

## 9. Youth exchange: together, we can make it in Slovenia

Implemented by Slovene Philanthropy in cooperation with two partners: Spielkultur Berlin-Buch and e.V. Volonterski centar Osijek, the project is focused on refugees' integration, intercultural and intergeneration lifelong learning. Main activities are dedicated to creating and strengthening the social skills of young people from various environments, raising awareness about the diversity of cultures, social, communication and language skills of participants and motivating young people to discover their hobbies, talents and creativity. Target groups are unaccompanied youth, young people with a migration background, young people from socially dysfunctional, remote and rural areas and young volunteers (from Germany, Croatia and Slovenia).

During the exchange, participants took part in several non-formal education activities. These included: preparation for mobility in order to build connections between participants and trainers; youth exchange with all its pillars such as: team building, group life learning, identity recognition, intercultural education, learning of acceptance and tolerance, art and journalism workshops and a trip around the hosting country (Slovenia). As a result, young people became more open-minded, communicative, motivated to start working as volunteers in the youth field in their local environment, self-confident and resourceful. Moreover, participants widened their social network and demonstrated confidence in taking initiatives. They developed intercultural cooperation skills, tolerance and acceptance. Young participants also realised the importance of learning foreign languages and their use in practice. Thanks to a wide social network and continuing mentorship from their organisations, they are equipped with skills needed to organise similar activities in their local area.

For more information please visit: [www.filantropija.org](http://www.filantropija.org)

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### ■ Organise counselling and coaching activities to support young migrants' personal and professional development.

Young migrants will start building a life project. Despite their qualifications and background, they could find themselves in a disadvantaged position in comparison to their peers. Lack of self-confidence, a different cultural background and language difficulties as well as difficulties in the recognition of their experiences and qualifications are potential barriers to this quest. Create a safe space for informal learning, developing

a social network and discovering talents. For example, you could facilitate access to learning, local volunteering and international mobility opportunities, as well as organise courses or activities that help young migrants build on their already existing and additional necessary skills and knowledge for their personal and professional development.

### **10. Association for Opportunities of Young Migrants (META) in Czechia**



*META ops is a non-profit organisation that has been supporting migrants in education and labour integration since 2004. Moreover, it supports teachers and schools that work with children with special needs and pupils with a different mother tongue. More than 30 000 children and pupils from abroad attend schools from kindergarten to high school in Czechia, and for many of them, school attendance is compulsory.*

*Regarding young migrants, META offers educational and job counselling, organises Czech language courses and, thanks to*

*volunteers, offers tutoring. For educators, META creates methodological and teaching materials, organises accredited seminars and provides information.*

*For more information please visit: [www.inkluzivniskola.cz](http://www.inkluzivniskola.cz)*

*or contact: [info@meta-ops.cz](mailto:info@meta-ops.cz)*

### **11. Job interview simulator in Slovakia**

*The project aims at improving the preparedness of young people to respond to relevant requirements that potential employers may have, to successfully handle a job interview and to get a job. The project involves youth workers in activities focused on supporting youth employment. The target group of this project is young people with a migrant background and young refugees.*

*For more information please visit: <http://www.epic-org.eu/promoting-youth-employment/job-interview-simulator/>*

*If you would like assistance to create a similar project in your country, please contact: [info@epic-org.eu](mailto:info@epic-org.eu)*

## ■ **Mentor and tutor young migrants during internships and volunteering activities to support their employability.**

It is critical that you continue supporting the young migrant throughout and after the acquisition of an internship or volunteering activity. Bear in mind that this is a new experience for the young person who needs to be supported in order to overcome the challenges of the work environment. Thus, it will help support their employability and prevent a drop out.

### **12. MigrEmpower: itineraries and resources for migrants and refugees' empowerment and integration in Cyprus**

*MigrEmpower supports young migrants and refugees in their integration efforts and promotes a better coexistence within their new host communities, municipalities and states. In Cyprus, the project is coordinated by the Centre for the Advancement of Research & Development in Educational Technology with partners in Germany, Spain, France, Italy and Austria, and is funded by Erasmus+.*



*The MigrEmpower consortium works on the MigrEmpower itinerary, by engaging youth workers to work with the participants that have expressed an interest in taking part in the project. The first part of the itinerary is dedicated to the orientation activities, focused on young participants' first-needs analysis, self-evaluation, balance of competences and qualifications. Following this phase, partners move onto the next step of the training path, where five modules will be offered to the interested participants in relation to subjects of computer literacy, linguistic literacy, citizenship and social skills, communication and personal brand, self-employment and active job search support. The last step of the process concerns the provision of employment support and, more specifically, meetings with local employers and networking sessions to improve the participants' employability, while support will be offered to those participants who wish to become entrepreneurs. The role of youth workers is pivotal in this project, as they facilitate the orientation process for migrants and asylum seekers, and they also help them to overcome problems they might encounter in the new society by analysing their needs.*

*For more information please visit: [www.migrempower.eu](http://www.migrempower.eu)*

## ■ **Support the participation of young migrants in the public sphere.**

To become active members of the society they are living in, young migrants must be able to voice their concerns and aspirations to the policymakers. They must be able to participate in debates, especially when they are about policy measures that concern them not only as migrants but also as young people. Help young migrants become active members and contributors to the public life of the society by empowering them to develop their skills and knowledge.

### 13. The Changemakers Academy: a story of participation, learning and change-making in Stockholm, Sweden



*The Changemakers Academy is a local training and mentoring project launched by The Young Republic, a youth organisation registered in Sweden, aiming to empower young people (including those with refugee and migrant backgrounds) to create a participatory and inclusive environment in their local communities.*

*The project was implemented in three phases. It started with a seminar during which 16 young people explored the local realities and reflected on the main challenges to inclusion in Stockholm. They were introduced to the concepts of human rights education, citizenship and democracy and were trained in social-change tools (e.g. campaigning, community organising).*

*During the next months, the young people formed smaller teams to analyse, plan and carry out their projects. Each team was accompanied by one mentor. A meeting with all teams was held every month to share their progress, receive feedback from their peers, train through workshops and plan the next steps. The teams worked in three different projects: to increase the turnout among foreign-born youth in the Swedish elections, to foster spaces for dialogue between young newcomers and local authorities and to promote safe housing for LGBTQI+ asylum seekers. The closing of the programme was dedicated to evaluate, follow-up and disseminate the results through an open seminar.*

*Participation in the project proved beneficial for the young people as they familiarised themselves with inclusion and ways to create social change in their local contexts. The project succeeded in bringing non-organised youth closer to grass-roots activism, and to reach out to more than half a million interactions through its campaign to encourage voting among foreign-born youth.*

*The project was implemented in collaboration with Unga Örnar — Stockholm, and with the support of the European Youth Foundation of the Council of Europe.*

*For more information please visit: [www.theyoungrepublic.org](http://www.theyoungrepublic.org)*

*If you would like assistance to create a similar project in your country, please contact: [info@theyoungrepublic.org](mailto:info@theyoungrepublic.org)*



## 14. *Altochtonen van de Toekomst, in Belgium*

*Altochtonen van de Toekomst is a refugee-led project that began in 2014 as part of Flemish Refugee Action, an NGO in Brussels, and involves around 40 young asylum seekers. The project began as an initiative for accompanied youths (minors who came with their families) in order to make their voices heard in the local community, as during the asylum procedure they did not have an individual case. It proved beneficial both to young migrants with a long-term perspective and to those who find themselves in uncertainty as it guided them through the waiting period until settling down.*

*As part of this project, these young asylum seekers and refugees had meetings with policymakers, participated in citizens' dialogues and developed policy recommendations.*

*For more information please visit:*

*<https://altochtonenvandetoekomst.wordpress.com/>*

*If you would like assistance to create a similar project in your country, please contact:*

*Mr Joren Bellis, [joren@tumult.be](mailto:joren@tumult.be)*

### ■ **Enable young migrants to operate their own organisations and become youth workers themselves.**

Instil in young migrants the values of youth work and help them become youth workers themselves. This will not only promote advocacy for migrant and refugee matters, but it also helps reach out to more young migrants, and supports them in the integration process.

### **15. Preparation course for refugees to participate in trainings for youth work in Vienna, Austria**

The preparation course provides insights into the field of youth work in Vienna. It is targeted at persons entitled to asylum who already have prior knowledge of social pedagogy (as a teacher, sports trainer, social worker, youth group tutor, psychologist, kindergarten teacher, scout, etc.) and are seeking a career in Viennese youth work. Through this training, persons entitled to asylum are enabled to start the basic training course for youth work in the city of Vienna. Moreover, this training course is lowering the threshold of Viennese youth work for young migrants by involving persons with similar refuge experience in the organisations. The training enables the participants to get to know the city of Vienna and the social and political system in Vienna and Austria, to get to know the various forms of youth work and youth services through lectures and excursions, to learn the youth work specific jargon in German, the attitudes of youth work, practical exchanges in the youth field and to learn German as a foreign language. The basic training course, including work-specific language skills, is accompanied by a buddy system to support the trainees. After finishing this certified training course (120 training units over 6 weeks in the Viennese youth work training centre), participants are able to attend a professional training course in youth work.

For more information please visit:

<https://www.wienextra.at/ifp/lehrgaenge/vorbereitungslehrgang>



### **16. Training course in Belgium**

Tumult is a youth organisation in Belgium which organises a 7-day training course for 20 young migrants between the ages of 15 years and 23 years every year. The training course introduces them to Flemish youth work and gives them the basic skills necessary to become a youth worker. It is a course specifically for newcomers, but organised at the same time and place as the other training courses and it is

open to everyone. Tumult organises a separate course in order to work in more detail on the language and knowledge of youth work. The daily programme includes learning sessions, reflection and evaluation moments, with a wide variety of diverse methods. After doing an internship at Tumult or another organisation, they get a certificate and can follow other training courses (officially recognised by the Flemish government).

For more information please contact: [marieke@tumult.be](mailto:marieke@tumult.be)

## **17. Jugendintegrationsbegleiter — youth integration accompanier training in Germany**

*Supported by Flüchtlinge werden Freunde, this is a project from the youth council of Bavaria (Bayerischer Jugendring). It is a training course aimed at young people with flight experience or a migration background between the ages of 20 years and 30 years who would like to initiate and accompany integration processes in youth work. Subjects dealt with within the training seminars are, among others, presentation, storytelling, project management, communication, conflict management, intercultural competence, self-management, identity and networks. In addition, the participants visit many organisations and institutions of youth work.*

*For more information please visit: <https://www.bjr.de/themen/integration/fluechtlinge/veranstaltungen/jugendintegrationsbegleiter-in-2018.html>*

### **■ Be a mediator and facilitator to support young migrants' access to basic services.**

Youth work's main task is about personal and social development, and helping young people to access their rights is at its core. Access to basic services including healthcare and social services could be problematic while the legal framework often hampers integration efforts as it limits access to these services. Provide information and discuss it, accompany young migrants to the services, if necessary, and empower them to take the next step.

## **18. Blend-In — language, cultural and social orientation for young refugees in Cyprus**



*Blend-In, funded by Erasmus+, aims to facilitate the smooth cultural and social integration of young migrants and refugees in the hosting society. The project also addresses youth workers, social workers and operators.*

*In order to achieve its goals, the consortium of seven European organisations from five countries (Greece, Italy, Cyprus, Malta and the United Kingdom) designed and developed two main resources:*

- *a mobile application addressing young refugees and migrants' needs during their early days in a host society and orienting them into the hosting society's cultural and social realities and norms;*
- *a handbook for operators focusing on key areas of the successful integration of young refugees and migrants in a host society.*

*Blend-In resources are available to download from the project's website: [www.blend-in.eu/en/news](http://www.blend-in.eu/en/news).*

- **Bear aware of the diversity and intersectionality of the young migrants. Their needs differ according to their personal background.**

As with the local population, the newcomers, on top of being migrants, may be suffering trauma or be discriminated against based on sexual orientation, religious views, cultural diversity, physical disability or gender. Be aware of the fragile position of these young people, take into account their diversity and adapt your intervention accordingly. Also, do not forget the richness and opportunities this diversity of personalities and backgrounds brings, and the strong resilience that characterises most of the young migrants.

- **Bear in mind that safety is a top concern of young migrants. Pay attention to use methods that promote their physical and mental health.**

Young migrants have possibly been exposed to extreme conditions at a very young age that has affected their well-being. They may have witnessed, been threatened with or even experienced dangerous and violent situations. They may require support for their mental and physical health. Provide a safe environment where youth work activities take place.

## **2.4. *Hosting society***

Ensuring a successful integration outcome requires that certain actions must be targeted towards the hosting societies. Hosting societies are not always prepared to receive migrants, while xenophobia, racism and fake news can complicate the integration process. At this stage, youth workers will have to cooperate with other sectors to design activities that will help the local community reflect on the issue, cope with its fears and uncertainties and get to know the young migrants. These activities can be run both without (at a preparatory phase) and with the young migrants, and should aim to promote respect, tolerance and non-discrimination.

- **Organise activities that promote intercultural dialogue and empathy. Reach out to schools and engage students in interactive ways.**

Role-playing games can make participants aware of how it feels to be seen as foreign in a group or society or, on the other hand, what it means to be in an open and inclusive group or society. They promote understanding and empathy and can be performed both in the classroom and at the youth centre. Organise such activities to prepare the hosting society to receive migrant populations.

## **19. Amitie Code — capitalising on development: Amitie youth activities in Latvia**

*This is aimed at mobilising citizens and raising awareness for the sense of belonging in an interdependent world and, more specifically, to strengthen the migration and development policies in Latvia, to engage youth in promoting human rights and to improve human-rights skills of teachers and public employees. Activities were implemented within the next generation of schools strand addressing 40 young people aged 14-18, including teens with a migrant background. Non-formal education training activities focused on raising awareness of pupils on issues relevant to migration, development, human rights, cultural diversity and intercultural dialogue. The activity was implemented with groups involving a large number of teens with a migrant background, fostering their participation and empowerment. Finally, young people created audio-visual products related to the topic of the project that were further distributed and screened in all partner countries. The project was funded by the European Union.*

*For more information please visit:*

*<http://www.amitiecode.eu/training-teachers-and-civil-servants>*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Irina Vasiljeva, coordinator of social integration projects, Riga City Council, Latvia, [Irina.Vasiljeva@riga.lv](mailto:Irina.Vasiljeva@riga.lv)*

## **20. Migration, beyond stereotypes — University of Brussels in Belgium**

*In 2015, a group of volunteers from the University of Brussels and the youth organisation Youth Council Development brought together their respective expertise (scientific and pedagogical) to create a training tool related to migration issues and challenges. This tool helps deconstruct the stereotypes on migration that were widely disseminated in the population during the humanitarian crisis in 2015-2016. With the aim to encourage reflection and the debate on migration stereotypes, volunteers organised activities in secondary schools (third stage), youth centres and youth welfare centres. They addressed 15-18 year olds. Driven by its success in the pilot phase, the project is growing and volunteers organise activities in an increasing number of schools and youth centres, as well as training for teachers and youth workers. The project is also working on the development of a dedicated web platform.*

*For more information please visit:*

*<http://diversites.ulb.be/fr/recherche-et-enseignement/migrations-au-dela-des-prejuges>*

*If you would like assistance to create a similar project in your country, please contact: [prejuges@ulb.ac.be](mailto:prejuges@ulb.ac.be)*

■ **Invest in awareness-raising activities among the local population. Create opportunities for young migrants and local communities to get in touch.**

Organise activities or events that will bring young migrants and the local community in contact. Such youth work initiatives can bring together both parties to work on common projects and can be beneficial for promoting intercultural understanding and awareness raising.

### **21. Okus doma — Taste of home in Croatia**

*This is a culinary cultural research project, where through culinary workshops and food festivals, local communities together with refugees create new friendships and bonds. At the same time, refugees are building on skills that will eventually help them find employment and integrate in their new society. Taste of home has evolved into a permanent activity with its own legal entity in the form of a social cooperative after a crowdfunding campaign.*

*After raising almost EUR 20 000 of funds, Taste of home started a catering business specialised in African, Arabic, Asian and Middle Eastern cuisine, and culinary exchange projects. The project aims at sensitising the Croatian public to refugees' needs, combating prejudice and fostering social hospitality through culinary and cultural exchange.*

*For more information please visit: [www.okus-doma.hr/en](http://www.okus-doma.hr/en) and the Centre for Peace Studies: [www.cms.hr/en](http://www.cms.hr/en)*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Emina Bužinkić, [emina.buzinkic@cms.hr](mailto:emina.buzinkic@cms.hr)*

## 22. Virtual tour in Syrian places in Greece

*This was a project organised by the refugee day centre Alkyone, which was implemented in Thessaloniki from October 2016 to February 2017. It engaged 12 young refugees from Syria who worked together — with the help of a local youth worker and two volunteer psychologists — in order for the Greek public to see the places where they were born or lived in until the war forced them to leave their country. This took the form of a virtual tour.*



*The final event was held in February 2017 in front of a mixed public consisting of members of the local community, volunteers and refugees. The mode of presentation combined storytelling live on stage and audio-visual means such as photography, music and video. In addition, the refugees offered home-made local food from Syria to the participants.*

*The project's goal was two-fold: to raise awareness among the local community by familiarising them with the cultural traditions of Syria and also to provide a means of expression to the refugees.*

*For more information please visit:*

*<https://www.facebook.com/alkyonedaycenter/>*

*If you would like assistance to create a similar project in your country, please contact: [info@daycenter-emt.gr](mailto:info@daycenter-emt.gr)*

## 23. Let's get to know each other! in Estonia

*The project was implemented from October 2017 until March 2019 and included three phases of activities for Estonian youth in collaboration with local youth centres: seminars for specialists; pop-up cafes with the involvement of refugees as staff in local communities; and awareness-raising activities about refugees and cultures of the world. The outcomes of the project are expected to help young people develop a better understanding of the world's situation and stimulate them to support refugees.*

*For more information please visit:*

*<http://www.pagulasabi.ee/projektid/saame-tuttavaks-kohaliku-tasandi-koostooritused-rahvusvahelise-kaitse-valdkonnas>*

*If you would like assistance to create a similar project in your country, please contact: [info@pagulasabi.ee](mailto:info@pagulasabi.ee)*

## ■ Create common projects between local youth and young migrants.

Bringing together local youth and young migrants is the best way to promote cooperation, acceptance and respect. On top of the youth work's benefits that participants will enjoy, it enables them to get to know each other, develop their views based on interpersonal contact and build strong relationships. Such projects or activities could be based on a broad range of methods: arts, crafts, theatre, games, culture, cooking and lifestyle are among them.

### 24. Jeunesse nomade, in Belgium

*Youth travelling (Jeunesse nomade) is a project launched by a youth centre's federation in the French-speaking community. The aim of the project is to make youth centres accessible for non-accompanied foreign minors.*

*The project led to a collective artistic creation and the encounter of young Belgian people of the youth centre and non-accompanied foreign minors.*

*Together they created an artistic performance which combines dance, music, video and theatre. The performance is about life stories of young people, their questioning of cosmopolitan society and the meaning of the word 'welcome'.*

*The group was composed of 45 young people (non-accompanied foreign minors from asylum centres and young people from youth centres). The project started in February 2017. They met several times before spending 1 week together in summer 2017. The artistic performance was presented at a famous Belgian music festival in August 2017 and after that in many places in the French-speaking community of Belgium. The project used an intercultural approach and a non-formal education methodology to foster the social cohesion of the group and the emergence of a collective speech.*

*For more information please visit:*

*<https://www.fmjbf.org/jeunesse-nomade/>*

*If you would like assistance to create a similar project in your country, please contact: Fédération des maisons de jeunes, [fmj@fmjbf.org](mailto:fmj@fmjbf.org)*

## ■ Provide a safe space for difficult conversations and promote intercultural dialogue. Be able to solve conflicts with democratic principles.

Receiving communities and the incoming migrant population may have already settled views on each other and perceptions based on stereotypes. You should be able to facilitate difficult debates between the local community and young migrants, and ensure that all opinions are heard and respected. You must confront and reject non-democratic views, preferably in a face-to-face setting, explaining that it is not the person you are rejecting but the stance against democratic values.



## **25. Living library with the inhabitants of Riga, asylum seekers and refugees in Latvia**

*This was a series of eight living library events organised in Riga, Latvia, by the movement I want to help refugees, from March to October 2017. The living libraries brought together local society members, people with a migrant, asylum seeker or refugee background, and people working with these groups of society. This encounter made it possible to share and hear life stories, and debate on controversial issues related to the migration and refugee crisis, the situation of migrants and refugees in Latvia and the attitude of the society towards these groups. Living libraries was an opportunity for different people to meet and share stories and to challenge stereotypes, prejudices and discrimination towards these groups. The project was financed by the social integration programme of the Riga City Council.*

*For more information please visit:*

*[http://gribupalidzetbegliem.lv/#dzv\\_bibliotka](http://gribupalidzetbegliem.lv/#dzv_bibliotka)*

*<https://www.youtube.com/watch?v=q6HZZiAJsJo>*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Laura Buzinska, I want to help refugees, [gribupalidzetbegliem@gmail.com](mailto:gribupalidzetbegliem@gmail.com)*

## **26. The Living Library by the Council of Europe**

*This is a tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for available titles, choose the book they want to read and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another. The only difference is that in the Living Library, books are people, and reading takes the form of a conversation.*

*For more information please visit:*

*<https://www.coe.int/en/web/youth/living-library>*

■ **Structure difficult conversations using myth-busting tools and materials that provide argumentation. Enable critical thinking and self-reflection.**

A negative stance against migrants is largely based on generalisations and populist discourse, which appeal to the audiences' fears. Arguments such as: our society does not have the carrying capacity to absorb all; migrants live off benefits; migrants steal our jobs; none of them is a refugee; etc. are among the most common in the public discourse. Make use of existing available material that provide answers based on facts and enable participants to think critically.

**27. Tool: factual leaflet on migration in Slovakia**



The Department of Migration and Integration of the Ministry of Interior of Slovakia has published a leaflet explaining the most common myths that are found in Slovakian media. It includes facts and figures on the actual number of asylum seekers in Slovakia, the difference between a refugee and a migrant, the Dublin procedure, who is responsible for the integration, how many refugee camps are located in the country, etc.

For more information please visit:

<https://www.minv.sk/?tlacove-spravy-6&sprava=k-problematike-migracie-a-azylu-vydal-migracny-urad-zaujimavy-infoletak>

## **28. Tool: 10 myths on migration and development by Caritas Europa**

*Caritas Europa, together with the International Catholic Migration Commission–Europe, the Forum des Organisations de Solidarité Internationale issues des Migrations and the Concord Migration and Development Task Force, has developed a short paper that tries to deconstruct all misconceptions about the natural link between migration and development. It brings the discussion back to real facts and addresses the following questions in particular.*

- *Does more international development lead to less international migration?*
- *Can irregular migration be reduced through development aid and cooperation?*
- *Is the flow of migration always from south to north and from poor to rich areas?*
- *Does migration from a country hamper the development of that country?*
- *Is migration only about individual benefit?*
- *Would it be worthwhile to only accept more skilled migrants?*
- *Do migrants threaten our culture and values?*
- *Is Europe too open or too closed for migration?*

*For more information please visit: <https://www.caritas.eu/10-myths-about-migration-and-development/>*

## **2.5. A deeper look at existing toolboxes**

This section of the practical toolbox aims to examine in depth three best practice examples of toolboxes from Belgium, Austria and the youth partnership between the European Commission and the Council of Europe. The aim is to inspire you to develop a toolbox adapted on your local or national reality.

### **2.5.1. Wereldspelers/GloBall toolbox**

Wereldspelers/GloBall toolbox from Flanders, Belgium is a toolbox that offers relevant information and concrete guidance to youth workers who want to start working with young migrants. It helps to handle practical issues that arise, and to take into account factors (e.g. language, culture, religion) that are related to the diversity of this target group.

The Wereldspelers/GloBall toolbox addresses phases two and three of the grid used in this report: young people in uncertainty and young people with a long-term perspective. It also slightly touches on phase four, the hosting society.

## 29. Toolbox — Wereldspelers/GloBall in Flanders, Belgium

### What

A collective, bottom-up project from around 30 youth organisations in Flanders.

### Target groups

Youth workers with little experience with young refugees.

### Expected outcomes

- Strengthen and empower young refugees' participation.
- Strengthen and empower youth worker's capacity.
- Provide inspiration to youth organisations.
- Guide professionals (such as social workers) who supervise young refugees to local youth initiatives.

### Content

- Clarifications on who are refugees.
- Emphasis on understanding their perspective.
- Dos and don'ts on how to reach out and how to handle the issue.
- How to manage the carrying capacity of their groups.
- How to manage activities to keep a high interest and prevent drop out.
- How to use language to make sure that participants understand.
- Information on practical and cultural matters.
- Concrete advice when undertaking specific activities such as going to camps.
- Policy recommendations as an outcome of the consultative process.



### GloBall

a tool kit for youth workers working with young migrants, refugees and asylum seekers

### **Form and features**

- Website in Dutch, interactive booklet in English.
- Dutch website embeds online maps with local youth initiatives, educative images, short video clips and links that direct to relevant webpages.
- Directs to professionals/experts for special cases (such as welfare experts for traumatised youth).

### **To adapt to your reality**

- Organise consultations/working groups with local or national youth organisations.
- If necessary, translate material into a language you and your target group understand.
- Identify your target groups (where are they located, what is their profile).
- Identify other sectors that are dealing with young migrants and refugees.
- When addressing issues that arose during consultations, use a practical, youth worker-friendly language.
- Adapt images and short video clips from your activities.
- Adapt the online maps and other interactive content to your local reality.
- Adapt links to direct to useful information for your local or national reality.

To download the publication in English please visit: [http://www.jint.be/Portals/0/GloBall\\_interactief-paginas\\_HR.pdf](http://www.jint.be/Portals/0/GloBall_interactief-paginas_HR.pdf)

To access the Dutch website please visit:

<https://www.wereldspelers.be/>

If you would like assistance to create a similar toolbox in your country, please contact: [wereldspelers@ambassade.be](mailto:wereldspelers@ambassade.be)

### 2.5.2. *Flucht, Asyl, Migration toolbox*

Flucht, Asyl, Migration from Austria is a toolbox developed by the Austrian youth council, which is the established representative body of children and youth as well as the umbrella organisation for youth (work) organisations in Austria. The Austrian Ministry of Education funded the toolbox, which was part of the broader campaign 'mehr als nur flüchtig' (more than just a fugitive). It includes a collection of methods and youth work activities that are suitable for introductory games, reflection, raising awareness and for planning further activities of the youth groups.

All methods are designed primarily for non-formal learning, for example in the youth centre or for workshops in schools. The emancipatory approach of the tools is important. Each method aims to make participants aware of how it feels to be perceived as foreign in a group or society or, on the other hand, what it means to be in an open and inclusive group or society.

The Flucht, Asyl, Migration toolbox addresses phases one and four of the grid used in this report: young people in need of safety (first contact) and the hosting society.

## 30. *Toolbox — Flucht, Asyl, Migration in Austria*

### **What**

*Methods for youth work as part of a broader campaign developed by the representative body of children and youth in Austria.*

### **Target groups**

- *Youth workers: to strengthen their capacity.*
- *Anyone who wants to work with young people.*

### **Expected outcomes**

- *Awareness raising of the situation of refugees.*
- *A positive atmosphere and attitude towards refugees and young migrants.*
- *Promotion of the living conditions of young refugees.*

### **Content**

- *Introduction:*
  - *explanation of concepts and terminology.*

- *Background information (to explain the intervention logic):*
  - *international and European situation in a nutshell;*
  - *the situation for Austria (migration from and to Austria, facts and figures on refugees in Austria);*
  - *testimonial from a young asylum seeker.*
- *Methods and materials on introductory games (mini interviews, dot game, outsider ball game). For each:*
  - *aims, duration, participants, target group, materials and source;*
  - *rules and descriptions;*
  - *preparation and implementation;*
  - *copy templates.*
- *Preparation of and general information on role-play games.*
- *Dos and don'ts of role plays: how to play a role, who should play which role, structure of role plays, timing, exit scenarios, reflection and ending the exercise.*
- *Methods and materials on role-play games: application for asylum, asylum seeking.*
- *Methods and materials on exercises: borders, what counts as racism, contemporary witnesses, my space–your space, self-empowerment, stop-call, media competence.*
- *Methods and materials on creativity: self-empowerment 2, from the idea to implementation.*
- *Sources.*

**Methods and materials — example: mini interviews, an introductory game**

*Aims: by a structured exchange participants learn more from others.*

*Duration: 30-60 minutes (according to group size).*

*Size: 8-25 persons.*

*Age: from 10 years.*

*Material: pencils, printed interview sheets.*

*Copy templates: interview grid.*

*Description of preparation and instructions.*

### **Methods and materials — example: application for asylum, a role-play game**

*Aims: The role-play game teaches how people act when a closed group decides on the admission of further members.*

*Duration: 90 minutes.*

*Size: 8-16 persons.*

*Age: from 10 years.*

*Material: pencils, paper, flipchart paper, costumes.*

*Copy templates: information and work description, newspaper articles, IDs.*

*Description of preparation and instructions:*

*Played in Utopia, the group of Primeris must decide if members of the group Aliudas are allowed to stay in Utopia. The role play is complex and needs clear descriptions of different roles and tasks for young people playing ALIUDAS and PRIMERIS. They have to be prepared as copy templates in the toolbox..*

### **Form and features**

- *Online and printed version.*
- *Templates are ready to be printed or copied, to be used in the role-play games and exercises. It embeds active links that direct to useful background information and sources.*
- *Offered for free in German.*

### **To adapt to your reality**

- *If necessary, translate material in a language you and your target group comprehend. Identify your target groups (youth workers, people who perform youth work as a side activity).*
- *Adapt background information to your national reality.*



- Adapt testimonials from young refugees residing in your country.
- Adapt active links to direct to useful background information for your national reality.
- Adapt place names and nicknames to your national reality.

For more information please visit:

[https://www.bjv.at/cms/wp-content/uploads/2016/03/toolbox\\_fluchtundmigration\\_final-ansicht.pdf](https://www.bjv.at/cms/wp-content/uploads/2016/03/toolbox_fluchtundmigration_final-ansicht.pdf)

If you would like assistance to create a similar toolbox in your country, please contact: [office@bjv.at](mailto:office@bjv.at)

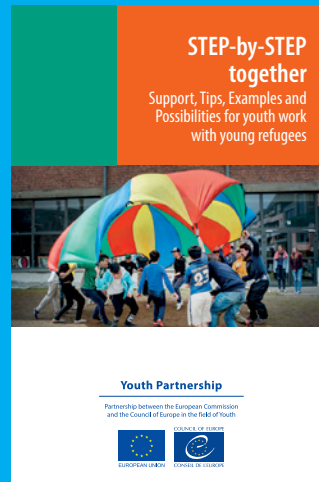
### 2.5.3. Step-by-step together toolbox

*Step-by-step together: Support, tips, examples and possibilities for youth work with young refugees* is a practical toolbox developed by the partnership between the European Commission and the Council of Europe in the field of youth. It encompasses a variety of practices of youth work, including experiences from the transit and host countries, as well as insights on working with unaccompanied minors, young asylum seekers and refugees. It gives a general overview of the main challenges and possible practices in the youth work field when dealing with young people who are refugees, as they seek international protection and a better life in another country.

## 31. Toolbox — Step-by-step together by the EU-Council of Europe youth partnership

### What

*This publication offers practical tools for youth work on the inclusion and participation of young refugees at local level. It focuses on youth participation and inclusion as key dimensions to build inclusive societies and, at the same time, to create an enabling environment for young refugees to be fully fledged actors of their personal and community development. It tackles the following themes: intercultural learning; access to social rights; young women refugees; youth participation and mental health and trauma.*



**Target groups**

- *Youth workers: to strengthen their capacity.*
- *Youth organisations: to get inspired.*
- *Professionals who work with young migrants and refugees.*

**Expected outcomes**

- *Offer support to youth workers who involve young refugees in their activities.*
- *Inspire organisations and structures to develop further youth work opportunities with young refugees.*

**Content**

- *Introduction on youth work with young refugees.*
- *Good practice examples from all over Europe.*
- *Five thematic chapters with descriptions of the issues, tips, examples and advice for youth workers on:*
  - *intercultural learning;*
  - *access to social rights;*
  - *young women refugees;*
  - *youth participation;*
  - *mental health and trauma.*

**Form and features**

- *Online and printed.*
- *Available in English.*

**To adapt to your reality**

- *Translate the publication.*
- *Develop thematic youth work with young refugees.*

- *Adapt some of the good practice examples.*
- *Use the resources and advice indicated in the publication.*

*For more information please visit:*

*[https://pjp-eu.coe.int/documents/1017981/7110668/FINAL+step+by+step+together\\_reduced\\_size.pdf/8103c431-afc3-f978-9117-20776950bedf](https://pjp-eu.coe.int/documents/1017981/7110668/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf)*

*If you would like assistance to create a similar toolbox in your country, please contact:  
[mara.georgescu@partnership-eu.coe.int](mailto:mara.georgescu@partnership-eu.coe.int)*

## 3

## Building competence of youth workers

Throughout this report, the need for training of youth workers when dealing with young migrants in every phase of the grid is re-emerging. In addition to the skills of youth workers that allow them to perform regular youth work activities, they have to be empowered and trained to recognise and meet the needs when dealing with the specific dimensions of the report's grid.

In general, youth work with young migrants is no different from regular youth work. It aims at the personal and social development of the young people, while trust and mutual respect between young people and youth workers are at the heart of youth work. However, different cultural backgrounds of young migrants and the diversity of their needs may require new skills. Furthermore, young migrants may have different life experiences to those of young people in the hosting society, which may demand specific skills, e.g. working with young people who have experienced trauma and learning how to reach out.

### ***32. MYth WORK project. Innovative techniques for reaching out to migrant youth in Spain***

*This project was developed from October 2016 to March 2018 by a Spanish organisation (Asociación Bienestar y Desarrollo) in partnership with Bulgaria, Greece, Italy and the United Kingdom. The project directly targeted youth workers working with young migrants, refugees and asylum seekers in the five countries.*

*The MYth WORK project aimed at:*

- *capacitating youth workers with innovative techniques for reaching out to youngsters with a migrant background;*
- *providing reaching-out techniques tailored specifically to the characteristics of the youngsters;*
- *promoting efficient youth work and transnational cooperation among youth organisations.*

*The project managed to have:*

- 105 professionals trained in the field of youth work;
- 220 young migrants, asylum seekers and refugees trained;
- 50 professionals from the field of youth work interviewed to develop the EU state-of-the-art report on the obstacles youth work faces when reaching out to young migrants (Intellectual Output 1);
- 32 organisations collaborating in the six transnational learning activities and committed to use the Intellectual Output 2 of the project: The reaching-out handbook: Innovative techniques for reaching out to young migrants, asylum seekers and refugees;
- 180 organisations impacted by dissemination strategies;
- 80 participants in the final conference (Milan).

*The main achievement of the project was therefore the high-quality innovative reaching-out techniques that were developed and the improved cooperation between youth work organisations.*

*For more information please visit: <https://bit.ly/2r4bEOi>*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Mireia Munté, [mmunte@abd-ong.org](mailto:mmunte@abd-ong.org)*

*Ms Mònica Plana, [mplana@abd-ong.org](mailto:mplana@abd-ong.org)*

### **33. Comics: creating intercultural stories in Latvia**

*This project aims to discover comics creating workshops as an effective tool in the promotion of healthy intercultural dialogue working with multicultural groups of young people. The objectives of the project were:*

- *to raise awareness and empathy about the current migration situation;*
- *to learn how to make comics and use them as a facilitation and learning tool in intercultural education;*
- *to create comics based on personal stories that could be used afterwards as learning material.*

*The participants of the project were youth workers, educators and leaders who work with multicultural groups of young people, including migrants, refugees and asylum seekers on a daily basis.*

*For more information please visit: [www.komikss.lv](http://www.komikss.lv)*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Sintija Lase, [sintija.lase@gmail.com](mailto:sintija.lase@gmail.com)*

### **34. Supporting integration of migrant learners, asylum seekers and refugees (Similar) in Cyprus**

*The Similar project aims at fostering the integration of young migrants, refugees and asylum seekers through a multicultural approach, and at empowering measures in the areas of integration and social welfare for youth workers.*



*Similar supports combating discrimination and segregation of migrants reduces disparities in the society, promotes a positive approach towards young migrants, especially refugees and asylum seekers, and contributes to creating more inclusive education for all through the development of a handbook, training material and the implementation of trainings.*

*People with a migration background and experts in the field of integration, including youth workers, educators, teachers and trainers, are the main target groups.*

*In brief, the main Similar outputs are as follows.*

*1. Handbook: Awareness raising and empathy training measures for promoting work with migrants provides a theoretical overview of the new dimensions of migration processes and existing models of integration in Europe.*

*2. Training materials: this document compliments the handbook and provides both the trainers and the participants with general information on how culture influences everyday practices and communication. It also includes a number of training materials, which can be used to prepare the participants for coming into contact with cultural differences. The material can be used either during in-service training courses for youth workers, volunteers, teachers, trainers, social workers, etc., or as activities for self-reflection. The material has been pilot tested with migrants in all partner countries.*

*The project is implemented in Cyprus by the Centre for the Advancement of Research & Development in Educational Technology, as well as in Germany, Hungary, Poland and Slovenia and is funded by Erasmus+.*

*For more information, please visit:*

*<http://www.similarproject.eu>*

The expert group has identified the following areas in which youth workers must be trained.

- ✓ Migration and asylum national framework, including procedures, stakeholders and basic knowledge of migration and asylum law.
- ✓ Advocacy skills on migrants' rights.
- ✓ Knowledge of international human rights law.
- ✓ Skills and competences to engage in intercultural and interreligious dialogue, awareness and communication. Developing youth work competences within a specific refugee setting.
- ✓ Digital youth work and use of social media.
- ✓ Managing a project based on diversity and intersectionality.
- ✓ Ability to engage young migrants in youth work as peers and role models.
- ✓ Ability to develop and support informal and non-formal methodologies in language and communication skills.
- ✓ Ability to provide mental health and well-being support and ability to recognise when and how to consult health experts.

It accordingly invites authorities, within their respective sphere of competence from the local and regional to the national and European level, to do the following.

- ✓ Organise training activities at local, regional, national and European level that tackle the abovementioned areas.
- ✓ Monitor, evaluate and update training opportunities so that new situations and challenges could be addressed.
- ✓ Provide information in an active manner on available training opportunities.

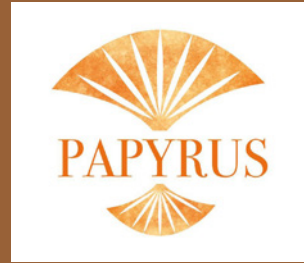
It accordingly invites youth work organisations and youth workers to do the following.

- ✓ Pursue training and make use of existing learning and training opportunities at local, regional, national and European level.
- ✓ Reflect among themselves, share relevant work experience with other professionals and organise networks that enable peer learning.



### **35. The Papyrus project in the United Kingdom**

*The purpose of the Papyrus project was to assist youth workers and other professionals working to improve the situation of displaced refugee and asylum-seeking youth across Europe. In particular, it aimed to create strong, cross-sectoral networks of support, to develop innovative training resources and to promote their adaptation and further development in different national contexts.*



*The involvement of the target audience (in Finland, Italy, Malta, Serbia and the United Kingdom) has been central to the Papyrus approach — including in the creation, testing and evaluation of training resources.*

*The project also provided insights into pioneering research about the realities of current practices in this area — including challenges and learning needs. This formed the basis for the development of new training resources.*

*Papyrus has enabled youth workers and others to respond constructively and creatively to the complex circumstances faced by young migrants and refugees. It has also brought lasting benefits to collaboration between civil-society organisations, local government and university-level research.*

*All Papyrus resources are freely available from the online platform.*

*For more information, please visit: <https://papyrus-project.org/>*

*If you would like assistance to create a similar project in your country, please contact:*

*Ms Karolina Kardas at Manchester Metropolitan University, [K.Kardas@mmu.ac.uk](mailto:K.Kardas@mmu.ac.uk)*

### **36. SALTO Inclusion and Diversity Resource Centre — the European Training Calendar**

*The SALTO Inclusion and Diversity Resource Centre is a support structure that applies in the Erasmus+ 'Youth in action' programme 2014-2020. The SALTO Inclusion and Diversity Resource Centre provides resources (training tools, publications, information and more) for persons and agencies supporting young people with fewer opportunities (inclusion workers, youth workers, social workers, national agencies and coordinators).*

*The European Training Calendar is an online tool of the SALTO-YOUTH network. It lists available training opportunities at European level that are directed at youth workers wishing to develop their competences to further work with and for young people, to share experiences and to make contacts for common future projects. Youth work organisations can contribute to the calendar by adding their training offer alongside those opened by national agencies, SALTO-YOUTH resource centres, NGOs and other partners active in youth work in Europe.*

*For more information please visit:*

*<https://www.salto-youth.net/tools/european-training-calendar/>*

# 4

## Policy recommendations

This part of the report provides recommendations to policymakers at all levels, from the very local to the European. Policymakers at all levels should always be aware of the current life circumstances of young people, especially young migrants, and act if they are not in accordance with the UN Convention on the Rights of the Child and the Charter of Fundamental Rights of the European Union. Integration and social inclusion of young migrants are processes which, in order to be successful, must begin immediately from the arrival of the newcomers. Different sectors must cooperate with a shared agenda. The youth sector could be an invaluable contributor in the integration process as it can give insights on the views and needs of young migrants that other sectors may not be able to give. Youth work in particular can help young migrants gain skills and competences through non-formal learning. By providing safe environments, youth work can help them to develop their talents, build their self-esteem, give them recognition and make them engage in society. Moreover, youth work can act as a mediator to remove barriers and enable access to rights and services for young migrants.

Ultimately, youth work can contribute to support young migrants in experiencing many aspects of citizenship in practice. However, youth work has its limitations. To cope with the increased challenges, policymakers should invest in ongoing research and evidence-based youth work to support youth workers in building up their skills.

### **37. *Becoming a part of Europe. How youth work can support young migrants, refugees and asylum seekers***



*The project, co-funded through the Erasmus+ programme, is promoted and coordinated by the Italian national agency for Erasmus+ and youth in cooperation with seven Erasmus+ youth national agencies and eight associated partners.*

*The main purpose of the project is to develop and share non-formal education methodologies and new inclusion practices, with a view of promoting the integration and social inclusion of YMRA, and to foster understanding, tolerance and respect among people.*

*In particular, the project has implemented the following activities.*

- *Identification of best practices of youth work in the field of integration and social inclusion of YMRA (see the compendium <http://bpe-project.eu/compendium/introduction/>).*
- *European-level research that considers and gives value to the existing practices and life stories of YMRA involved in local, national and European projects and initiatives (see <http://bpe-project.eu/resources/>).*
- *Design of policy recommendations about the integration of YMRA, the role of youth work and the function of the Erasmus+ programme and non-formal learning in the involvement of the main actors in the field of youth work.*

*As a final activity of the project, the partnership will implement a training course for trainers to recognise and enhance youth workers' skills and competences to further support the integration of YMRA and the youth work role.*

*For more information please visit: <http://www.bpe-project.eu/>*

#### **4.1. *Young migrants in need of safety***

As soon as a person arrives in EU territory, the receiving country must provide them with essentials to ensure their physical safety. These essentials might include food, water and shelter. Moreover, work on integration should begin from the very first moment since this has been identified as a crucial success factor. That means that, in addition to the above, these youngsters need to be offered classes or activities that familiarise them with the new society they are entering. Staff working at receiving structures, be it civil servants, officers, volunteers, social workers or youth workers, should bear in mind that the newcomers have just completed a difficult and often dangerous journey, only to begin a new one.

**Authorities, within their respective sphere of competence from the local and regional to the national and European level, are invited to take into consideration the following.**

- ✓ **Create safe and youth-friendly spaces** within the receiving structures and facilitate access of youth workers in them, to operate them and support leisure-time group activities, non-formal education, language learning and intercultural understanding. Provide youth workers with the required skills to operate in such an environment, e.g. intercultural skills.

### **38. Safe Zones in Greece**

*Safe Zones are shelter facilities for unaccompanied minors aged 14-18, operating within open campus camps. They are an alternative measure instead of detention to address the urgent needs of safety and protection of unaccompanied minors. Safe Zones work 24 hours a day and 7 days a week and provide social, psychological, educational, legal and other support services and programmes in the best interests of minors. There are transitional accommodation structures before joining the minors' hostels or other housing and support programmes. The Association for the Social Support of Youth operates seven Safe Zones in Greece (Schisto, Thebes, Lagadikia, Ioannina, Diavata, Kavala and Drama) with the support of Unicef and the International Organisation for Migration and the funding of the Directorate-General for European Civil Protection and Humanitarian Aid Operations.*



*For more information please visit: <http://www.arsis.gr>*

*If you would like assistance to create a similar project in your country, please contact: [infothes@arsis.gr](mailto:infothes@arsis.gr)*

- ✓ **Empower** youth workers by providing them with **information and training** on local migration and asylum procedures, human rights, intercultural communication, legal issues and the basics of national asylum law. In that way, youth workers can help address the **specific needs** of young migrants and support them in understanding how to access their rights.
- ✓ Work for integration from the first day. It is important to work with every person from the first day of arrival, no matter how their process will evolve. In that way young migrants can start gaining knowledge, skills and attitudes that would serve them in any future context. Enable youth workers to support newly arriving young migrants to **develop language and communication skills**. They are essential for successful integration.

- ✓ Promote **dialogue** between youth workers and officials encountering young migrants to identify key issues and opportunities for cooperation.
- ✓ **Give visibility** to and engage the youth work sector, especially already existing young migrant-led organisations in existing coordination structures and initiatives at all levels (local, regional, national and European).
- ✓ Promote the involvement of more established **young migrants as peers** in the youth work structures to provide support (for example, support in day-to-day communication).
- ✓ **Increase the capacity** of youth workers to provide **basic psycho-social support to** young migrants in order to improve their well-being.
- ✓ Youth workers may also need support regarding **their mental health and in maintaining their personal engagement** and motivation. Create a safe space where mental health issues can be prevented or reduced (for example, this could be in the form of meetings with the social worker, supervision or regular debriefings with other youth workers and accessibility to professional support when needed).

### 39. Time to be welcome

*Time to be welcome encourages young volunteers and youth organisations in Europe to support the welcoming of migrants, asylum seekers and refugees and their integration process in both society and their new country through the use of non-formal education and youth work.*

*The project aims to increase the impact of the youth NGOs and volunteers' engagement in welcoming migrants while encouraging public opinion in Europe to be more respectful and open towards migrants. Volunteers are empowered to take action in contributing to welcome refugees and newly arrived migrants into hosting structures and local communities. In general, the project actively promotes mutual understanding and respect among young people with different ethnic backgrounds with the aim of facilitating intercultural dialogue and learning as well as supporting the inclusion of the newcomers in local European communities. Volunteers prepare young refugees, who settle in Athens and Paris, for a smooth integration into European society, as well as help to prepare local communities to welcome those refugees and new migrants with positivity rather than xenophobia.*

*The project is co-funded through the Erasmus+ programme.*

*For more information please visit:*

*<http://www.timetobewelcome.eu/>*

## 4.2. *Young migrants in uncertainty*

At this phase, young people often find themselves travelling towards their final destination or waiting for an official reply to obtain a legal status of residence. From a young migrant's or young asylum seeker's perspective, this is a very challenging period due to the uncertainty it entails. That is why access to credible information is crucial at this stage.

All the sectors surrounding these young people at this phase should be able to acknowledge their aspirations and intervene in a tailored approach. The group of young migrants and young asylum seekers is very diverse and many of them have different needs. Youth workers need to be equipped with the necessary competences in order to meet these needs. They should be connected to structures and involved in networks that focus on migration and integration as well as in networks on education, employment and health in order to fulfil a bridging function. At the same time, all sectors surrounding young people at this phase must be aware not to raise false hopes as regards the outcome of their applications for residence permits or asylum.

**Authorities, within their respective sphere of competence from the local and regional to the national and European level, are invited to take into consideration the following.**

- ✓ Access to correct and credible information is crucial at this stage. To fulfil their bridging function, youth workers must be able to provide such information in order to guide young migrants on how to access their rights as well as services including education, legal assistance, housing and (mental) health services.
- ✓ Although in a transitional period, integration is a continuous process which must not be interrupted during the uncertainty phase. It is important to support and enable youth work to provide non-formal learning opportunities to young migrants and asylum seekers that will equip them with life skills regardless of the outcomes of the legal decision.
- ✓ Youth work should **tackle the feeling of uncertainty of locals** regarding the integration of newly arriving young people, for example by fostering intercultural exchanges and dialogue.
- ✓ Youth work should provide opportunities for young migrants and young asylum seekers to develop **personal contacts and social networks** within host communities.
- ✓ Enable and support the **participation** of young migrants in organised activities, including social and civic activities and leisure time activities. **Strengthen** regional and national youth work networks to accompany and follow up on the learning and inclusion process.

- ✓ Empower youth workers to reflect on the possible role of **religion** and **spirituality** for young migrants' **identity building**.
- ✓ Enable youth workers to **understand cultural diversity** to prevent the stigmatisation of certain behaviours in groups of young asylum seekers and at the same time fulfil **a pedagogical task** of promoting **European values** among the youth — both migrant and local.

### 4.3. *Young migrants with a long-term perspective*

The needs of young refugees who are granted international protection and young migrants who receive a form of long-term residence status are different from the previous phases. At this stage, young migrants have a long-term perspective to dream and design their future in the hosting society. While the needs and challenges that they are facing are similar to their peers from their host community, they need extra support to access their rights and equally participate in education, labour market, volunteering and the society in general (2).

Here youth work acts as link, bridge and facilitator between young migrants and the hosting society. Through non-formal education, it helps young people gain competences such as teamwork, leadership, intercultural competences, project management, problem solving and critical thinking. Youth work can also provide a space for personal development, fostering relations and becoming active in society.

To secure a good integration outcome that leads to social cohesion, authorities must take action to ensure that young migrants have access **to civil, political and social rights**, which in turn promotes the newcomers' active participation in and contribution to the hosting society.

**Authorities, within their respective sphere of competence from the local and regional to the national and European level, are invited to take into consideration the following.**

- ✓ Develop a **strategy** on different levels regarding the integration of young migrants, providing the cooperation framework of the different sectors which are involved in the integration process. The roles and synergies between the involved sectors, including the contribution of youth work and migrant-led organisations, should be defined and recognised to maximise their effectiveness.

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2 European Commission, Staff Working Document, SWD(2018) 169 final of 22.5.2018, *Situation of young people in the European Union*, 'young people not born in the country in which they live face a higher risk of poverty or social exclusion, especially if they come from a non-EU-28 country'.  
<https://publications.europa.eu/en/publication-detail/-/publication/b6985c0c-743f-11e8-9483-01aa75ed71a1/language-en>



#### 40. Youth migration services in Germany



*These are (youth and social work) services which are provided to assist young people with a migration background (with a permanent resident status) aged between 12 and 27. Individual support, professional advice, group and educational courses, networking in schools and training organisations are among the important tasks. The focus is on linguistic, educational, professional and social integration. The JMDs help young people find their feet in Germany. Whether it's with problems at school, looking for an apprenticeship or formality issues, JMDs accompany young migrants on their journey professionally and free of charge with a variety of services and in different languages. These services provide advice, support and education at more than 456 centres throughout Germany, run by welfare organisations (Caritas, Diakonie, Workers' Welfare Association, the Red Cross, etc.) and financed by the federal ministry for youth, families and social affairs.*

*For more information please visit:*

*<https://www.jugendmigrationsdienste.de/en/>*

- ✓ Support and recognise the role of youth work for the inclusion of young migrants within schools and universities.

#### 41. The refugee higher education programme in Malta

*This is a voluntary project established by the Integra Foundation, in partnership with Spark 15 (a refugee youth-led organisation) and the University of Malta. The project seeks to support young refugees in accessing higher education. It includes the provision of English lessons, psycho-social support and on-campus orientation.*



*For more information please visit:*

*<https://www.facebook.com/spark15/>*

#### 42. Young meets young in Sweden

*'Unga möter unga' (Young meets young) is an ongoing project that began in 2015 in Svedala, Sweden. The main goal of the project is integration. A platform was created by municipal youth workers for newly arrived and local youngsters to meet and have fun together and exchange knowledge and experiences. Originally, it began by putting together five newly arrived young migrants with five local young people in a group, which would stay consistent and meet every 2 weeks in order to get to know each other on a deeper level. Eventually interest to participate in the project was higher than expected and that led to the start of a group with 10 youth leaders who were provided with a basic course in leadership and knowledge on how to organise and structure activities. The project grew to become an NGO, and it benefits both local youth by increasing their ability to cooperate and network and newly arrived migrants by providing them with an opportunity to be part of the social context.*

*For more information please visit:*

*<https://ungamoterunga.svedala.se>*

*[https://www.instagram.com/unga\\_moter\\_unga/](https://www.instagram.com/unga_moter_unga/)*

- ✓ **Facilitate access to the labour market** of young migrants and recognise and support the role of youth work in that process.

### 43. Jesuit Refugee Service — way of integration in Croatia through vocational training

*The project aims to develop innovative social services and attitudes towards migrants, access to vocational training and better employment opportunities. The methodology followed provides:*

- *tailored vocational training through participatory needs assessment;*
- *the creation of background portfolios;*
- *screening interviews for gaps;*
- *focus groups with key individuals and organisations;*
- *the offer of legal aid to beneficiaries.*

*Employability is promoted through the acquisition of new skills (e.g. language) or the validation of existing ones (e.g. vocational skills).*

*The Jesuit Refugee Service (JRS) is an NGO in Croatia that created this project in cooperation with the Croatian Employment Office and the Croatian Employers Association to employ beneficiaries of international protection. The JRS brings beneficiaries of international protection in contact with employers. The beneficiaries are then employed and, at the same time, they receive special training for 6 months in the Croatian language. During this training period, the beneficiaries receive a wage and welfare benefits, while at the end of their training, their skills are officially recognised through an examination process.*

*The project is funded by the European Social Fund and the Croatian Employment Office as well as the employers and JRS.*

*For more information, please visit: [www.jrs.hr](http://www.jrs.hr)*

*[www.facebook.com/JRSizbjeglice](https://www.facebook.com/JRSizbjeglice), <https://twitter.com/JRSizbjeglice>*

*If you would like assistance to create a similar project in your country, please contact:*

*Mr Dražen Klarić, [drazen.klaric@jrs.net](mailto:drazen.klaric@jrs.net)*

- ✓ Provide and facilitate access to funding opportunities that allow for a long-term approach and sustainability for youth work with young migrants.
- ✓ Empower young migrants to become active members of society. Support this transition by providing **training opportunities for young migrants** on European values, citizenship and intercultural education (including participation, gender, etc.) and access to political and social participation projects for young migrants.



#### 44. Migration\_miteinander e.V. in Bologna, Italy

*The European structural orientation programme for migrants (ESOP) is a 6-month empowerment and exchange programme for a group of 15 young refugees and 15 young Europeans and provides the instruments for an autonomous life in the European context. ESOP focuses on the one hand on Italian and German language classes, introduction to IT applications, active citizenship education, legal training courses (both national and European framework) and preparation for Europe's labour market.*

*On the other hand, through seminars and trainings on intercultural dialogue and mediation, the European interns and volunteers are trained too. The formative part is completed by different intercultural exchange activities for all participants, and a common discovery of the new living environment. Intercultural events (e.g. intercultural dinners, discussions, expositions) organised during the programme by the participating team, bring together the young refugees and autochthons and make encounters possible based on mutual respect and interest in getting to know each other. ESOP is coordinated by a team of refugee and European participants in the role of experts, who decide on the approach and the selection of the target groups.*

*Participation in ESOP supports the refugee participants in realising their visions in an autonomous and self-determined way. ESOP provides thus the foundation to become active citizens who are aware of the host society's framework and at the same time know how to enrich it with their own skills and experiences. The peer-to-peer approach triggers the development of a close bond between migrant participants and young Europeans that lasts beyond the duration of the project in the form of a transnational support network.*

*For more information please visit:*

*<http://en.migrationmiteinander.de/en/home-eng>*

*<https://www.facebook.com/esopformigrants/>*

- ✓ Strengthen support measures for the participation of young migrants (and migrant-led organisations) in existing national and European youth-related programmes (Erasmus+ and future programmes). In addition, **disseminate information about existing supporting measures** to potential beneficiary organisations and opportunities for young migrants.

- ✓ Explore new and support existing role model initiatives where migrants who have gone through the same processes can act as role models to inspire other young migrants.

#### 45. LifeStories initiative — Youth Board of Cyprus

*The Erasmus+ network of role models initiative is undertaken by the Youth Board of Cyprus and aims at promoting common European values such as democracy, solidarity and respect for human rights through the work of role models. The selected role models are people that can serve as inspiring examples by making these common values part of everyday life*

*and thus promote inclusive societies. The network of role models is implemented in Cyprus through the #LifeStories initiative, which aims to inspire and empower young people through the presentation of successful life stories of people who have managed to succeed in their life despite discrimination or challenges, or whose work has empowered and inspired people of a migrant background.*



*The positive messages of the #LifeStories initiative are communicated to young people and to the general public through performances, interactive presentations, inspiring speeches, music, arts, new-media workshops and visits to educational institutions, which are carried out by the initiative's nine role models. These interactive activities aim to empower and encourage young people to overcome their difficulties, and at the same time to continue to pursue their dreams and aspirations in life.*

*For more information visit: <https://onek.org.cy/lifestories/>*

- ✓ Empower **youth workers with the necessary competences** to support long-term integration, namely through providing training on intercultural dialogue and facilitation techniques.
- ✓ Explore the role youth work could play in **capacity building of other professionals** working with young migrants. Promote **dialogue** between youth workers, social workers and officials encountering young migrants to identify key issues and opportunities for cooperation.
- ✓ Support all types of youth work (such as open, street and outreach youth work) to reach out to young migrants.

#### 4.4. *Hosting society*

Integration is a two-way process. The youth sector can play a crucial role in this regard by bringing together the newcomers and the hosting society through, for example, common inclusion projects.

Youth policy traditionally takes a human rights approach and directs its actions towards all young people who are seen as full partners in communities, with talents, skills and abilities, rather than as a problem to be solved. Young migrants must be no exception to this approach. As young people, they face difficulties in accessing their rights to education, employment, housing, social benefits, culture, sports, etc., yet they also have specific needs and vulnerabilities, born out of their migratory experience and legal status, and they must be supported to thrive. Therefore, on the one hand, the local communities must be empowered to take up responsibility in order to act for fair access to society for young migrants. On the other hand, the youth work sector should be aware and translate to young migrants the realities of and challenges within hosting societies, including access to education, employment, housing, social benefits, culture and sports.

Policies have to involve the hosting society in a cross-sectorial and multi-disciplinary approach. Local or regional authorities, schools, social services and influential figures in the community, including migrants and the civil society, should work together to ensure a good outcome. When developing integration policies, it is essential to demonstrate understanding to the migrant population, the volunteers, the youth workers and all the professionals who are working with them as well as to the hosting community.

**Authorities, within their respective sphere of competence from the local and regional to the national and European level, are invited to take into consideration the following.**

- ✓ Create networks and build up partnerships with other sectors so that policymakers, youth workers and youth population (including young migrants) can meet and engage in dialogue. Secure human and financial resources to support such partnerships.
- ✓ Organise events and projects at the local level which are based on the talents of both the local population and the newcomers. In that way, they both, on an equal footing, have the opportunity to exercise their skills while co-creating and getting to know each other.

#### 46. Common platforms, a blind date in Greece



*Common platforms, a blind date was a project which took place over two weekends in October 2016 in Piraeus, within the framework of the broader ongoing initiative Blind platform. The project was organised as an intercultural and multidisciplinary art residency for refugees (residing at refugee camps) as well as local and international artists. During the second weekend, which was open to the public, members of the local community had the opportunity to participate in artistic workshops organised by the refugee and local artists. By participating in this event, the local community had the chance to get to know the newcomers and thus integration was facilitated. In order to ensure the residency's continuity, the facilitators of the project have organised more activities and encounters, such as participation of the collective — both refugees and permanent residents — in artistic symposia, scholarship offers and performances.*

*For more information please visit:*

*<https://blindplatform.wordpress.com/>*

*If you would like assistance to create a similar project in your country, please contact:*

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- ✓ Produce information material about immigration in order to enable the local community to reflect upon its role and responsibility in the integration of the newcomers.

#### 47. Domov, kde je ten tvoj? — theatre performance and discussion on the topics of migration and refugees in Slovakia

The theatre Nová scéna premiered the dramatic performance *Domov, kde je ten tvoj?* (*Home, where is yours?*) in November 2018. The drama is based on the book *War* (originally published in 2001) written by Danish author Janne Teller, and deals with the topics of migration and refugees. Specifically, it changes the audience's viewpoint and puts the following question: What would you do if war happened in your country, in Slovakia, right now?



The adaptation then tells the story of two young refugees from Slovakia as they flee from Europe to Egypt, where they ask for asylum and try to start a new life. The idea of the performance is educational, intended for an audience aged over 13 years old and welcomes students from elementary and secondary schools. After the performance (60-70 minutes), a discussion (30-60 minutes) takes place with experts from the migration office together with a refugee who has been residing in Slovakia for a longer time. The topic is widely explored and the current situation of the refugees and asylum seekers in Europe is explained. Many of the doubts expressed by the students are resolved on the spot.

For more information please visit:

<http://www.nova-scena.sk/podujatia/detail/domov-...kde-je-ten-tvoj-205.html>

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- ✓ For the empowerment of youth work to act as a link between public services, the local population and young migrants, authorities on the responsible level should:
  - a. implement programmes, actions and projects that combat prejudice and stereotypes to address the possible fears or uncertainty of the local population;
  - b. create safe spaces where the community, including its migrant population, can engage in dialogue to address, prevent and combat xenophobia, racist views and acts of discrimination often due to misinformation or anti-migrant narratives;
  - c. promote religious dialogue and give support and visibility to it;
  - d. support and acknowledge the contribution of all actors engaged in the integration process.
- ✓ Facilitate dialogue between the local population and young migrants. Provide youth workers with the required skills to handle difficult conversations that may include uncomfortable statements. Youth work has to be aware that in these conversations it is crucial to allow all voices to be echoed, in a protected environment, so that fears and uncertainties can be eased. In this context, involve also parents or other family members of the young migrants. Consider also using key influential figures who, in particular at the local level, can act as role models.

## 5

## Conclusions

### **5.1. *The context***

The mandate of this expert group, established under the EU work plan for youth for 2016-2018, was to define the specific contribution of youth work, as well as non-formal and informal learning, in responding to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the European Union. It is important to mention that the situation has evolved in the last 3 years, since the decision to create the expert group at the end of 2015, and that discussions and outcomes have taken into consideration the current reality — one that is looking towards a long-term perspective to achieve integration of young migrants in the European society, rather than a first humanitarian response.

### **5.2. *The reality***

The expert group has developed a conceptual grid to discuss the theme, identify best practices and practical tools and propose policy recommendations. Due to changes of the situation over the last 3 years in most EU Member States, youth work is seldom active in the first response after the young refugee's arrival but rather in the integration process. Nevertheless, such primary interventions of youth work could become necessary again. Therefore, four dimensions have been identified in which youth work can act to facilitate the integration process. These are young migrants in need of safety, young migrants in uncertainty, young migrants with a long-term perspective and the hosting society. Whilst aware that it is not necessarily a linear path and that the hosting society always has a key role, the expert group looked at the different challenges and opportunities of each dimension and elaborated on how youth work could respond to them.

### **5.3. *The youth work***

Youth work and non-formal and informal learning certainly have a role in the integration of young migrants. The field has long-standing experience in working with young people with fewer opportunities and from disadvantaged backgrounds, supporting them to develop their competences and have an active role in society — thus facilitating their integration process. Furthermore, youth work provides room for exchange and dialogue and thus can also work with the hosting society to enable integration as a two-way

process. However, the current situation brings new challenges (and new opportunities), and youth work needs to be supported and equipped with the necessary tools to respond to them. This report contributes to the recognition by the European Union and its Member States of the role of youth work in the integration of young migrants. It includes practical guidance and policy recommendations on how to strengthen its contribution.

#### **5.4. *The youth workers***

It is important to mention that the expert group highlighted that integration should start at the very beginning of the arrival of the young migrant in the European Union. Throughout the discussions, the need to build competences of youth workers was re-emerging. A specific section of this report identifies training needs and addresses an invitation to youth workers, youth work organisations and responsible authorities to work on capacity building. Practical guidance for youth workers, including concrete tips and suggestions, illustrated with practices from all over Europe are available in this report. Examples of three toolboxes produced by the youth field, two at national and one at European level, are also provided.

#### **5.5. *The policymakers***

Member States are invited to consider more than 25 policy recommendations identified in this report. Best practices have been pointed out to showcase the work being developed in the youth field in the European Union and that can be further supported and developed, and consequently have a stronger impact on the integration of young migrants.

In general, cross-sectorial cooperation with other sectors and capacity building of youth workers are clearly main areas for further development. In addition to that, the support of young migrant-led initiatives and the ones that promote close interaction with host society are also key to strengthen integration.

Some of the policy recommendations out of the more than 25 should be highlighted:

- work for integration from the first day on;
- promote capacity building of youth workers (on issues such as religion and spirituality, intercultural dialogue, well-being and mental health);
- support youth work for the inclusion of young migrants within schools and universities;
- facilitate young migrants' access to the labour market;
- take action to ensure that young migrants have access to civil, political and social rights;
- empower and create the conditions for young migrants to become active members of society.

## 6

## Glossary of key terms

This glossary intends to explain the context of the terms as used in this report. The European Migration Network provides a glossary on asylum and migration with official terminology (3).

- ✓ *Active citizenship* stands for an active participation of citizens in the economic, social, cultural and political fields of life. In the youth field, much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also the motivation, skills and practical experience to be an active citizen (4).
- ✓ *Youth work's* primary function is to motivate and support young people to find and pursue constructive pathways in life, thus contributing to their personal and social development and to society at large. Youth work achieves this by empowering and engaging young people in the active creation, preparation, delivery and evaluation of initiatives and activities that reflect their needs, interests, ideas and experiences. Through this process of non-formal and informal learning, young people gain the knowledge, skills, values and attitudes they need to move forward with confidence. In order to facilitate these outcomes, youth work should create an enabling environment that is actively inclusive and socially engaging, creative and safe, fun and serious, playful and planned. It should be characterised by accessibility, openness and flexibility and at the same time promote dialogue between young

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3 The European Migration Network's glossary improves comparability by enabling a common understanding and use of terms and definitions relating to asylum and migration. The glossary draws on a variety of sources, but primarily on the legislation of the EU asylum and immigration *acquis*, and makes terms available in the majority of EU Member State languages.

[https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/glossary\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary_en)

4 Siurala, Lasse, *A European framework for youth policy*, Council of Europe, Directorate of Youth and Sport, [https://pjp-eu.coe.int/documents/1017981/3084919/COE\\_european\\_framework\\_4YP\\_EN.pdf/998de93b-bc9d-475f-bf27-d6fd9a810fed](https://pjp-eu.coe.int/documents/1017981/3084919/COE_european_framework_4YP_EN.pdf/998de93b-bc9d-475f-bf27-d6fd9a810fed)

people and the rest of society. It should focus on young people and create spaces for association and bridges to support the transition to adulthood and autonomy (5).

- ✓ *Cross-sectoral cooperation* in the field of youth (also referred to as integrated youth policy, cross-sectoral youth policy, transversal youth policy, comprehensive youth policy or as horizontal coordination of youth affairs) implies that, at local, national and international level, an effective, structured and conscious coordination exists between the youth and other sectors. This concerns, for example, family policy, education, gender equality, employment, security, housing and healthcare. A guiding principle is to involve young people themselves in these processes (6).
- ✓ *The values of youth work are:* respect, dialogue approach, relation work (trust), inclusive approach, positive approach, tailor-made intervention, flexibility, voluntary based, non-formal and informal learning methodology, resource perspective (building on the young person's potential), youth advocacy (7).
- ✓ *Young migrants* is a broader term used instead of young refugees, young third-country nationals and other descriptions.
- ✓ *Receiving structures.* Mostly in the first period, right after their arrival on EU territory young migrants find themselves in structures operated by governmental institutions or NGOs. Receiving structures may include refugee camps, reception centres, short-term accommodation facilities, detention centres, shelters, hotspots, etc. These structures may provide different levels of social assistance for young migrants and possibilities for youth work.
- ✓ *Life project.* To develop a life project together with the young migrants means to tackle the many difficulties arising out of the migration. Life projects aim to develop the capacities of young migrants, allowing them to acquire and strengthen the skills necessary to become independent, responsible and active in society. In order to achieve this, life projects pursue objectives relating to the social integration of young migrants, personal development, cultural development, housing, health, education and vocational training and employment. Life projects are individual tools based on a joint undertaking between the young migrants, youth workers and other competent authorities.
- ✓ *Intersectionality* relates to the observation that power structures based on categories such as gender, race, sexuality, functionality and class interact with each other in

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5 Council of Europe, Committee of Ministers, Recommendation on youth work, CM/Rec(2017)4.

6 See note (5).

7 European Commission, 2015, *The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment, Results of the expert group set up under the European Union work plan for youth for 2014-2015*, [http://ec.europa.eu/assets/eac/youth/library/reports/contribution-youth-work\\_en.pdf](http://ec.europa.eu/assets/eac/youth/library/reports/contribution-youth-work_en.pdf)

various ways and create inequalities, discrimination and oppression. One single power structure cannot be understood in isolation from other power structures (8).

- ✓ *Intercultural dialogue* is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception (9).
- ✓ *Inclusion* is a term used widely in social and educational policymaking to express the idea that all people living in a given society should have access and participation rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of European youth work and non-formal education, inclusion is considered as an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered (10).
- ✓ *Integration* (11) takes place at the individual, family, community and state levels, and in all facets of life. Access to employment, enabling immigrants to acquire basic knowledge of the host society's language, history and institutions, as well as education, access to institutions and to public and private goods and services, on an equal basis to national citizens and in a non-discriminatory way, are essential to the integration process. Frequent interaction between immigrants and host-country nationals is also a fundamental mechanism for integration. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration (12).
- ✓ *Two-way process* (13) principle of integration. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and host-country nationals. This demands the participation not only of immigrants and their descendants but of

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8 Swedish Secretariat for Gender Research glossary: [www.genus.se/en/wordpost/intersectionality](http://www.genus.se/en/wordpost/intersectionality)

9 Council of Europe, White Paper on intercultural dialogue, [https://www.coe.int/t/dg4/intercultural/concept\\_EN.asp](https://www.coe.int/t/dg4/intercultural/concept_EN.asp)

10 European Commission, Staff Working Document accompanying the Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, COM(2009) 200 of 27.4.2009, *An EU Strategy for Youth — Investing and Empowering*.

11 Council Conclusions, 19.11.2004, common basic principles on immigrant integration, [https://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/jha/82745.pdf](https://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/jha/82745.pdf)

12 European Commission, 2016, *Action plan on the integration of third-country nationals*, [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication\\_action\\_plan\\_integration\\_third-country\\_nationals\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf)

13 See note (11).

host-country nationals. The integration process involves adaptation by immigrants, both men and women, who all have rights and responsibilities in relation to their new country of residence. It also involves the receiving society, which should create the opportunities for the immigrants' full economic, social, cultural and political participation. It is vital for Member States to maintain and further develop societies in which newcomers feel welcome, which are defined by a spirit of mutual understanding and accommodation, and where there are clear expectations of all residents — new and old (14).

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14 See note (12).

# Annex

## 7.1. Classification of best practices

Needs	Dimensions	Young migrants in need of safety	Young migrants in uncertainty	Young migrants with a long-term perspective	Hosting society
Access to health services		1, 38	2		
Access to housing		1	3		
Access to social rights		1, 38, 39	2, 3, 4, 5, 14	13, 14, 45	19, 31, 34, 35
Access to labour market			3, 4	6, 10, 11, 12, 40, 43	21
Cultural orientation and mediation		39	2, 3	6, 7, 9, 12, 13, 15, 16, 17, 18, 37, 40, 42, 43, 44, 45	19, 21, 22, 23, 24, 25, 26, 29, 30, 32, 33, 34, 35, 36, 46, 47
Democratic resilience			3, 5, 14	12, 13, 14, 15, 16, 37, 45	19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 47
Education		38, 39	2, 3, 4, 5	10, 12, 15, 16, 17, 40, 41, 43	19, 20, 23, 29, 30, 31, 32, 33, 34, 35, 36



Needs	Dimensions	Young migrants in need of safety	Young migrants in uncertainty	Young migrants with a long-term perspective	Hosting society
Familiarisation with European cultures	Familiarisation with European cultures	38, 39	2, 4, 14	6, 7, 9, 13, 14, 15, 16, 17, 18, 40, 41, 42, 43, 44	25, 26, 29, 30, 31, 33, 36, 46
Fun and social networking	Fun and social networking		2, 3, 5, 14	9, 12, 14, 16, 40, 41, 42, 45	21, 24, 25, 26, 29, 30, 31, 33, 46
Information and counselling	Information and counselling	1	2, 3, 4, 5	10, 13, 18, 37, 40, 41, 45	19, 20, 29, 30, 31, 32, 34, 35, 47
Language	Language	38	2, 3, 4, 5	6, 7, 8, 9, 10, 15, 16, 40	27, 28, 29, 30
Legal assistance	Legal assistance	1, 38	4	43, 44	
Participation and empowerment	Participation and empowerment	39	2, 3, 14	9, 13, 14, 15, 16, 17, 37, 43, 44, 45	19, 22, 23, 24, 25, 26, 29, 30, 31, 32, 36, 46
Psychological assistance	Psychological assistance	1, 38, 39	2, 5	40, 41	31, 35
Safe space	Safe space	38	3, 5	40, 42	25, 26, 47

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15 Roman alphabetical order of the countries' geographical names in the original language(s).

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### 7.3. List of funding opportunities at EU level

The listed programmes provide opportunities for individuals and public and private organisations to create or develop migration-related projects or policy approaches. The current format of these programmes is based upon the multiannual financial framework of the European Union, and is valid until the end of 2020. As of 2021, these programmes will be aligned with the new multiannual financial framework that will come into effect.

#### 7.3.1. Erasmus+

The European Union's **Erasmus+** programme is a funding scheme to **support activities in the fields of education, training, youth and sport**. It also supports teaching, research, networking and policy debate on EU topics.

The programme is made up of three key actions and two additional actions. They are managed partly at national level by national agencies and partly at the European level.

#### Who can participate?

##### *Individuals*

Erasmus+ supports individuals such as students, staff, trainees, teachers, young people and youth workers, helping them develop and share knowledge and experience at institutions and organisations in different countries. However, note that individuals are entitled to apply only on behalf of informal groups of young people.

##### *Organisations*

Erasmus+ supports a wide range of organisations, including universities, schools, education and training providers, youth organisations, think tanks, research organisations and private businesses.

#### How to apply

Depending on what part of the programme one wishes to apply for, specific application forms must be filled in and addressed at the appropriate level.

**Centralised activities** are managed at a European level by the European Commission and the Education, Audiovisual and Culture Executive Agency in Brussels, also known as the Executive Agency. Centralised projects are larger and strategic, designed to tackle specific issues throughout Europe.

**Decentralised** activities are directly managed by the national agencies, which are located in each programme country, or national Erasmus+ offices outside the EU. The

majority of these projects will be implemented on a national, regional or local level and focus on an exchange between countries.

For more information, please visit:

[http://ec.europa.eu/programmes/erasmus-plus/node\\_en](http://ec.europa.eu/programmes/erasmus-plus/node_en)

### **7.3.2. European Solidarity Corps**

The European Solidarity Corps is the European Union initiative which creates opportunities for young people to volunteer, train or work in projects in their own country or abroad that benefit communities and people in and around Europe.

#### **Who can participate?**

The European Solidarity Corps is open to a wide range of organisations to run projects. These include governmental organisations, municipalities, NGOs and companies. These could also be of all sizes, from large multinational companies to small NGOs working in a local community. These organisations must run solidarity-related projects.

In the European Solidarity Corps, 17 year olds may register, but can participate only after they have turned 18 years old. European Solidarity Corps projects are available to young people up to the age of 30. Funding is available under three different strands in the European Solidarity Corps: volunteering, occupational (which includes traineeship and job opportunities) and solidarity projects.

#### **How to apply**

Similarly to Erasmus+, the decentralised activities of the European Solidarity Corps are directly managed by the national agencies (responsible for managing decentralised activities in Erasmus+) at national level in the participating countries.

After completing a simple registration process, European Solidarity Corps participants may be selected and invited to join a wide range of projects, such as helping to prevent natural disasters or rebuild afterwards, assisting in centres for asylum seekers or addressing different societal issues in communities.

Projects supported by the European Solidarity Corps can last from 2 months to 12 months. They will usually be located within the European Union Member States.

For more information, please visit:

[https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en)

### 7.3.3. *Europe for citizens*

The aim of this programme is to contribute to the citizens' understanding of the EU, its history and diversity; to foster European citizenship and to improve conditions for civic and democratic participation at EU level; to raise awareness of remembrance, common history and values and encourage democratic participation of citizens at EU level, by developing citizens' understanding of the EU policymaking process and by promoting opportunities for societal and intercultural engagement and volunteering at EU level.

A specific priority, for the period 2018–2020, under the strand of democratic engagement and civic participation is fostering intercultural dialogue and mutual understanding and combating the stigmatisation of migrants and minority groups.

#### **Who can participate?**

Public bodies or non-profit organisations with a legal personality can apply. The programme supports beneficiaries with action grants (for actions with a limited lifetime during which proposed specific activities are implemented) and with operating grants (providing financial support for regular and usual activities of an organisation).

#### **How to apply — Europe for citizens contact points (ECPs)**

In order to bring the information on the Europe for citizens programme closer to the programme stakeholders and provide them with guidance and support, the European Commission established the ECPs. These national structures are responsible for ensuring targeted, effective grass-roots dissemination of practical information on the programme implementation, its activities and funding opportunities. The applicants are encouraged to contact the ECPs in their respective countries (17).

For more information, please visit:

<http://ec.europa.eu/citizenship/europe-for-citizens-programme/>

### 7.3.4. *The Asylum, Migration and Integration Fund*

The Asylum, Migration and Integration Fund (AMIF) promotes the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration. This fund contributes to the achievement of the following four specific objectives.

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17 The contact details of ECPs are available at the following webpage: [http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/the-europe-for-citizens-programme-in-the-member-states/index\\_en.htm](http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/the-europe-for-citizens-programme-in-the-member-states/index_en.htm)

- (i) Asylum:** strengthening and developing the Common European Asylum System by ensuring that EU legislation in this field is efficiently and uniformly applied.
- (ii) Legal migration and integration:** supporting legal migration to EU Member States in line with the labour market needs and promoting the effective integration of non-EU nationals.
- (iii) Return:** enhancing fair and effective return strategies, which contribute to combating irregular migration, with an emphasis on sustainability and effectiveness of the return process.
- (iv) Solidarity:** making sure that the EU Member States which are most affected by migration and asylum flows can count on solidarity from other EU Member States.

### **Who can participate?**

Beneficiaries can be state and federal authorities, local public bodies, NGOs, humanitarian organisations, private and public law companies, and education and research organisations. All EU Member States except Denmark participate in the implementation of this fund.

### **How to apply**

The largest share of the total amount of the AMIF (approximately 88 %) is channelled through shared management. EU Member States implement their multiannual national programmes, covering the whole period 2014-2020. These programmes are prepared, implemented, monitored and evaluated by the responsible authorities in EU Member States, in partnership with the relevant stakeholders in the field, including the civil society.

The Commission manages part of the AMIF (direct and indirect management) through Union actions, which include calls for proposals, procurement, direct awards and delegation agreements.

For these actions, the Commission approves annual work programmes that define the priorities and objectives for each year, including the priorities for the calls for proposals.

Proposals can be submitted electronically via the Research & Innovation Participant Portal (18). The submission guide and all necessary documents can be found on the participant portal.

For more information, please visit:

[https://ec.europa.eu/home-affairs/financing/fundings/migration-asylum-borders/asylum-migration-integration-fund\\_en](https://ec.europa.eu/home-affairs/financing/fundings/migration-asylum-borders/asylum-migration-integration-fund_en)

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18 <https://ec.europa.eu/research/participants/portal/desktop/en/opportunities/index.html>

### **7.3.5. Rights, equality and citizenship programme**

The rights, equality and citizenship programme defends the rights and freedoms that people are entitled to under EU law with a total budget of EUR 439.5 million over the period 2014-2020.

In 2018 the Commission supported activities in the fields of:

- promoting non-discrimination;
- combating racism, xenophobia, homophobia and other forms of intolerance;
- promoting gender equality and gender mainstreaming;
- preventing violence against children, young people, women and other groups at risk;
- promoting the rights of the child;
- ensuring the protection of personal data in the EU;
- promoting EU citizenship rights.

#### **Who can participate?**

NGOs, grass-root organisations, universities, public authorities and other organisations, active in the abovementioned fields.

#### **How to apply**

The programme supports actions such as training activities, mutual learning, cooperation activities, exchange of good practices, peer reviews, development of ICT tools, awareness-raising activities, dissemination and conferences. It also provides support for main actors including key European NGOs and networks and Member States' authorities implementing Union law. In addition, it supports analytical activities (studies, data collection, development of common methodologies, indicators, surveys, preparation of guides).

For these actions, the Commission approves annual work programmes that define the priorities and objectives for each year, including the priorities for the calls for proposals.

The submission guide and all necessary documents can be found on the participant portal (19).

For more information, please visit:

<https://ec.europa.eu/research/participants/portal/desktop/en/opportunities/rec/index.html>

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19 <http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/index.html>







## **Getting in touch with the EU**

### **In person**

All over the European Union there are hundreds of Europe Direct information centres. You can find the address of the centre nearest you at: [https://europa.eu/european-union/contact\\_en](https://europa.eu/european-union/contact_en)

### **On the phone or by email**

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696 or
- by email via: [https://europa.eu/european-union/contact\\_en](https://europa.eu/european-union/contact_en)

## **Finding information about the EU**

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### **EU publications**

You can download or order free and priced EU publications at: <https://publications.europa.eu/en/publications>. Multiple copies of free publications may be obtained by contacting Europe Direct or your local information centre (see [https://europa.eu/european-union/contact\\_en](https://europa.eu/european-union/contact_en)).

### **EU law and related documents**

For access to legal information from the EU, including all EU law since 1952 in all the official language versions, go to EUR-Lex at: <http://eur-lex.europa.eu>

### **Open data from the EU**

The EU Open Data Portal (<http://data.europa.eu/euodp/en>) provides access to datasets from the EU. Data can be downloaded and reused for free, for both commercial and non-commercial purposes.

**Youth** : [http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm)

