



NEW European citizens!
Tools for the Inclusion of Migrants in European Society
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Overall synthesis of National Reports with collection of good practices on the transmission of social and civic skills to the adult population



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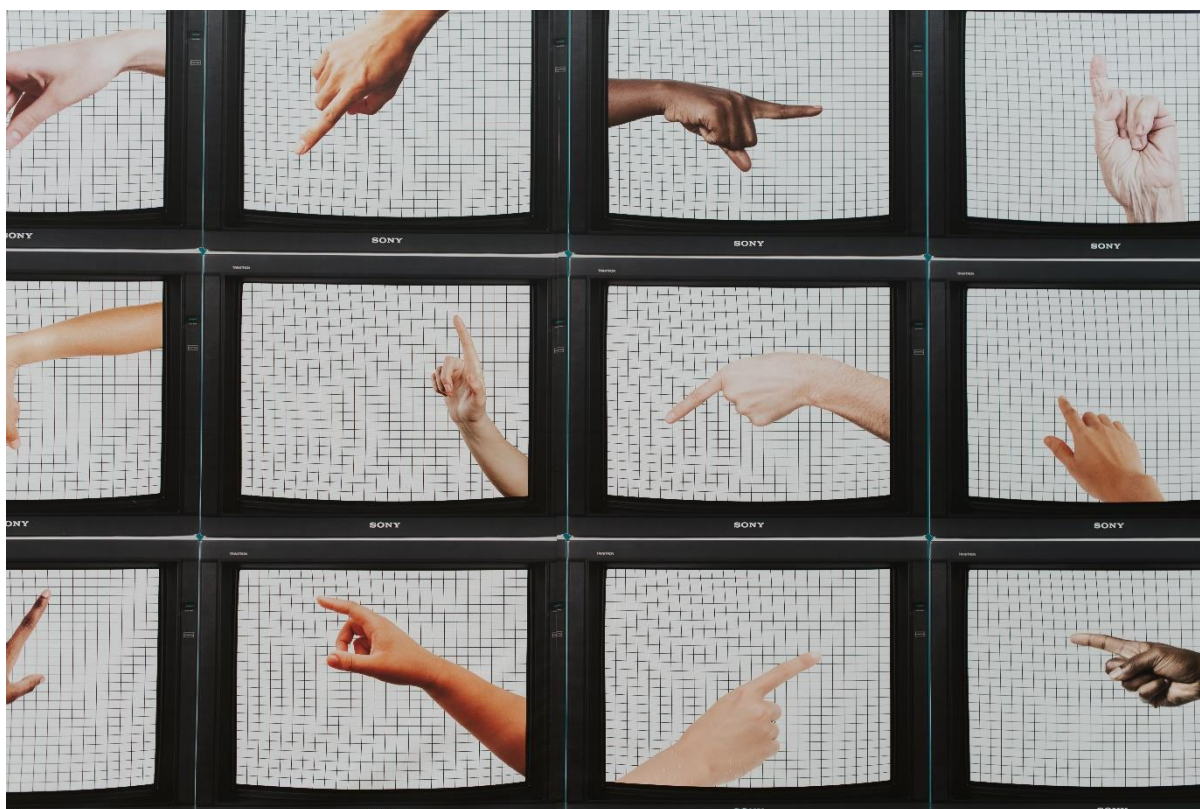
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Introduction

In the framework of the project activities for the exchange of good practices aimed at supporting the social integration policies of migrants at European level, the New Times partners have drawn up national reports for each of the countries involved, containing valuable information on the state of the art and on the main needs to be met.

The aim of this document is to provide a summary of the elements of reflection that have emerged at local level, to guide the consortium towards the definition of an index of strategic actions that - at least at the level of pilot projects - can encourage a virtuous process of integration and creation of new European citizenship. It is an undoubtedly complex and delicate path, which cannot be completed overnight and which above all requires will and determination on both sides: the institutions are called upon to ensure that consideration of the positive aspects of the integration of new citizens from third countries prevails in the European peoples; the latter, for their part, must make an effort to share the civil principles on which European society is founded, resisting the natural inclination to recreate in Europe detached social models that are often at the root of phenomena of ghettoization and self-exclusion, an obstacle on the road to full European citizenship. The initiatives in this direction are many and effective, as the national reports have shown through the analysis of good practices already in place in all the European regions involved in New Times project. A systemisation of the most relevant aspects may help, hopefully triggering an emulation effect in other territorial contexts and stimulating the spread of a favourable climate, able to counter the strong resistances that in many European regions make this integration process still difficult and a source of strong social tensions.



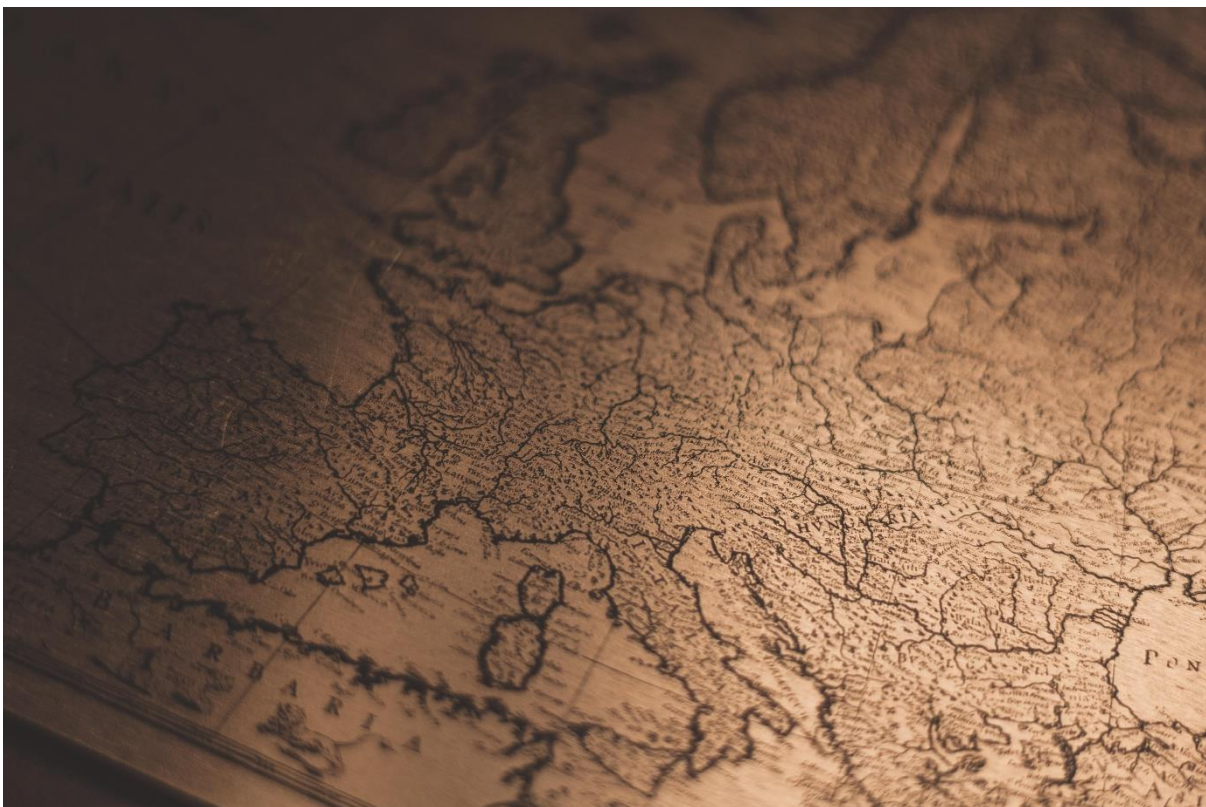
1.THE SCALE OF THE MIGRATION PHENOMENON

The consortium formed around the project idea of New Times represents an excellent sampling of the different situations found in the EU-27 with regard to the presence of migratory flows into the resulting problems and how they are managed. The indications coming from the respective national reports are therefore able to offer a significant insight and to provide very useful information on the real needs to be met on the road of social and economic integration.

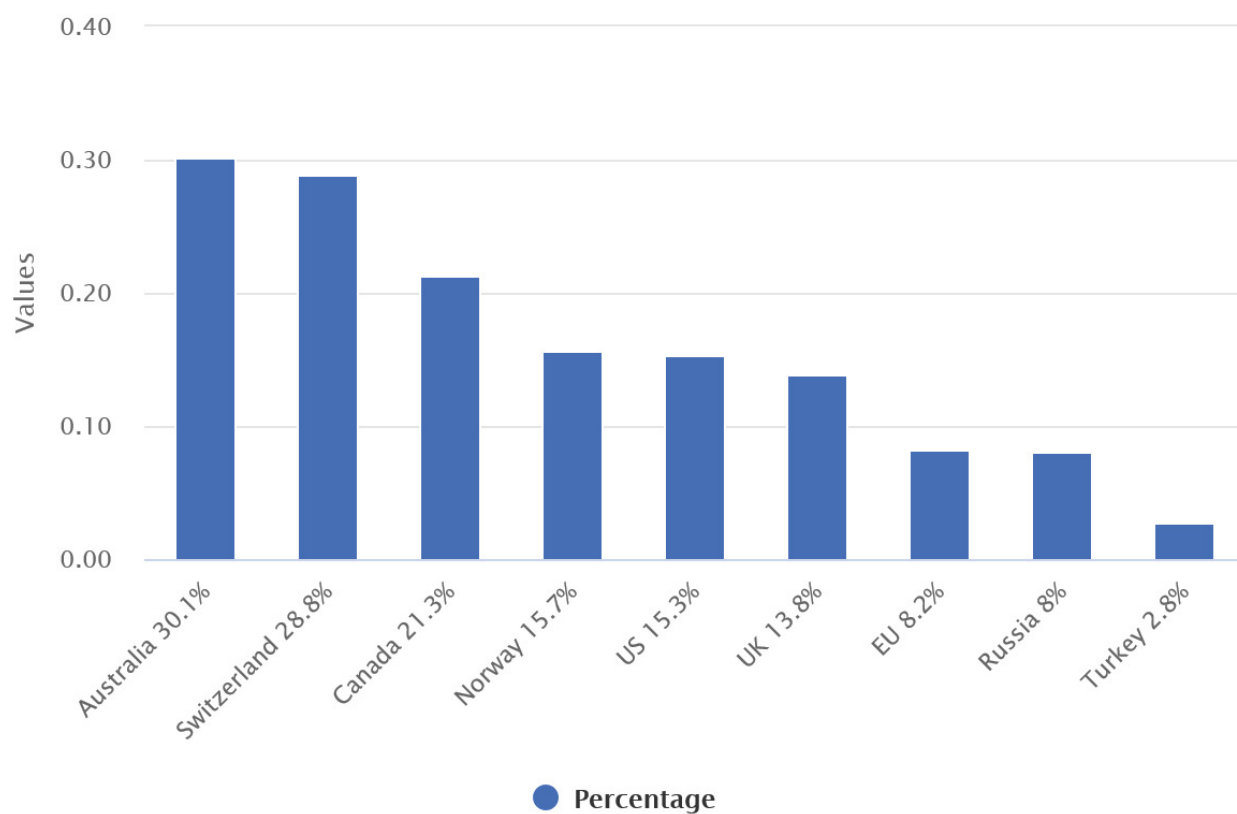
UNHCR, Eurostat and Frontex are the main official Agencies providing important figures about migration flows, migrants, refugees, asylum seekers and not accompanied minors' paths and life conditions in EU. They refer that in 2020, as a general consequence of Covid-19, the migration flows decreased quite everywhere, but in the last decade the trend is continuously growing, and this is the scenario that EU countries have to consider when planning strategies and policies to manage this paramount phenomenon for the development of the European society.

Some summary data are needed to understand the relevance of the phenomenon, on a global scale and at European level, which can be broken down into the 27 Member States:

- At the end of 2019, the European Union had 447.3 million inhabitants. Of these, 23 million people, or 5.1%, were non-EU citizens. Besides, 37 million inhabitants, or 8.2%, were born outside the EU. These are significant fractions, but all in all contained if we compare them with those of other areas of the planet and of some individual countries: in Australia the share of inhabitants born outside the borders was in fact 30.1%, in the USA 15.3% and in the United Kingdom 13.8%.



Foreign-born residents per country



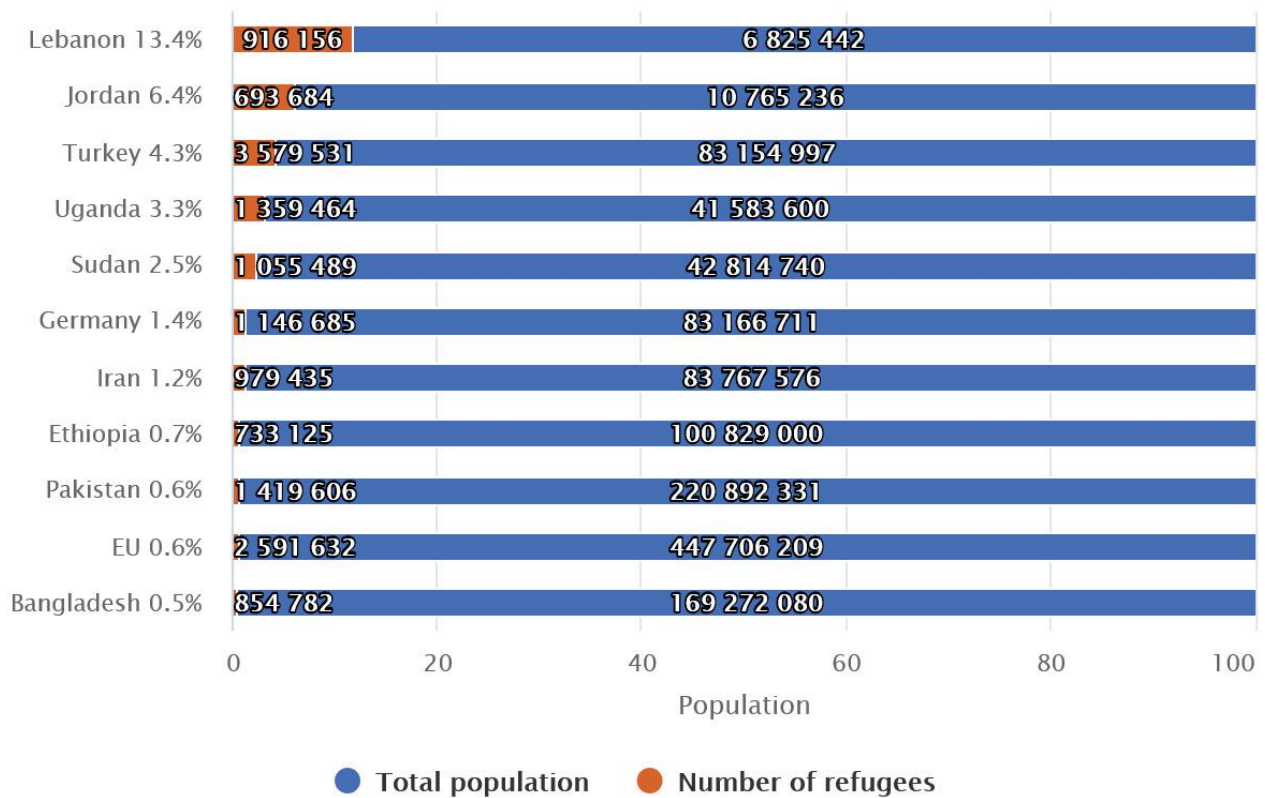
Highcharts.com

Source: Eurostat, OECD, UNDESA, data from 2020



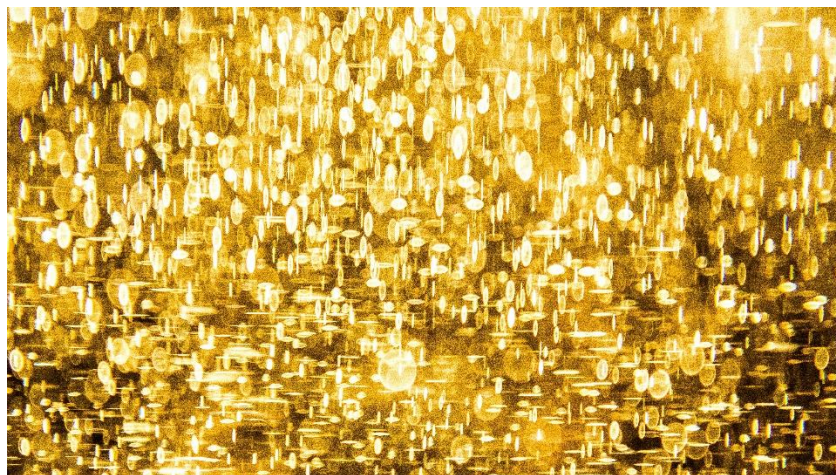
- Again, at the end of 2019, around the world there were 26 million refugees, but only 10% of them had found refuge in Europe. The percentage of refugees present in Europe was therefore equal to 0.6% of the entire population, the same value of a country like Pakistan, while for example in Turkey the figure was equal to 4.3% and in Germany alone was 1.4%. Furthermore, the majority of refugees from Africa and Asia didn't come to Europe, but rather moved to neighbouring countries.

Number of refugees compared to total population



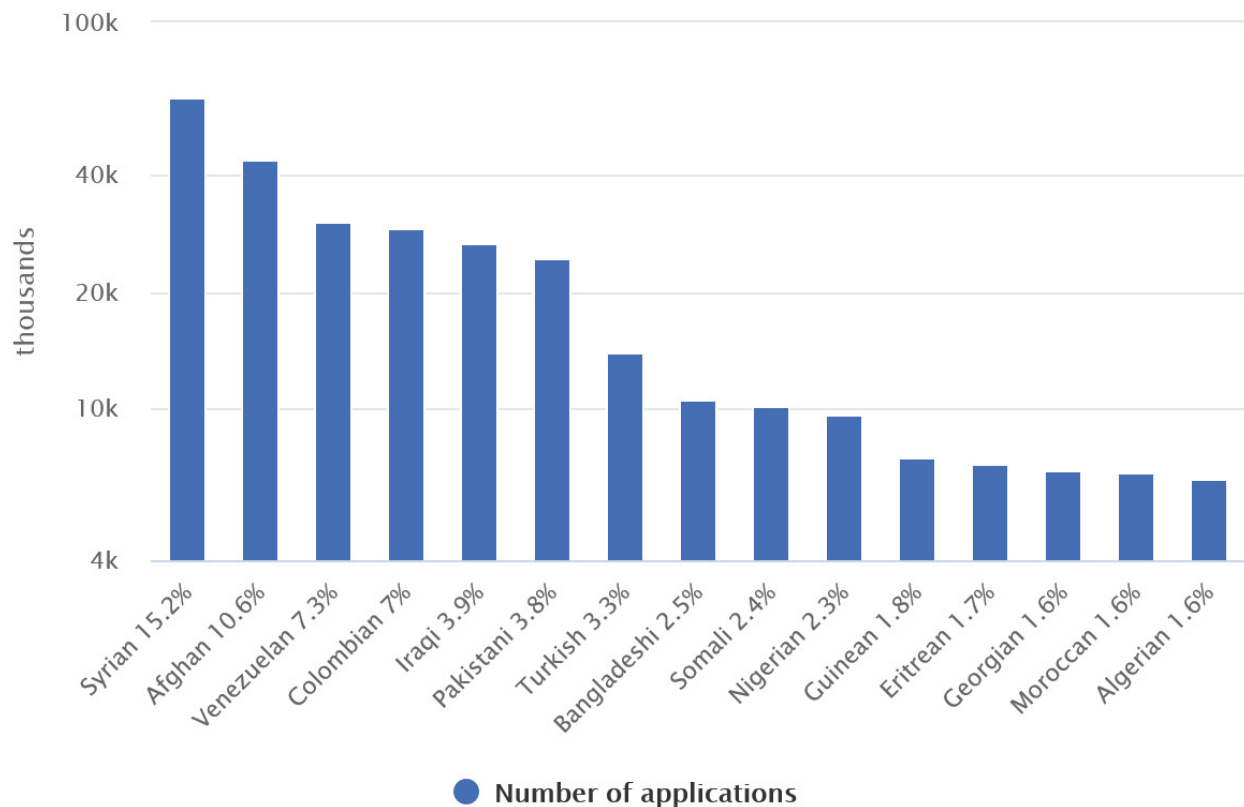
Highcharts.com

Source: UNHCR



- In 2019, the last year before the pandemic, 675,670 asylum seekers applied for protection in EU countries, almost 11% more than in 2018, but in 2020 the number decreased to 472,000 applications, although it's very important to stress that 141,000 asylum seekers were under 18 years old, and nearly 10% of them (13,500) were unaccompanied children. Most of unaccompanied children came from Afghanistan, Syria and Pakistan.

Top 15 nationalities of first-time asylum applicants (2020)



Highcharts.com

Source: Eurostat

On a global scale, these figures for EU are not so relevant, but they are more than enough to provide social crisis and to undermine the whole European integration, which is still young and struggling with a process of internal cohesion that is far from consolidated.

The objectives of social and economic inclusion of migrants are therefore of absolute strategic importance for a European Union that to continue to grow must strengthen its authority as an institution, and who cannot afford to stumble upon the social tensions and insecurity generated by the lack of integration of citizens from other geographical, political and social contexts.

It is therefore a matter of focusing on the problems that may be an obstacle to the integration process and identifying, both at the level of the European Union and of individual States, what the needs to be met and the best solutions to be put in place:

“On 23 September 2020, the European Commission presented a new pact on migration and asylum. This pact provides a comprehensive approach, bringing together policy in the areas of migration, asylum, integration and border management, recognising that the overall effectiveness depends on

progress on all fronts. It creates faster, seamless migration processes and stronger governance of migration and borders policies, supported by modern IT systems and more effective agencies. It aims to reduce unsafe and irregular routes and promote sustainable and safe legal pathways for those in need of protection. It reflects the reality that most migrants come to the EU through legal channels, which should be better matched to EU labour market needs.

Further to that, on 24 November 2020 the European Commission presented a new EU action plan on integration and inclusion (2021-2027). This plan is one of the initiatives completing the new pact on migration and asylum and it promotes:

- inclusion for all, recognising integration as a two way process;*
- targeted support at all stages of integration;*
- mainstreaming gender and anti-discrimination priorities;*
- partnerships with Member States, local and regional authorities, civil society, social and economic partners, employers, philanthropies and foundations;*
- harnessing new technologies and digital tools;*
- making the best use of EU funding.*

The new plan builds on the achievements of the 2016 action plan and goes further by bringing forward new actions and a stronger framework to promote integration and inclusion, focusing on the essentials of successful integration and inclusion into a host society: education and training, employment and skills, health and housing”.

(Eurostat, Migrant Integration Statistics – 2020 edition)

2. A FEW BASIC STATEMENTS...

Everywhere, migrants' and asylum seekers' management is strongly influenced by the political framework. Differently oriented policies at national and local level have a big impact on the humanitarian, social, and economic spheres. Cooperation at all levels is paramount to reach good results under the point of view of a good inclusion of migrants, both for them and for the hosting communities.

Having a look at percentages of migrants and asylum seekers, it's very interesting to underline that in NEW TIMES consortium The Netherlands is the country with the highest inclusion rates: some 25% of the citizens have migration origins, that's to say more than 4 million over a population of 17 million! It's true that many of them came from western countries, but anyway we can say that The Netherlands cannot be considered as a monarchy that excludes other populations (let's remember the Dutch colonies...), also in very recent years with Syrian people.

Cyprus population is less than 1 million people, but in recent years the Syrian humanitarian catastrophe made arise the rate of migrant hosted in its territory to over 18%, a really dramatic increasing. Relative to the population, in 2020, the highest number of first-time asylum applications was lodged just here, with a rate of 838 per 100,000 inhabitants. The local population was not ready for this, just under a psychological and social point of view, and this is causing very big problems of cohabitation (racism, exclusion, scholar system not prepared to host different people...).

Following, Spain overtakes 12-13% of citizens of migrant origins, and Italy, where the political debate is really heated, foreign citizens legally resident are no more than 8,5%, and half of them are from other European countries (especially Romania and Albania).



3. ANALYSIS OF THE NATIONAL CONTEXT

New Times project gathers countries with very different characteristics, but a number of established facts might usefully be stressed:

- We have 2 big countries (Italy and Spain), both situated in the Mediterranean area and with similar situation, figures, difficulties, politics struggles et cetera...
- We have 2 very small countries (Cyprus and Lithuania), where governments and local authorities can in a certain way have an easier control over migration thanks to the reduced territorial dimension and population. But with reduced resources too...
- We have 1 middle-size country (The Netherlands) that is situated in a position allowing to develop different and better planned politics for migrants and asylum seekers, just because it is the only one geographically quite far from the migration routes.

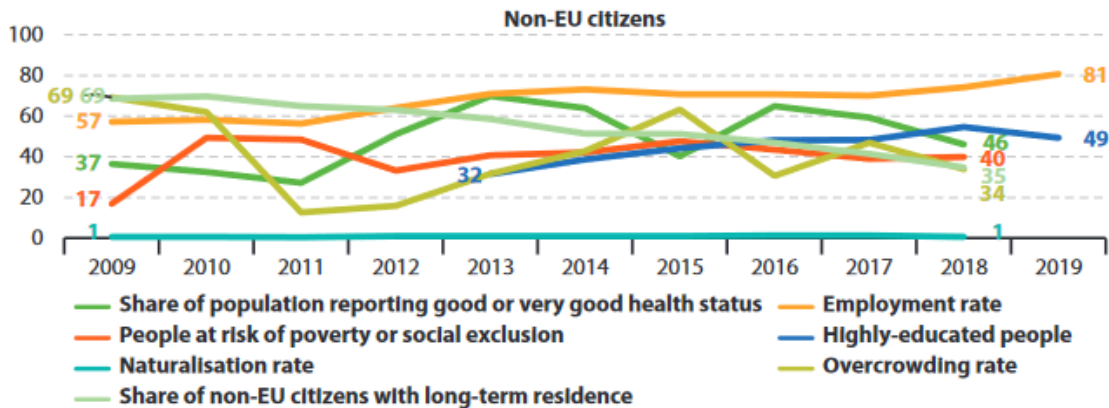
Italy is the most exposed to migration, because of its geographical position and the conformation of the territory (a part of Sicily is more south than Tunisia, and the Southern regions offer over 2000 km of coastline easily accessible by small boats). But Spain too is close to Morocco, and Cyprus is in the middle of the Eastern Mediterranean sea, bordering with Syria and Turkey... Lithuania is another young EU country, as Cyprus is, but it is a Northern region, bordering with some Eastern countries where its migrants mainly come from (Russia, Belarus, Ukraine...). In NEW TIMES consortium, Lithuania is probably the country that is facing less troubles with migration from countries affected by wars, conflicts, racial discriminations and so on. But these figures, although still insignificant, are rapidly increasing in the last few years.

3.1 Lithuania

Compared to a total population of 2.8 million, those who in various ways are to be considered foreigners are just over 2.5%, corresponding in absolute value to only 74,000 units. Of these, 86% are citizens of other European countries, almost all from neighbouring Ukraine, Belarus and Russia. The number of refugees in Lithuania is still almost insignificant today (about 5,000 people registered in 2020, mostly from Syria), but with a growth rate that since the Syrian crisis in 2015 has gradually increased: in 2020, despite the pandemic, refugees from Asian and African countries grew by 17% compared to the previous year.

Considering all of this, the paths of social integration considered of primary importance concern mainly the learning of the Lithuanian language, considered fundamental for every age group and social condition. State institutions, municipal and non-state institutions (primarily religious) are most interested in solving the problems of integration of foreigners living in Lithuania. Considering that most foreigners living in Lithuania are labour migrants, it is necessary to include employers interested in labour migrants in integrative training measures for foreigners, as well as to plan legal and tax measures to encourage employers to finance state Lithuanian language training courses for foreign citizens. At present, persons who have received a residence permit in the Republic of Lithuania usually decide for themselves whether to study the state language (Lithuanian). Exceptions are the cases when the obligation for the persons to learn the state Lithuanian language is established by specific legal acts of the Republic of Lithuania, for example, children that belong to the compulsory school age group in Lithuania must learn Lithuanian language.

Lithuania: overview of the migrant integration indicators for non-EU citizens



Source: Eurostat, *Migrant Integration Statistics – 2020 edition*

3.2 Cyprus

In 2018, Cyprus, with a 70% increase in political asylum applications compared to 2017, ranked first among the European countries for the highest number of applicants per capita. Most of them were from Syria, India, Bangladesh and Pakistan. These numbers almost doubled in 2019, with 13,259 applications for political asylum (of which 2,870 were from unaccompanied minors) over a total population of 876,000 citizens. Of these, 61.3% received a negative response, 34.31% were granted subsidiary protection and 4.39% (147 applicants) were granted definitive refugee status.

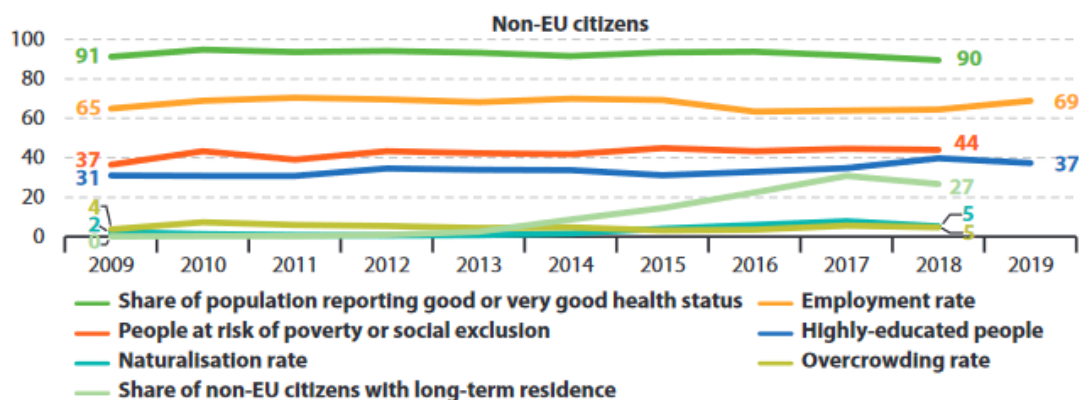
So, the number of refugees and asylum seekers in Cyprus have increased dramatically, highlighting additional problems and significantly higher unemployment rates than nationals and migrants, due to the fact that refugees may arrive in Cyprus without any documentation regarding their qualifications or previous job experience.

By the way, all groups face common problems deriving from the existence of institutional racism and social exclusion. The Cypriot society is not prepared yet to accept the meaning of diversity and explore the mechanisms and channels which can transform it into an equal and fair society for all human beings.

The Cypriot community recognises that there are obstacles to integration that emanate both from the local community and from the refugee and migrant population. 73% of the Cypriots believe that there is xenophobia and racism in the Cypriot society, preventing refugees and migrants from being integrated into the society; meanwhile, 68% of the Cypriots believe that refugees and migrants do not wish to integrate themselves, or that they prefer to interact only with their own ethnic groups. There is an essential need for mapping the academic qualifications, skills, work experience and vocational training needs of refugees and migrants, in order to ensure a proper job referral system. There are several organizations that provide vocational qualifications for refugees and migrants but there is no data collected of what are the actual educational needs for refugees and migrants, as well as what are the country needs for economic development.

Despite the considerable efforts of the Ministry of Education and concerned schools, there are continuing difficulties with the integration of asylum-seeking and refugee children into their new school environment. The issues identified include conflicts between children, absenteeism, language barriers, adapting to the new learning process, the relationship between the parents and school community, and racism.

Cyprus: overview of the migrant integration indicators for non-EU citizens



Source: Eurostat, *Migrant Integration Statistics – 2020 edition*

3.3 Italy

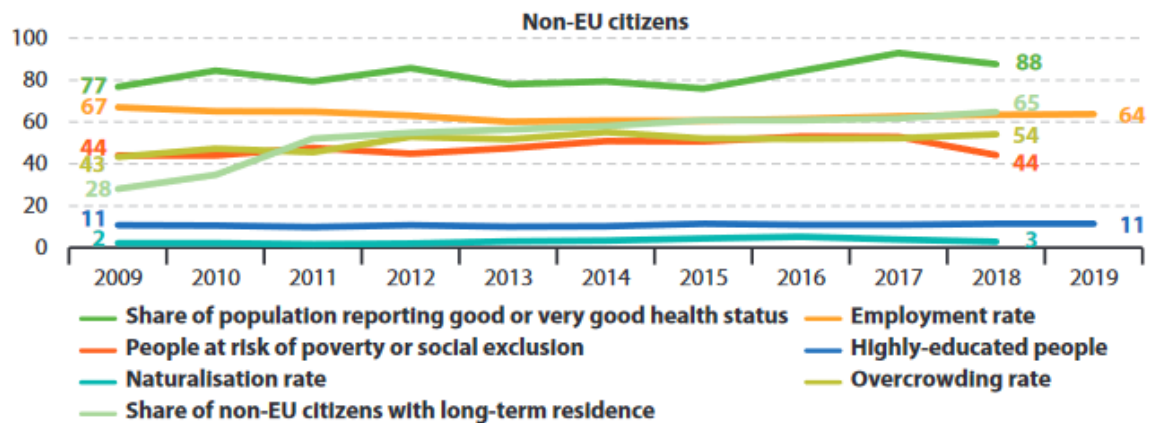
According to ISTAT, the Italian Institute of Statistics, on 31st December 2019 the foreign citizens legally resident in Italy were a bit more than 5 million, equal to 8.45% of the total resident population. Despite this quite big rate, it must be considered that more than the half of these people are from EU-27 and other European countries, in particular from Romania, Albania and Ukraine.

The new arrivals of migrants have been decreasing for some years (from 530 thousand in 2007 to 250 thousand in 2015), mainly due to more restrictive policies adopted by the governmental authorities, but it should anyway be noted that the overall figure of foreign citizens present in the national territory was 4,029,145 in 2011 (6.8% of the population), a value tripled compared to that of the previous census of October 2001, when foreign citizens were 1,334,889 (2.3%).

The annual fluctuations in the number of migrants and refugees arriving on the Italian coast (obviously not related to the Romanian and other European communities, whose arrival mainly dates back to the '90s of the last century) depend not only on the containment policies adopted by the Government, but primarily on external factors. On all prevails the consideration that Italy is considered by many migrants and refugees as the European door to be open for a subsequent clandestine passage to other countries, although the practical feasibility of these proposals is often hampered by the existing European Treaties and the increasingly careful checks by the various national border authorities.

In addition to the official estimates of the number of migrants and refugees residing temporarily or permanently in Italy, the problem of irregular migrants remains, the number of which is rather difficult to calculate (it is estimated that in 2019 it was approximately 600,000) and constantly varies, given the relative ease of crossing the Mediterranean Sea from the North African coasts, in particular from the ports in Libya. In such a circumstance, it is therefore quite hard to develop and implement a serious strategy to manage the migration phenomenon and to organize the social integration, because the situation is constantly changing and Italy is forced to face everyday contingency problems related to the reception and accommodation.

Italy: overview of the migrant integration indicators for non-EU citizens



Source: Eurostat, *Migrant Integration Statistics – 2020 edition*

3.4 The Netherlands

On April 1st, 2021, 4,326,960 persons with a migrant background lived in the Netherlands. That amounts to 24.7 percent of the Dutch population. Of the total Dutch population, 10.7 percent has a western migration background and 14.1 percent a non-western migration background.

46.2 percent of people with a migration background were born in the Netherlands, making them second-generation.

In 2020, 219,000 people immigrated to the Netherlands (probably owing to the Covid-19, it was 50,000 fewer than in 2019), and a total of 17,500 asylum seekers and following family members arrived (they were some 22,500 in 2019). But many people in The Netherlands remember the increased influx of asylum seekers at the end of 2015 and 2016. The war in Syria in that year resulted in a large flow of refugees, and this caused concern among people, for example about the arrival of asylum seekers' centers in their municipalities.

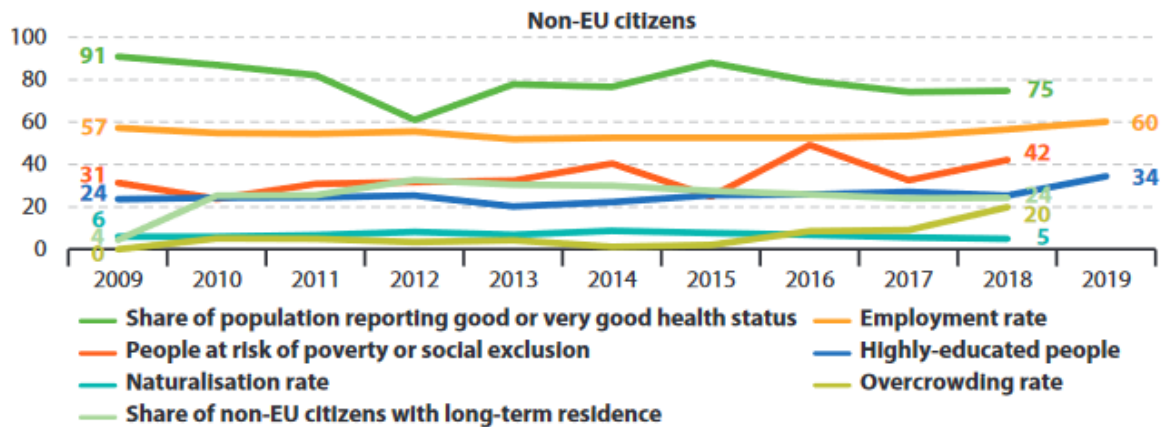
As well as in many other countries, migration has a major impact on Dutch society, and for this reason the national Cabinet has opted for a broad, integrated approach to the migration issues. The integrated approach aims to ensure that migration proceeds safely and in a controlled manner. It is based on 6 pillars:

- Prevent irregular migration
- Strengthen reception and protection for refugees and displaced persons in the region
- Solidarity and solid asylum system within the European Union and in the Netherlands
- Less illegality, more return
- Promote legal migration routes
- Encourage integration and participation

The Dutch one is a very advanced approach to migration, and it provides a good model for anyone, although it highlights some shortcomings in terms of social protection that also emerge from the exam of the graph that we present at the end of this paragraph. Of course, it must be taken in careful consideration that not everywhere it is possible to have a strategic long-term planning of a phenomenon like this: in the Netherlands it is possible to some extent to choose which migrants and refugees to receive and to restrict the number of entrances, since the country is quite far from the migratory routes and is therefore less exposed to sudden and unforeseen waves. The fact of being able to plan the entry of migrants and refugees does not mean, however, that the Netherlands does not accept them: on the contrary, as we have seen, out of a population of 17 million citizens,

25% equal to 4.3 million people are migrants, little less than in Italy. Of these, about 2.5 million come from Asian and African countries and include a large number of Syrian refugees who escaped the civil war in their country in 2016.

The Netherlands: overview of the migrant integration indicators for non-EU citizens



Source: Eurostat, *Migrant Integration Statistics – 2020 edition*



3.5 Spain

According to the Instituto Nacional de Estadística of Spain, in the first half of 2020 the population in Spain stands at 47.351.567 inhabitants. The migrant population stands at 5.326.089 inhabitants, 12% of the population. Besides, at the end of 2019, the number of immigrants residing irregularly in Spain was between 390,000 and 470,000 people.

Spain is currently working in a National plan for inclusion, but it is not finished yet. Therefore, the different administrations are supporting the private associations dealing with migrants, but without a common goal. In general, the associations partially supported by the administration (local, regional or national) present an educational plan to be funded. This plan can include formal education or inclusion skills.

The lack of an operating National Plan for inclusion, added to the number of new regular and irregular migrants who arrive every year in Spain, makes very difficult – as it was already highlighted about Italy, to create a straight educational path who eases the inclusion of migrants.

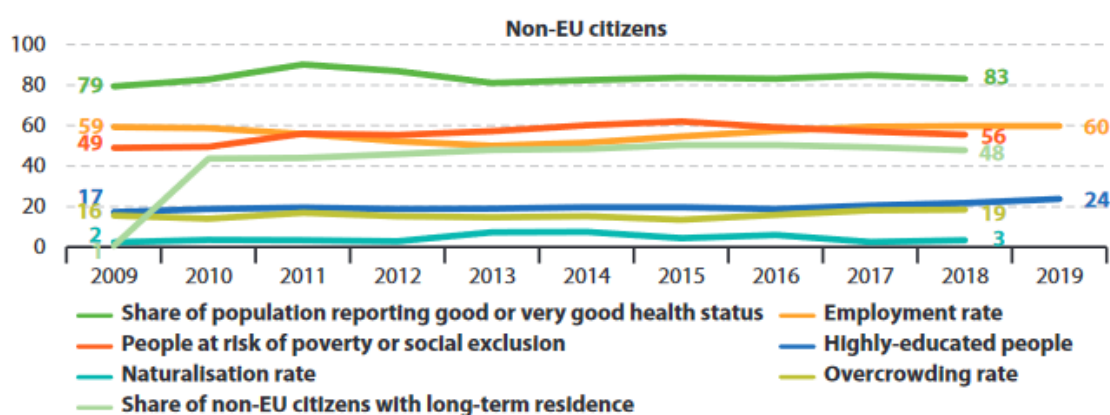
The knowledge of the Spanish situation, confirmed by the good practices taken in exam, takes to the first conclusion that most migrants arriving in Spain, regardless of the country they come from and whether they do so legally or illegally, have some common needs.

The fundamental division is the one that separates migrants from Latin American countries from those who come from Africa and Asia, due to the issue of language. Knowing or sharing the language is essential and is the first step to establish links and be able to communicate the problems related to their situation and correctly understand what they should do. This explains why African and Asian migrants have greater integration problems.

The needs they share are the following ones, in order of priority:

1. Immediate or medium-term accommodation
2. Food and basic needs
3. Knowledge of the language
4. Basic information regarding the immigration office
5. Legal advice
6. General information about the rule of law and the culture of the host country
7. Information about the administrative system
8. Socialization
9. Work and career guidance
10. Homologation and recognition of studies

Spain: overview of the migrant integration indicators for non-EU citizens



Source: Eurostat, *Migrant Integration Statistics – 2020 edition*

4. FINAL CONSIDERATIONS AND RECOMMENDATIONS

Beyond the percentage of migrants and refugees received on the national territory of a certain country, in some respects the policies that can be implemented depend on the absolute number of people to receive. Larger countries such as Spain and Italy, which are always exposed to migratory flows, face the problems of millions of people who accept the risk of dying in the waves in search of a better life somewhere in Europe.

In such a context, it is of clear evidence that a strict cooperation at European level, involving all the member States to share the responsibilities in front of the need to manage this large and terrible phenomenon, becomes unavoidable. This is the main general recommendation, regardless of the contingent situations in the individual countries involved in the New Times activities.

To be more specific, the work of analysing the best practices identified by the partners and presented in the respective national reports has, however, made it possible to identify a series of useful indications for defining an overview of the actions that are concretely needed and which can be tested in the near future.

A common strategy that each New Times territory seems to recommend despite the problems related to the difficult process of social inclusion of migrants, is to give importance to the NGOs and other grass root organizations. These subjects may be the unique able to cooperate with governments and local authorities in order to give a first and essential, even if sometimes only temporary, answer to the problems that migrants and asylum seekers provide when they unexpectedly arrive in Europe. In Spain, waiting for the elaboration and approbation of a National Plan for inclusion, the local associations dealing with these subjects are the only ones who have the know-how to develop and manage effective projects to satisfy the main needs of migrants.

Another important focus is on the need to strengthen the educational systems, very well displayed by the Cypriot partner:

Educating the educators: The establishment of good practice guidance for educators will support schools to receive asylum-seeking and refugee children and help them to learn more effectively.

Providing adequate information for parents: Information leaflets for parents of refugee and asylum-seeking children on the education system will help to answer some of the common questions that parents may have and also help to develop and strengthen a relationship between the parents and the school.

Developing and implementing education policies: Various educational policies have proven to play a significant role in helping refugee children to integrate, i.e. sustained language support, building the capacity of schools, avoiding the concentration of disadvantaged children, and demonstrating the value of cultural diversity. A working-group involving the Ministry of Education, head teachers, teachers, educational psychologists, parents and students could be established which meets periodically to review and address educational policies and make recommendations. They could also help develop a manual on educational policies that are effective in helping integrate asylum-seeking and refugee children in their new school environment.

Strictly related to the educational purposes, learning the local language to facilitate the path towards the European citizenship for migrants is another aspect that almost everywhere is kept in very big consideration. The Lithuanian strategy for the integration of migrants is essentially based on the need to learn the language, and the integrated approach adopted in The Netherlands also attaches great importance to this aspect. The only country that does not seem to give great weight to the language as a vehicle of integration is Italy, and this could represent a serious deficiency to

be corrected as soon as possible, investing adequate resources with formalized and compulsory Italian language courses for adult people to be organized outside the school context.

Of course, in the frame of the most recommended strategies to support the integration of migrant people, work-related aspects play a leading role, as they represent a real drive that can give dignity and involve foreigners in the social and economic system of the host country. All the countries involved in New Times project already have active labour policies to facilitate the integration of migrants, but there is no shortage of useful and shared suggestions from the partners on a larger scale. Among these we mention in particular the Cypriot proposal to create initiatives such as structured meetings between refugees and employers, for example high-profile work fairs specifically for refugees. This would make it easier for people who arrive in Europe without any qualifications to assert themselves but who could be particularly valuable to the local economy with their professional skills.

Last but not the least, an important recommendation that concerns immigrant women. Their role is recognized of primary importance under a social point of view. The Spanish partner suggests to invest energies to encourage them to be more active and to participate in activities. Furthermore, stated that for cultural, religious or personal reasons, most of the migrant people who participate in activities are men, the proposal is to value the need to transform this situation by increasing the awareness on equality and the knowledge of the national law. An additional proposal about women is coming from Cyprus: to support childcare schemes to facilitate the employment of refugee women; in other cases, develop and implement comprehensive programmes to assist their transition from traditional activities to the labour market.

ANNEX: NATIONAL BEST PRACTICES

Below are the best practices analysed by the individual partners, which formed the knowledge base for the preparation of national reports.

These good practices, as can easily be seen, offer an eloquent insight into the problems at local level and the degree of social integration of migrants that the solutions identified may allow to achieve. The research carried out and the presentation of good practices are obviously intended, *mutatis mutandis*, to provide food for thought in a perspective of transferability and future replicability in other European social contexts.



Lithuania

1. LANGUAGE LEARNING IS PART OF SUCCESSFUL SOCIAL INTEGRATION

Name of initiative:	“Language learning is part of successful social integration” “Kalbos mokymasis – sėkmingos socialinės integracijos dalis” (in Lithuanian)
Name of implementing organization:	Kvalifikacijų ir profesinio mokymo plėtros centras (Qualifications and VET Development Centre)
Type of implementing organization:	State budgetary
Country (region/municipality):	Lithuania
Year of good practice implementation and duration of the best practice (if applicable):	2021.08.14 – 2021.10.31
Target group aimed at:	Third-country nationals, stateless persons; Lithuanian language teachers/specialists intending to work with third-country nationals
Funding:	249.017,32 EUR
Summary: The aim of the project “Language Learning - Part of Successful Social Integration” (hereinafter - the Project) is to create conditions for third-country nationals and stateless persons arriving in Lithuania to learn the Lithuanian language, applying the available experience and competencies. Project target group: 1. Lithuanian language teachers / specialists intending to work with third-country nationals; 2. Third-country nationals (non-EU Member States) and stateless persons. The project will collect the examples of good practice and know-how, develop a language teaching model, which will create conditions to increase the purposefulness targeting the trainings of foreign language in relation to the project target group, develop the application and effectiveness of learning forms, extend institutional involvement, ensure more effective coordination of language teaching.	

2. Short description of the best practice

2.1 National context

Sufficient language skills are one of the most important conditions for the successful social integration of foreigners (labour migrants, refugees, etc.). Conversely, according to research mentioned in the [Strategic Document for Integration of Foreigners who have been granted asylum](#), the language barrier creates a number of other difficulties for foreigners to find employment, ensure quality working conditions, negotiate working hours and wages, and prevent possible exploitation at work. Poor and insufficient language skills make it difficult to find information on job vacancies. The analysis of the previously mentioned research demonstrates that the lack of language skills, job search assistance and lack of education and / or qualifications are the most important obstacles to the employment of foreigners. Respectively, about three quarters of the respondents emphasized that they experience the lack of language skills, about half of the respondents did not received assistance in finding a job and slightly less than half thought they did not have a proper education

and / or qualification for the job. The language proficiency factor has close interaction with the qualifications and general abilities of persons who have arrived in Lithuania. Firstly, adult motivation and achievement depend on how language learning is integrated with other means of social integration and potential benefit. Therefore, in the context of EU countries, foreign language learning is often based on persons efforts to acquire or improve a professional qualification at the same time. Having a job is considered to be an essential condition for human dignity, self-esteem and participation in society.

Lithuania has been implementing integration measures for third-country nationals for almost twenty years, including the measures of the Lithuanian language teaching, but the effectiveness of the process is still hindered and complicated by few circumstances. Firstly, Lithuanian language teaching lacks a differentiated approach to the target group, which is quite diverse in terms of education, attitudes towards living in Lithuania, cultural identity, shared group experience (e.g., war refugees) and other important criteria. Important performance factors are the appropriate differentiation of language learning according to the following aspects of content, intensity, forms. The teaching of each language is based on the parameters of vocabulary and grammar mastering, but in the case of teaching foreigners (especially those without a job or qualification) the innovativeness of language teaching and its connection with real working conditions and professional activities becomes very important. Efforts have been made to link language teaching as much as possible to the obtaining or improvement of professional qualifications in countries under severe migration pressure (e.g., Italy, Germany, etc.). Such attempts in Lithuania are only fragmentary. There is a lack of sustainability of the process and a lack of an institutional language teaching base in generally.

In summary, the relevance of the project and the problems to be solved are determined by the deficit of innovation, complexity, and institutional sustainability of the current Lithuanian language teaching for foreigners.

2.2 Main goals/purpose of the practice

The aim is to create conditions for third-country nationals and stateless persons arriving in Lithuania to learn the Lithuanian language, applying the available experience and competencies.

2.3 Strengths

- ✓ Capabilities. Kvalifikaciju ir profesinio mokymo pletros centras (hereinafter – KPMPC) is an educational institution providing support to an education providers, teachers, and learners, implementing the state development policy of the Lithuanian vocational education and training system. KPMPC has accumulated rich and valuable experience in project implementation, especially in the field of human resource management, performing both project administration and expert activities. It should be noted that KPMPC carries out project activities on an ongoing basis. The beginning of the project management experience activities financed by the European Structural Funds reaches the origins of Single Programming Document period of Lithuania for 2004–2006. Since then, more than twenty national and international projects have been implemented. The project administration team consists of 3 highly qualified employees: project manager, administrator, and project accountant.
- ✓ Innovative aspects. The implementation of project activities uses modern and innovative teaching methods and tools based on andragogical principles, which help to acquire the necessary knowledge and competencies.
- ✓ Flexibility. Some activities are organized remotely, considering the situation regarding COVID 19 and to meet the needs of the target group.

- ✓ Experience, knowledge, and data. Project activities focus not only on the language teaching process as part of successful integration, but also on the purposeful application of existing experience in organizing learning according to the needs and opportunities of the target group. There have been many trainings on integration in Lithuania, prepared with various materials, but no generalized systematic concept has been developed. During the project, an analysis of the current Lithuanian language teaching experience and available resources was performed. The first part of the analysis consists of examples of various practices and models, as well as foreign model applications. The second part is a compilation of resources and opportunities available in Lithuania. Lithuanian language teaching implementation concept - the language teaching model - was developed in the next stage of the project. The model describes the purposefulness of Lithuanian language teaching, assessing the needs of the target group, the possibilities of institutional involvement, responsibilities and the characteristics ensuring the sustainability of activities. The Lithuanian language training program is based on the carried-out analysis and developed concept, it will consist not only of a Lithuanian language training course, but also different modules that can be adapted to a specific target group, such as highly qualified workers, third-country nationals seeking to obtain VET qualifications and learn the language, acquire the basics of language learning, etc. In order to implement the project purposefully, the institutions participating in the implementation of the model were selected, considering the analysis of educational institutions according to the competencies of third-country nationals, available experience and social characteristics, also the selection of institutions was coordinated with the authors of the model.
- ✓ Communications. The persons involved in the project are responsible for communication with the target group, informing the target group about the planned events, gathering information about their employment and participation opportunities, checking attendance, managing the project documentation, etc.

3. Implementation

3.1 Activities

Project activities:

Prepare/adapt the Lithuanian language curriculum. An analysis of the current Lithuanian language teaching experience and available resources was performed to avoid the development of similar products. The first part of the analysis consists of examples of various practices and models, as well as foreign models' applications. The second part is a compilation of resources and opportunities available in Lithuania.

Training for third-country nationals has been provided for more than twenty years, but there was no concept in what forms, depending on the needs of a specific target group, Lithuanian language training could be provided, which institutions and under what conditions can do it most effectively. The development of the concept was carried out without initial provisions, based on the monitoring of all activities, as well as examples of foreign application, adjusting its descriptors before final approval.

The project develops / adapts the Lithuanian language curriculum. The activity is implemented with the help of a partner - Vilnius College (Vilniaus kolegija), whose experts prepare a multi module Lithuanian language curriculum (at least four modules). The duration of the modules varies from 40 to 100 ACH, the scope of the module will depend on the form and purpose of implementation and

adaptation to a specific target group. Recommendations for implementation are being developed parallelly, including the adaptation of specific material or references to already developed sources.

A selection of institutions to be involved in the implementation of the model was carried out in order to properly prepare for the testing of the implementation models proposed in the concept: the activities of educational institutions that would be involved in the implementation of the model were analysed, taking into account the competencies, experience and social characteristics of third-country nationals, followed by the selection of institutions in coordination with the authors of the model.

The purpose of the selection of the institution was to include educational institutions in the model of realization of Lithuanian language teaching for third-country nationals, in order to provide their teachers / specialists with the necessary non-native Lithuanian language teaching competencies, as well as to select institutions in which language teaching is integrated together with the development of professional competencies or the acquisition of qualifications of the target group.

Preparation of a competency development program and implementation of trainings for teachers/specialists. Following the development of the Lithuanian language curriculum, Lithuanian language teachers and specialists intending to work with third-country nationals in the future were trained. For this purpose, the program for the development of teachers/specialist competencies was prepared, the scope of the program is 32 ACH, and 3 groups of teachers (20 persons each) were trained. The training was organized remotely using online tools.

Adaptation of the Lithuanian language curriculum to a specific target group and implementation of trainings. Training for third-country nationals will be provided according to selected models within the framework of prepared program, and the modules will be selected according to the needs of a specific target group. The training consists of 280 acad. hrs. preliminary. The groups of participants will be formed according to different needs (preliminary: group 1 - 100 academic hours, group 2 - 40 academic hours, 2 groups - 50 academic hours, etc.). Counselling practice was chosen as a form of training to implement the activity. The purpose of counselling training is practice-based teaching of the Lithuanian language, i.e., the language is taught in an authentic environment, e.g., workplace, adapting to everyday life situations, teaching the language and profession simultaneously, etc. The benefits of the counselling training are as follows: training brings participants together with education and business institutions, counselling is implemented simultaneously, modelling of activity perspectives, strengthening of knowledge of socio-cultural context, etc. The counselling training consists of 174 acad. hrs. according to the plan. The size of the group depends on the specific features of counselling training, such as location, needs of the target group, other specifics, etc.

3.2 Language and Cultural

The services are provided in Lithuanian.

4. Outcomes and Results

4.1 Impact

Project activities are in line with the 2020-2022 Interinstitutional Action Plan (hereinafter – Action Plan) for the Implementation of [the Demography, Migration and Integration Policy Strategy 2018-2030](#). Action Plan 9th objective is to ensure the management of migration flows in accordance with the needs of the state - 9.1.7. Measure - to support Lithuanian language courses for persons returning to Lithuania and arriving to Lithuania, as the project envisages preparation of Lithuanian

language curriculum, training of Lithuanian language teachers / specialists on how to work according to the prepared program. The project envisages Lithuanian language training according to the prepared program in different municipalities for persons returned to Lithuania and arrived in Lithuania.

4.2 Effectiveness

The project gathers examples of good practice and develops a language teaching model, which in the future will create preconditions to increase the targeting of foreign language teaching to the target group, expand the application and effectiveness of learning forms, expand institutional involvement, ensure more effective language teaching coordination. The Lithuanian language curriculum will be developed as a result of the project, and it will consist of separate modules with practical recommendations for application. The developed program will be available for use after the end of the project, and Lithuanian language teachers / specialists who participated in the project training will be able to join the integration processes of third countries nationals in municipalities, training, or work institutions. The project creates additional preconditions for ensuring an efficient and sustainable foreign language teaching process, and at the same time contributes to the more successful integration of third-country nationals in Lithuania.

5. Weaknesses /Areas for Improvement

- ✓ Involving and ensuring the participation of the target group is relatively difficult due to its territorial dispersion, lack of motivation to learn and cultural specificity.
- ✓ Quarantine makes it difficult to conduct training, organize other project activities related to direct contact and live communication.

6. Comments or Observations

After completing the training, participants filled in the questionnaires for the training evaluation. The collected data from questionnaires revealed that the project trainings were useful, innovative, and met the needs of the target group.

1. NON-FORMAL EDUCATION TO ASSIST CHILDREN AND YOUNG PEOPLE FROM THIRD COUNTRIES

Name of initiative:	“Non-formal education to assist children and young people from third countries” “Neformalus švietimas į pagalbą trečiųjų šalių vaikams ir jaunimui” (in Lithuanian)
Name of implementing organization:	Lithuanian conflict prevention association
Type of implementing organization:	Non-profit
Country (region/municipality):	Lithuania
Year of good practice implementation and duration of the best practice (if applicable):	2013.01.01 – 2014.06.30
Target group aimed at:	30 children and young people of different nationalities who have recently settled in Lithuania and are seeking integration
Funding:	102.360,70 EUR
<p>Summary:</p> <p>The project for promotion of the integration of third-country nationals (children and young people) is based on educational activities. The target group of the project is children and young people of different nationalities (30 persons) who have recently settled in Lithuania and are seeking integration in the country.</p> <p>Structurally, the content of the project is defined by three main activities: teaching of the Lithuanian language, classes of civic orientation and socio-cultural study visits to historical places in Lithuania. Classroom and out-of-class trainings are based on active methods, e.g., the formation of “Living” Lithuanian language skills was achieved during everyday interactions, various communication situations. The program participants practically tested Lithuanian cultural traditions, such as ancient cooking practices during socio-cultural study visits. Firstly, the applicant identified the needs of the target group, and only then the project activities were constructed in line with the preparatory analysis / study. For example, the teaching of the “Living” Lithuanian language fits well with socio-cultural study visits, and with the topics of civic orientation / education teaching. All educational activities during the project are implemented considering the level of knowledge and age of the target group, as the group consists of pupils from 5th to 12th grade.</p>	

2. Short description of the best practice

2.1 National context

Young people from the Russian Federation, Kazakhstan, Australia, Moldova, Syria and other countries must complete a transitional study program based on Lithuanian language teaching in accordance with the procedure approved by the Ministry of Education, Science and Sports in order to complete general education. When they finish compulsory transitional program, they can be transferred / assigned to the appropriate pupils' classes in general education. The entire target group permanently lives in dormitory and studies according to the transitional program at the gymnasium “Vilnius Lithuanians' House” (“Lietuvių namai”) (under the Ministry of Education, Science and Sports). Interviews and discussions were conducted with the teachers and administration of the gymnasium regarding the transitional program. The results of such activities demonstrated that during the program young people who hardly speak Lithuanian receive very

limited knowledge of the Lithuanian language, they lack communication teaching of Lithuanian language and teaching of terminology. The analysis of the needs of the target group also revealed that the gymnasium does not have sufficient financial possibilities to involve young people from third countries in non-formal education activities, which would effectively introduce for them the Lithuanian history, culture, legal environment, communication norms and assist them in improving language skills. The project directly solves the problem of lack of effective forms of education, which directly complicates the integration of target group members in Lithuania.

2.2 Main goals/purpose of the practice

The aim of the project is to strengthen the competencies of children and young people of third-country nationals who have come to Lithuania to achieve their integration into Lithuanian society.

2.3 Strengths

- Applicant has long-term experience in project management and administration. The applicant has implemented more than 40 different educational projects. The successful start and implementation of the project was ensured by competent staff with extensive project management and administration experience and abilities to carry out high-quality project supervision.
- Preparation tasks for the project implementation have been completed. The needs of the target group were identified during the preparatory analysis that helped to focus on the existing needs of the target group.
- Strong cooperation between the applicant and the specialists of the gymnasium "Vilnius Lithuanians' House". Project implementation practice shows that ineligible activities and costs can be avoided through professional and timely communication between the applicant and the specialists of the gymnasium "Vilnius Lithuanians' House".

3. Implementation

3.1 Activities

Project activities:

Lithuanian language training. The 190-hour duration Lithuanian language course structurally consists of Lithuanian language teaching (110 hours in classroom) and "Living" Lithuanian language teaching (80 hours). Young people from third countries after settling in Lithuania and planning to enrol in a general education school, must complete transitional program based on Lithuanian language, history, and geography. All these subjects are taught in the form of lessons at the gymnasium "Vilnius Lithuanians' House". However, teachers and representatives of the administration state that the transitional program serves as introductory trainings only, thus it develops limited communication language skills. On the other hand, given the fact that most members of the target group do not speak Lithuanian at all, program's scope is clearly insufficient, especially it lacks subject terminology for lessons of history, geography, biology, and so on. The aim of the project was not to duplicate the transitional program, but to substantially expand the teaching of the Lithuanian language both in terms of content and teaching methods. The main goal of the classroom work is to provide regular knowledge of grammar, vocabulary, and phonetics of the Lithuanian language, forming appropriate skills, conveying subject terminology. A very important part of Lithuanian language teaching was the so-called "Living" Lithuanian language teaching, the aim of which was development of communication competencies - the ability to

communicate in real-life situations.

Civic orientation training. The 40 hours duration training course focuses on the gaining civic knowledge and, most importantly, the development of the ability to use civic knowledge in practice. Civic knowledge and relevant participatory skills are essential for social integration in the foreign country. As a result, most integration initiatives in different countries are based on civic education and corresponding training. This course consists of few thematic blocks:

1. The most important aspects of Lithuania's modern history;
2. Cultural traditions of Lithuania;
3. Basics of the legal system;
4. Structure and functioning of health and social security.

The civic orientation course is based on active learning methods: the so-called "street law" methodology was used for the analysis of legal phenomena and social security systems, the essence of which is the knowledge of legal systems and phenomena using simple and everyday life like examples and their analysis. The Council of Europe's Pestalozzi program has been used to teach about cultural traditions. Experiential learning was used to provide historical knowledge and intercultural knowledge of the country.

Implementation of socio-cultural study visit to Klaipėda and areas of Minor Lithuania. Socio-cultural visits combine various aspects of historical, cultural, geographical and social cognition and are implemented according to a specific program implemented by experienced teachers. The activities of the socio-cultural visit were selected firstly taking into account the informal educational potential, coherence with the needs and possibilities of the target group and project implementation experience of the applicant. During the visit, the most important attention was paid to introducing the history of Klaipėda region, developing communication on recreation topics.

Implementation of socio-cultural study visit to Rumšiškės. During the visit the members of the target group were introduced to family, calendar and household customs.

Implementation of a socio-cultural study visit to Kaunas. During the visit to Kaunas the history of Interwar period Lithuania was presented.

Implementation of socio-cultural study visit to Trakai, Medininkai, Kernavė. During the socio-cultural visit to Trakai, Medininkai, Kernavė, the participants traveled to the old capitals of the Grand Duchy of Lithuania - Trakai and Kernavė, visited Medininkai Castle - the largest manor-type castle in Lithuania. During the trip, the main attention was paid to the knowledge of Lithuanian history.

Implementation of socio-cultural study visit to Anykščiai. During the visit to Anykščiai, the heritage of authentic culture was presented to the participants.

Implementation of a socio-cultural study visit to Vilnius. During the trip to Vilnius, the knowledge about history and culture of Vilnius city and region was shared.

Dissemination. Several measures were chosen to disseminate the project:

1. Preparation and publication of 2 national articles on the project's activities and achievements in the press to disseminate the information about the project in order to reach the wide public;
2. EIF and project logos on hats that project participants could wear during socio-cultural

activities and during their leisure time to promote the annual 2012 programme of European Fund for the Integration of Third-Country Nationals and the project;

3. Project information folders with the EIF and project logos. Project participants were able to compile training handouts in specially designed project information folders with the EIF and project logos.

3.2 Language and cultural

The services are provided in Lithuanian.

4. Outcomes and results

4.1 Impact

The target group can apply their gained knowledge in the learning activities and personal, social life. Non-formal learning provided an opportunity to integrate more smoothly into the local community and to get involved in public life in Lithuania. The project significantly improved the target group's knowledge of the Lithuanian language and its usage skills, especially communication competence, understanding of Lithuanian culture, historical traditions, political and social system, and relevant participation skills in various spheres of society, as well as project helped to form and strengthen positive civic and integration attitudes towards further life in Lithuania. A very significant result of the project is remarkably improved Lithuanian language proficiency competencies, which allow the members of the target group to continue their learning in Lithuania, to form preferences for specific professional activities in the future.

4.2 Effectiveness

The project was cost-effective in terms of the number of participants involved in the project. The direct group of the project consisted of 30 persons, for whom complex Lithuanian language, civic orientation training and socio-cultural study visits measures were applied. The teaching used attractive teaching methods that increase the motivation of children and youth. Each of the measures implemented required corresponding preparational and implementation costs, which were not exceeded in the project budget, such as the costs recommended by the ESF market price analysis for educational language and entrepreneurship training services. The project has targeted one of the most vulnerable social groups, such training usually requires higher costs. However, even following this approach, the project budget was small.

5. Weaknesses /areas for improvement

Long procurement procedures. Due to the length of public procurement procedures and occurred delays, the schedule of project activities had to be adapted and changed.

6. Comments or observations

Learning reflection, which allows the learner to evaluate their learning outcomes, reflect on them and anticipate ways of further learning, is very important from the point of view of modern educology and didactics. A separate activity of language teaching, which allowed to assess learning achievements and provide consultations to the members of the target group on the further purposefulness of Lithuanian language learning, was planned for that purpose.

1. THE APPLICATION OF EFFECTIVE EDUCATIONAL MEASURES FOR THE INTEGRATION OF NEWLY ARRIVED THIRD-COUNTRY NATIONALS

Name of initiative:	“The application of effective educational measures for the integration of newly arrived third - country nationals”. “Veiksmingų edukacinių priemonių taikymas integruojant naujai atvykusius trečiųjų šalių piliečius” (in Lithuanian)
Name of implementing organization:	Lithuanian conflict prevention association
Type of implementing organization:	Non-profit
Country (region/municipality):	Lithuania
Year of good practice implementation and duration of the best practice (if applicable):	2012.01.01 – 2012.12.31
Target group aimed at:	Belarusian students and teachers studying and working at the European Humanities University (EHU)
Funding:	91.218,72 EUR
Summary: The project is based on educational activities. Project’s target group - Belarusian students and teachers studying and working at the European Humanities University (EHU). The main activities (trainings) of the project were implemented in Vilnius, considering the residence place of the target group. Part of the activities were implemented in wider territory of Lithuania, considering the specifics of the activity – study visits. Some of the project activities are based on classroom training (e.g., entrepreneurship and legal literacy), others are more focused on active methods, such as strengthening the “living” Lithuanian language skills. Some of the project activities have a clear cognitive dimension, such as socio-cultural study visits or visits to business enterprises and institutions. The applicant constructed the project activities on the one hand clearly based on the needs of the target group identified in the quantitative and qualitative research, on the other hand sought to maximize the complexity and synergy of the activities. For example, the teaching of the “living” Lithuanian language is particularly compatible with socio-cultural study visits, and visits to companies and institutions are combined with entrepreneurship training.	

2. Short description of the best practice

2.1 National context

EHU was forced to terminate the activities in Belarus in 2004 and since 2005 continues its activities in Lithuania. EHU provides bachelor's and master's studies, but both students and most teachers lack the knowledge, skills and positive experience required for their integration in Lithuania's society. This is especially seen with first-year students and lecturers who have just arrived in Lithuania, some of whom are constantly rotating. EHU students would like to integrate more into Lithuanian society, some of them are able to connect their personal and professional life perspectives and their future with our country, but they have little knowledge about Lithuanian language, business, legal environment, etc. These and other issues were revealed during discussions with the university's management and students. T The applicant prepared the project based on the

obvious needs of the target group, the fulfilment of which is unambiguously related to the objectives of the EIF program, and the experience gained in this program.

2.2 Main goals/purpose of the practice

The aim of the project is to strengthen the competencies of EHU students and lecturers who have arrived in Lithuania to achieve their full integration into Lithuanian society.

2.3 Strengths

- ✓ Applicant's long-term experience of project management. The applicant has implemented more than 40 different projects. The successful start and implementation of the project was ensured by competent staff with extensive project management and administration experience and appropriate abilities to carry out high-quality project supervision.
- ✓ Preparation works of the project have been implemented. The pre-project analysis of the needs of the target group helped to focus on the current needs of the target group.
- ✓ The project activities are based on andragogical (work with adults) methodology. The members of the target group are adults studying at university and it is necessary to use teaching methods based on andragogy, emphasizing learning reflection, change of experience, deep motivation, and other elements.
- ✓ Strong and professional cooperation between the applicant and EIF specialists. Project implementation practice shows that ineligible activities and costs can be avoided through professional and timely communication between the applicant and the EIF specialists.

3. Implementation

3.1 Activities

Legal literacy training. The course consists of 40 hours and it is based on the so-called “street law” methodology, characterized by simplicity, rapid acquisition, and application of knowledge. The main topics of the program are directly related to the promotion of integration of the target group members, such as knowledge of the legal system of the Republic of Lithuania, labour relations of third-country nationals, their rights, information, opportunities for civic and community activities, etc.

Entrepreneurship training. The training course consists of 60 hours and the course is focused on strengthening and using entrepreneurial skills in the Lithuanian business environment. Some members of the target group associate their future with Lithuania and even during their current studies they would gladly combine studies with work activities. However, at the same time they emphasized that their knowledge in the field of economic life and professional activity has mostly theoretical value, and the opportunities for participation in the Lithuanian labour market are generally unknown or very limited. Therefore, they took practical entrepreneurship training course during the project. The course consisted of the following topics: the structure and needs of the labour market in Lithuania, business origins, business strategies, business plan, personal qualities, etc. Various forms and methods were used in the training (practice, tests, simulations, video training, etc.). Entrepreneurship is one of the most contextual general competencies in terms of the labour market, the importance of which is emphasized in various EU and Lithuanian strategic documents, such as Memorandum on Lifelong Learning, other mandates, strategies, etc.

“Living” Lithuanian language teaching. EHU university students are obliged to study Lithuanian during their 1st year, but they attend regular classes, during which, according to the students themselves, they developed insufficient communicational skills, and the members of the target

group - teachers do not have the opportunity to learn Lithuanian in an organized way until now. The need for teaching the applied Lithuanian language was fully reflected during the preparatory research. The teaching of the Lithuanian language in the project was based on the so-called "Living Language" method, the aim of which is to develop communicative competence - the ability to communicate suitably in real-life situations. The program consisted of two parts:

- 30 hrs. "living" Lithuanian language interactive classes in public space, such as shops, clinics, other public bodies;
- 10 hrs. "living" Lithuanian language teaching during 2 socio-cultural study visits.

Socio-cultural study visits. The training included 5 study visits (tours) which, in addition to the development of linguistic communication, provided an opportunity for the target group to learn about Lithuania's history, values and other issues important for socio-cultural integration. During the 2 study visits, trainings of the "living" Lithuanian language were carried out as integrated part of the teaching. Study visits destinations: 1st study visit: Open-air ethnographic museum of Rumšiškės. Family, calendar and household customs were introduced to the members of the target group during the study visit; 2nd study visit: Klaipeda, during which the most important attention was focused on the history of Klaipeda region, to develop communication on recreation topics; 3rd study visit – Kaunas, during the visit to Kaunas the history of Interwar period Lithuania was presented; 4th study visit: Kėdainiai – an introduction of central Lithuania, traditions of Kėdainiai region, multicultural heritage; 5th study trip - Anykščiai, study visit's aim was to present the heritage of authentic culture.

Visits to enterprises and institutions. The need for deeper access to employment opportunities in Lithuania was revealed during discussions with EHU students and it is very important in terms of integration. Also, this target group of third-country nationals is virtually unknown to Lithuanian employers. Therefore, 6 visits to public and private sector institutions and companies were planned in addition to entrepreneurship training. The labour market situation, needs and trends were presented to third-country nationals during these educational visits. The participants of study visits were able to get information in detail about the companies' activities, forms of work and expected results. One of the visits was organized in the Business Employers' Confederation, the other visits took place in educational, engineering, business management and administration institutions.

3.2 Language and cultural

The services are provided in Lithuanian.

4. Outcomes and Results

4.1 Impact

The target group can apply their gained knowledge from the learning activities in personal, social, or professional life. Non-formal learning provided an opportunity to establish new institutional contacts at horizontal level understanding the system of education and how it operates to actively participate in it. The project benefits not only the direct target group, but also other indirect target groups, primarily Lithuania's universities, staff of government bodies, working on integration problems of third-country nationals and socially excluded groups in general.

4.2 Effectiveness

The project was cost-effective in terms of the number of participants involved in the project. The direct target group of the project consisted of 30 persons, for whom complex measures such as teaching of "living" Lithuanian language, entrepreneurship, legal literacy, and socio-cultural study

visits were applied. Andragogical teaching methods were used in the teaching. Each of the measures implemented required corresponding preparational and implementation costs, which were not exceeded in the project budget, such as the costs recommended by the ESF market price analysis for educational language and entrepreneurship training services. The project has targeted one of the most vulnerable social groups, such training usually requires higher costs. However, even following this approach, the project budget was considerably small.

5. Weaknesses/Areas for Improvement

Long procurement procedures. Due to the length of public procurement procedures and occurred delays, the schedule of project activities had to be adapted and changed.

6. Comments or Observations

The project implementer actively cooperated with the EHU administration, lecturers, and representatives of the student union. Such active cooperation enabled to highlight in detail the needs of the target group through qualitative and quantitative analysis, helped to effectively coordinate the implementation of project activities and ensured their quality.

Cyprus

1. HELP REFUGEES WORK

Name of initiative:	HELP REFUGEES WORK
Name of implementing organization:	UNHCR Country Office in Cyprus, in collaboration with Cyprus Refugee Council
Type of implementing organization:	The Cyprus Refugee Council, is an independent, non for profit organization, established as the evolution of the Humanitarian Affairs Unit of the NGO Future Worlds Center. UNHCR is a global organization dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people. UNHCR mainly focuses on protection, integration and education of Refugees and Migrants.
Country (region/municipality):	Nicosia, Cyprus
Year of good practice implementation and duration of the best practice (if applicable):	2018
Target group aimed at:	Refugees, employers, institutions running vocational education and training (VET) programmes, and individuals and organizations committed to promoting social participation, inclusion and diversity.
Funding:	Information is not available
<p>Summary:</p> <p>The aim of this initiative is to connect job-seeking refugees with employers and organizations interested in providing job skills. These services are free of charge. This web platform is an initiative of the UNHCR Country Office in Cyprus, in collaboration with Cyprus Refugee Council, to support refugee integration through work. It is meant for refugees, employers, institutions running vocational education and training (VET) programmes, and individuals and organizations committed to promoting social participation, inclusion and diversity. All candidates are persons who have been granted International Protection. This is a very diverse group of people who are entitled to reside and work legally in Cyprus, holding skills and qualifications which enable them to re-build their lives in their new country. Currently, candidates registered on the HelpRefugeesWork Platform, are interested to work in more than 25 sectors of the economy (catering, engineering/construction, trading, promotion, kitchen assistant, building cleaners, hospitality etc.) and in over 200 different professions. Over 500 candidates, are currently registered on the HRW Platform, available to work in full time and part time positions in the different districts of the Republic of Cyprus. Since 2018 when the HRW Platform was launched, there have been over 450 applications for employment for over 150 job posts. From those, over 200 applications have been shortlisted by employers. Participation in training opportunities has also been high, with over 500 referrals to various training providers.</p>	

2. Short Description of the Best Practice

2.1 National Context

While the primary responsibility for facilitating the refugees' integration rests with the government, employers have a crucial role to play in helping refugees gain access to the labour market so that their skills, talents and competences are not wasted. When refugees are effectively integrated into the labour market, they can help meet the country's growing needs for skilled labour and contribute to the flourishing of the national economy.

Work is essential to helping refugees rebuild their lives and integrate into the economic and social fabric of the host society. Yet the unemployment and underemployment of refugees is unacceptably high in Cyprus. Despite high levels of qualifications and extensive work experience in their home countries, many refugees in Cyprus encounter enormous difficulties finding jobs that match their skills. They often can only find informal, short-term, low-paid, menial jobs. This has further exacerbated their sense of alienation, marginalization and hopelessness. And it has left the refugees less able to meaningfully contribute to Cyprus. For refugees to be able to effectively exercise their legal right to work as enshrined in the Cyprus Refugee Law, they need to be given adequate support to access jobs. Many need to be provided with specific, technical language and skills training that allows them to re-gain confidence and self-esteem.

Information from the Department of Labour of the Ministry of Labour and Social Insurance indicates that refugees face significantly higher unemployment rates than nationals and migrants due to their particular circumstances requiring special attention. Refugees may arrive in Cyprus without any documentation regarding their qualifications or previous job experience. Their qualifications and experience may also reflect different employment conditions than the ones in the country of asylum. The need for tailor-made programmes to target refugee unemployment is evident. Beyond the development of the current referral system of the labour office, there is a need for designing efficient programmes aiming for labour integration on a wider scale. For the integration of refugees in the labour market, it becomes imperative to offer certification possibilities through the 15 assessments of their skills as well as the possibility for recognition of foreign diplomas and qualifications. It is important that assessments of qualifications are carried out as early as possible.

2.2 Main Goals/Purposes of the Practice

1. Integration of refugees and migrants in Cyprus society through work - currently there are almost 200 job offers in different sectors published by wide spectrum of Cypriot companies.
2. Develop the professional skills of refugees and migrants needed in Cyprus labour market – currently this platform offers almost 100 trainings organized in all regions of Cyprus organized by different organizations, VET institutions and companies covering topics such as ICT skills, language learning, Entrepreneurship, crafts work as well as to help refugees and migrants to prepare for job interviews and self-presenting.

2.3 Strengths

This is the first ever platform in Cyprus that brings together Refugees, Employers and Trainers in order to support Refugees and Migrants with job offers and different type of trainings to help them integrate in Cyprus society. There is a constant flow of job offers on the platform (around 200 job offers) and around 100 Vocational trainings such as – language trainings, personal growth trainings, entrepreneurship trainings, art trainings, psychology trainings, employment trainings, computer skills trainings, trainings concerning Cyprus legislation, Barista/coffee skills trainings, arts

and craft trainings, Job interview and CV writing workshops etc.

This platform gives an opportunity to any employer, Refugees and trainings organizations to register in the platform and place the job offer or training offer. Training offers are for free and are organized in all main districts of Cyprus – Nicosia, Limassol, Larnaka, Paphos and Farmagusta. From the other hand, Refugees and Migrants can register in the platform too, create their CV there and apply for Jobs and Trainings offered.

This platform has shown a great collaboration and interaction between all of the users of this platform.

3. Implementation

3.1 Activities

- Offer jobs to qualifying refugees
- Provide apprenticeship places combined with language training
- Provide internships that are structured around concrete learning outcomes
- Post-placement support to ensure sustainability of employment
- Provide career guidance through outreach activities (e.g. visit to reception centres)
- Continuous on the job training and mentoring/coaching
- Support skills/competence assessment
- Provide scholarships
- Provide vocational training combined with work-focused language classes
- Training of trainers in understanding refugees' needs

3.2 Language and Cultural

The services are provided in English, Greek and some of third country languages such as Arabic language

4. Outcomes and Results

4.1 Impact

Since 2018 when the HRW Platform was launched, there have been over 450 applications for employment for over 150 job posts. From those, over 200 applications have been shortlisted by employers. Participation in training opportunities has also been high, with over 500 referrals to various training providers.

After multiple positive results ending up in employment or participation in training activities, but also for those not as successful, the overall feedback from both employers and candidates has been overwhelmingly positive. The importance and the benefits of fruitful interactions between employers, training providers and refugee candidates has been highlighted by all users of the platform.

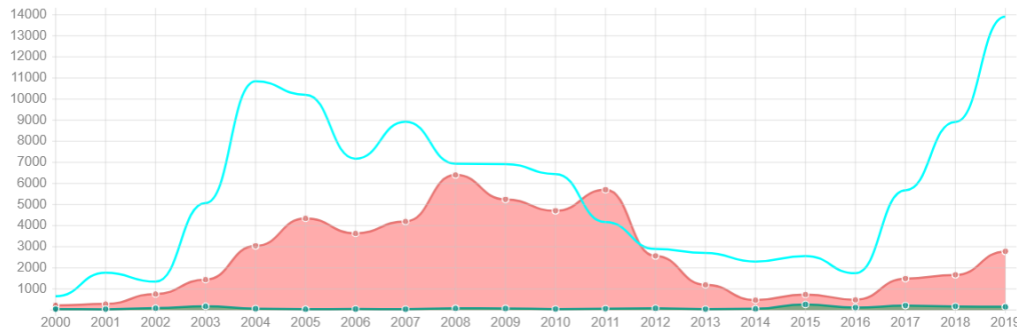
4.2 Effectiveness

In 2018, Cyprus, with a 70% increase in political asylum applications compared to 2017, ranked first among the European countries for the highest number of applicants per capita. There were 7,761 new applications for international protection, most of them from Syria, India, Bangladesh and Pakistan. These numbers almost doubled in 2019, with 13,259 applications for political asylum (of which 2,870 were from unaccompanied minors). Of these, 61.3% received a

negative response, 34.31% were granted subsidiary protection and 4.39% (147 applicants) were granted definitive refugee status. In the chart below it is clearly visible that number of Refugees and Asylum seekers in Cyprus have increased dramatically, meaning that there are increase in number of migrants who are trying to re-start their life in Cyprus (finding accommodation, job, to be included in the community)

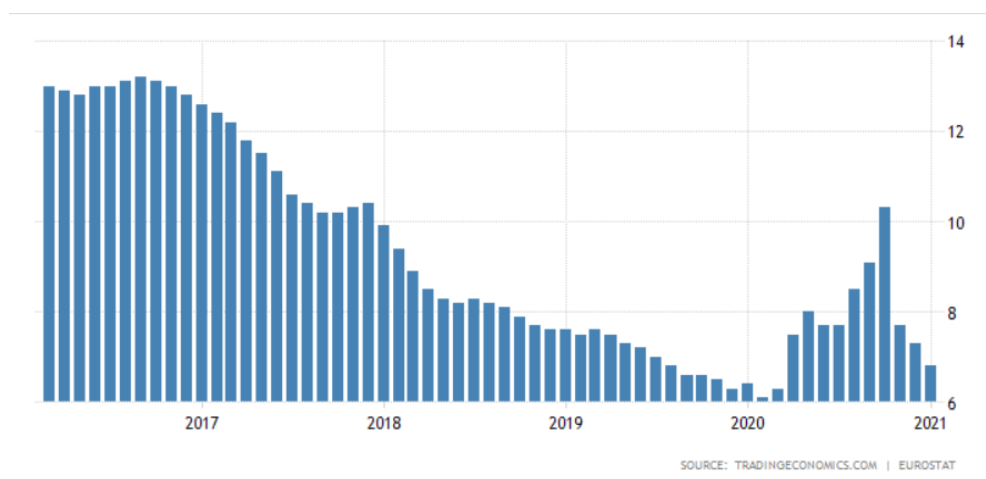
Development of incoming asylum applications in Cyprus 2000 to 2019

The top line represents the total number of asylum applications (first applications + reviews). Below there are the number of recognized refugees (green) and the rejected applications (red).



From the other hand, in the chart below that shows the changes in unemployment rate in the last years in Cyprus, we can clearly see that it has decreased very much.

Given the fact that number of incoming refugees and asylum seekers in Cyprus are rapidly increasing and comparing it to the decreasing unemployment rates in Cyprus for the last few years, we can conclude that this initiative potentially has positive impact on the inclusion of refugees and migrant in Cyprus.



Cyprus unemployment rate 2017 – 2021.

5. Weaknesses / Areas for Improvement

A major flaw in the referral process concerns the lack of information on the profile of the refugees who reside in Cyprus. At present, the Department of Labour of the Ministry of Labour and Social Insurance does not have an overview of the number, location, skills and competencies of refugees living in the country and on the extent to which their skills are needed in the local labour market. Their referrals to prospective employers often contain very little or no information at all as regards the qualifications and previous work experience of the refugees.

Generally, the Department of Labour only refers refugees to low-skilled, manual jobs regardless of their professional qualifications, physical fitness, family situation, or childcare needs. These jobs are often in remote areas away from services or schools, and they are also at the bottom of the pay scale. Another factor hindering refugees' access to the labour market relates to the lack of awareness on the part of employers regarding the employment rights of refugees, which are often confused with those of migrants whose employment is subject to a number of restrictions that do not apply to refugees.

Refugees also face difficulties in accessing information about available employment positions commensurate with their qualifications. Likewise, most refugees are constrained in submitting job applications in the required language, format and detail and meeting the demanding selection process without adequate counselling and mentoring.

Finally, many refugee women are constrained in accessing jobs due to the lack of affordable childcare and cultural issues, such as their gender role in the community. Moreover, there is no formal mentorship scheme available for either asylum seekers or refugees. Help is available from various government agencies as well as private organisations and volunteering individuals.

Moreover, there are no specific data collected and available about the employability of migrants and Refugees in Cyprus. Respectively, it is hard to measure the effectiveness of the integration activities to see if the migrants and refugees are able to find a job and place to live as well as how many of the migrants and refugees stay in the country and how many are leaving and where. These data would be very useful for the authorities to measure whether the actions in place are rather effective or not.

6. Comments or Observations

There is an essential need for mapping the academic qualifications, skills, work experience and vocational training needs of refugees in order to ensure a proper job referral system. The "Help Refugees Work" online platform that UNHCR had developed in collaboration with its NGO partner the Cyprus Refugee Council could serve as a useful starting point.

The employment rights of refugees should be clearly indicated on their residence permits; this could be complemented by information systematically disseminated to employers as to the rights of refugees.

Develop and implement schemes facilitating structured meetings between refugees and employers, for example high-profile work fairs for refugees.

Support childcare schemes to facilitate the employment of refugee women; in other cases, develop and implement comprehensive programmes to assist their transition from traditional activities to the labour market.

Provide access to micro-credit schemes to support the entrepreneurship of refugees.

1. MIGRANT INFORMATION CENTRE “MIHUB”

Name of initiative:	Migrant information centre “MiHub”
Name of implementing organization:	The University of Nicosia in collaboration with the research organisation CARDET and the Cyprus University of Technology implements the Action entitled: Migrant Info-Centre (CY/2019/AMIF/SO2.NO2.1.3/3).
Type of implementing organization:	Educational institutions
Country (region/municipality):	Cyprus, Limassol
Year of good practice implementation and duration of the best practice (if applicable):	2019
Target group aimed at:	<ul style="list-style-type: none"> • Asylum Seekers • Refugees • International Protection Beneficiaries • Third Country Nationals • Domestic Workers • Students • Resettled Refugees
Funding:	The Action is co-funded by the European Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%).

Summary:

The University of Nicosia in collaboration with CARDET and the Cyprus University of Technology announce the launch of the project entitled: Migrant Info-Centre.

The project Migrant Info-Centre (CY/2019/AMIF/SO2.NO2.1.3/3) is co-funded by the European Asylum, Migration and Integration Fund and the Republic of Cyprus.

The purpose of the Project is to provide support services aimed at serving and informing the various categories of beneficiaries of international protection and immigrants residing in the Republic of Cyprus, in order to achieve their most effective integration into local communities.

The Info Centres operate in Nicosia, Larnaca, Limassol and Paphos and offer, among other, information services about the immigrants rights and obligations, translation/interpretation, assistance in finding work and housing, information on training opportunities, referral to other organizations and services, etc.

The Migrant Information Centre (MIC) has developed services based on core values of listening, empathy, understanding and supporting individual vulnerable migrants. The four offices employ highly trained personnel ready to respond in a variety of requests. The services provided are implemented in the light of different approaches such as: social and psychological support, personalised communication and utilization of information technology, advocacy and communication with the relevant government services and departments, etc.

The main service pillars cover the following areas – Work, Education, Health, Social care, Elimination of social and economic inequalities.

2. Short Description of the Best Practice

2.1 National Context

Each group of migrants differ regarding the difficulties they face living in Cyprus, which are mainly based on their legal status. The common problems all groups face derive from the existence of institutional racism and social exclusion. The Cypriot society is not prepared yet to accept the meaning of diversity and explore the mechanisms and channels which can transform it into an equal and fair society for all human beings.

MIC fill a huge 'gap' on the integration services available and make a positive impact on the lives of thousands of foreign people who live in Cyprus. MIC supports the access to services and resources that meet migrants' needs and gives emphasis on building new skills towards harmonically adjustment to the Cypriot cultural and social environment.

The comprehensive approach of the centres covers many issues related to the settlement and integration of new and emerging communities. They work with individuals, families and community groups to identify their needs and provide information on a range of options available to them. We support them to access services and resources that meet their needs and build new skills to adjust harmonically to the Cypriot cultural and social environment. So far MIC has served more than 6000 migrants and refugees representing 76 nationalities in 4 different locations around Cyprus.

2.2 Main Goals/Purpose of the Practice

MIC works with individuals, families and community groups to identify their needs and provide information on a range of options available to them. They support them to access services and resources that meet their needs and build new skills to adjust harmonically to the Cypriot cultural and social environment.

Properly trained and qualified personnel, based on a person-centred approach respond to migrants' general and more specific needs. The Centres' comprehensive approach covers many issues related to the settlement and integration of new and emerging communities.

Main aims:

- To contribute to the improvement of the quality of life of asylum seekers, refugees and migrants
- To contribute to the social inclusion process of refugees and migrants living across Cyprus

MIC provides a comprehensive service offering professional, timely advice to a wide and inclusive client group, including: asylum seekers, refugees, and other vulnerable migrants. Beneficiaries will access free, seamless, wrap around expert advice and support at crucial times in their lives. Priority will be given to the areas of immigration, housing and destitution, welfare and health. MIC looks forward to collaborate with NGOs and partners in governmental departments, to complement each other's work in order to effectively and efficiently address the needs of the most vulnerable individuals amongst new and emerging communities.

2.3 Strengths

MIC acts as one stop organization where migrants and refugees can get support and information about basically everything – legal advice, help with documents, translation services, job finding assistance and even temporary accommodation.

MIC is the only organisation of this size and capacity in Cyprus, offering a continuous service for the most vulnerable people in society regardless of their immigration status or country of origin, ethnicity, religion, gender, sexual orientation, age or disability. Our target group originates from different countries; thus, our professional team is skilled, diverse and culturally competent in assisting our clients with sensitivity and respect. Properly trained and qualified personnel, based on person-centred approach respond to migrant's general and more specific needs. More importantly MIC services are offered to semi-urban and rural areas by a mobile unit (InfoBus) that every week visits a different region in order to serve migrants residing in different provinces of the country.

3. Implementation

3.1 Activities

Services for migrants include assistance to access the labour market, as well as to cover accommodation, educational and health needs. In addition, this project incorporates an innovative element, a mobile unit that will offer psychosocial services in rural areas. Through this practice we are initiating an effort to diminish social isolation and exclusion of vulnerable individuals.

SOCIAL SUPPORT

They provide information regarding procedures, support in completing necessary forms and key information to increase the access and speed up procedures. They also provide support to their service users to gain a better understanding of the situation in Cyprus and assist them in making informed decisions about their own future.

JOB FINDING ASSISTANCE

They empower their service users to become able to register to the responsible authorities to look for a job, to prepare them for an employment interview, to inform them about procedures to certify Academic Professional Qualifications, to advise them about preparing Presentation Skills, to assist them to prepare their Curriculum Vitae and to enhance communication skills for being employed.

ADVOCACY

They make an effort to ensure that all individuals have equal access to resources and opportunities offered. Through advocacy they ensure that their service users will be able to have access to information and services, express their concerns and explore alternative choices and options.

MOBILE PSYCHO-SOCIAL SUPPORT

The mobile unit is equipped to provide psychosocial support and informational services, at an individual and/or family level, to reduce as well as to eliminate social problems resulting from the transition to a new country and from the need for active inclusion in the local community. The mobile unit operates in all districts in Cyprus intended to alleviate social and psychological difficulties.

PSYCHOLOGICAL SUPPORT

They provide assistance to vulnerable service users through psychological assessment and design an intervention plan which is adapted solely for each individual assisting their transition in the local community. All individuals are treated with dignity and respect. In cases that specialized psychological services are needed individuals will be referred accordingly.

TEMPORARY ACCOMMODATION SHELTER (MIHUB – SHELTER)

Recognizing the housing difficulties that occur, especially for vulnerable groups of migrants, following the approval of the Responsible Authority, the MIC project implemented and set in operation the temporary accommodation shelter. The shelter offers FREE temporary accommodation to asylum seekers and beneficiaries of international protection and / or recognized refugees with priority over vulnerable people (families with children, women and the elderly) for a period of one week as to allow time for their documents to be settled, carrying out other necessary procedures, but also their permanent relocation to another location. The aim is to frequently rotate people to serve as many temporary residents as possible.

As of November 2019, the shelter has been fully operational. It is equipped with all the appropriate home furnishings to create the feeling of a “warm environment” for the benefit of the residents. The building has space capable of accommodating 8-12 people. In addition, the accommodation is developed in a way that provides access to different ages but also to people with mobility and other disabilities. The structure also has a lift (to be used for vulnerable cases only). An advantage about its privacy is that it has its own entrance, its own elevator and emergency exit.

For the proper operation of the shelter, each room can accommodate up to four persons, in two double bunk beds. Separate toilets have been created for both men and women, with separate entrances, as well as common living spaces for the residents - large kitchen with dining area and living area.

3.2 Language and Cultural

The services are provided in English but they have translators that are able to assist with document and verbal translation in Greek and third country language (for example, Arabic).

4. Outcomes and Results

4.1 Impact

So far MIC has served more than 6000 migrants and refugees representing 76 nationalities in 4 different locations around Cyprus.

4.2 Effectiveness

The center helps thousands of migrants and refugees every year – to some more, to some less. However, the action and this initiative has become very important and meaningful towards inclusion of migrants and refugees in Cyprus society because those people whom they have helped has started their lives, now are working and have found the accommodation and can sustain themselves. However, it is difficult to measure effectiveness of MiHub simply because their work very much depends on the government and legislation concerning migrants and refugees. For example, the restrictions regarding the labour market for asylum seekers has been a major deterioration for MiHub work. In the first six months of their stay refugees are not allowed to work at all which immediately makes them unable to claim any opportunities for a better quality of life. In this case the Centres respond by mobilizing community and NGO resources in order to cover basic needs of food, accommodation etc. They also provide translation services, CV writing and training

on basic work search skills. Apart from the above the Centres also provide psychological support. Taking into account all mentioned above, the system could be made more effective and efficient if the higher legislation and rules would be changed and allowed the possibilities to help these people sooner. Despite that, MiHub itself has effective procedures in place to give the maximum support possible given the situation.

5. Weaknesses /Areas for Improvement

After having a conversation with several permanent staff members of the organization, it occurred that organization has difficulties to provide quality services because they lack staff members who would have proper qualifications to do the job. Many clients of the MIHUB info centre (refugees and migrants) do not speak English so translators are very much needed to provide translation services. The lack of staff members concludes with long queues and waiting time to get some information from migrant side so the assistance process is taking long time. Moreover, the premises are very small and needs maintenance and improvement. Also, bigger space would be much needed to serve more people at the same time. The capacity of services and clients is too high for the infrastructure that centre has.

6. Comments or Observations

Thus, it is noted that although basic provisions for health, work, accommodation and education are institutionalized migrants have limited access or they do not enjoy the full potential because of unfair treatment by public servants or because simply they are not aware of their rights. In that respect the Centres' professionals intervene by utilizing advocacy skills aiming to ensure their client has been treated fairly. This problem concerns all migrant groups irrespectively of their status. People who belong to the group of asylum seekers and international protection beneficiaries face some specific problems related to their financial situation. The restrictions regarding the labour market for asylum seekers has been a major deterioration for them. In the first six months of their staying, they are not allowed to work at all which immediately makes them unable to claim any opportunities for a better quality of life. In this case the Centres respond by mobilizing community and NGO resources in order to cover basic needs of food, accommodation etc. They also provide translation services, CV writing and training on basic work search skills. Apart from the above the Centres also provide psychological support for traumatized people who have escaped from war zones or been trafficked and exploited. Another major difficulty which the Centres are called to respond to is housing. Finding appropriate and cheap accommodation is a serious challenge for most of the migrant groups. Social benefits are limited regarding this field so the Centres' professionals are working constantly in finding accommodation for people with a great variety of needs such as families, single parents, young people etc.

1. DIGNITY CENTRE CYPRUS

Name of initiative:	Dignity Centre Cyprus
Name of implementing organization:	Refugee Support Europe
Type of implementing organization:	NGO
Country (region/municipality):	Nicosia
Year of good practice implementation and duration of the best practice (if applicable):	2019
Target group aimed at:	Refugees, Migrants, Asylum seekers
Funding:	Donations from individual, companies and organizations
Summary: The Dignity Centre is established in 2019 and offers a practical and emotional lifeline to help refugees rebuild their lives. It is completely renovated a 3-story building in the centre of Nicosia, close to other essential services, with new plumbing, electricity, internet, air conditioning, redecoration, furniture and fittings. All refugees and asylum seekers are welcome and free to use the Centre. They have a timetable of events covering different topics and social activities to build up strong community for migrants and refugees so they feel included.	

2. Short description of the best practice

2.1 National context

There are approximately 15,000 registered refugees and asylum seekers from a wide range of countries, plus an estimated 10,000 still unregistered. This comes as a surprise to many but Cyprus has the highest number of Refugees as a percentage of population in Europe.

Many refugees in Nicosia are homeless or in poor quality housing. Money is tight. Boredom and inactivity are undermining their mental health. They have limited employment opportunities. Other support services cannot cope. The Dignity centre completely renovated a 3-story building in the centre of Nicosia, close to other essential services, with new plumbing, electricity, internet, air conditioning, redecoration, furniture and fittings.

Over the last 12 months, they have continued to upgrade and redecorate the building to make it as welcoming as possible.

2.2 Main Goals/Purposes of the Practice

The purpose of Dignity Centre is to offer a practical and emotional lifeline to help refugees rebuild their lives. Many members now call it 'The Dignity' and consider themselves part of a family. It's much more than a drop-in centre. It's a place of hope. Somewhere they can start thinking about forging a new life far from home. And perhaps most important of all, reminding them that they are not forgotten and that people do care.

2.3 Strengths

They are the only organization for refugees and migrants in Cyprus that mainly focuses on Vocational education of these people to help them start their lives equipped with actual practical skills for labor market and can start work as soon as possible. Moreover, large humanitarian agencies are helping, but they move slowly and their resources are stretched. Governments step in, but it is often the bare minimum and sometimes dehumanising. This organisation is able to respond more quickly, more personally, and in more caring ways. We can go to locations where refugees are first arriving and give them the support they need, to help them rebuild their lives.

3. Implementation

3.1 Activities

LANGUAGE LEARNING

Greek and English are critical for employment. Thanks to amazing local teachers who give up their time to help, they have been running classes in English and Greek for adults and in Arabic to children. They hope to restart this critical service soon once distancing restrictions are lifted.

COMPUTER SKILLS

They have installed a bank of computers with internet access so that people can learn basic computer skills.

CV WRITING

The computers also enable people to write their own CVs with support from volunteers and members. Of course, many refugees and asylum seekers had rich career histories before they arrived in Cyprus and many have secured jobs immediately after presenting CVs to employers.

SEWING CO-OPERATIVE: REFUMADE

Using donated sewing machines and material that they buy locally, their 30+ co-operative members are carefully hand-making unique and desirable items. Once they pass our rigorous quality control, they buy everything the members produce at about 80% of the sale price. You can buy what they produce from their [dedicated online shop](#).

They run sewing classes every week in order to improve people's skills and ensure our products are the best quality. Experienced [tailor Ba](#), a refugee from Guinea Bissau, manages the co-operative and advises members on their technique.

BICYCLE REPAIR AND DISTRIBUTION

Bicycles are not only fun to ride but also essential transport for people. It enables them to work further away from home – something that would be impossible with public transport. Many have found and kept work after receiving a bicycle.

KITCHEN AND COOKERY

They have completely new and well-equipped kitchen that has been built thanks to support from LDS Charities to prepare food for celebrations but also to offer cookery and nutrition training to the unaccompanied young refugees (18-21 years old).

HYGIENE SERVICES

Most people are living locally in crowded and poorly equipped apartments. Some are homeless. They have washing machines to help with their laundry. And two showers so they can freshen up.

BARBERS

Not only do people need to be clean and tidy, they need to look good. Their weekly Barbers service is very popular. Not only can Members get a free haircut but our Barbers are learning new skills.

FOOD BANK

They were serving breakfast 3 days a week first in partnership with our friends at Caritas and then from the Dignity. When Covid struck the island, we quickly established a food delivery service for the most vulnerable people. Now they have been running a food pick up service for over 100 people a week.

LET'S EAT! EVENTS

During the summer they hosted monthly, recurring meals for local refugees using a shared community space on the 2nd Tuesday of every month. They want to bring people together with food and have some fun! These events are always a hit and we serve about 250 meals.

LEISURE AND ENTERTAINMENT

It's important to have fun as well. One of the floors in the building is a chill-out space with a self-run cafe, charging points for mobile phones, games and table tennis.

UNHCR TEEN TRANSITION KITS

When unaccompanied minors turn 18, they are no longer eligible for supported housing and need to live independently. In partnership with UNHCR and Hope for Children they give the leavers our Teen Transition Kits. The Kits contain basic household items that are essential to a young person starting out on their own.

3.2 Language and cultural

The services are provided in English, Greek and Arabic in specific cases.

4. Outcomes and results

4.1 Impact

At Dignity center there are ongoing 1500 community members that are changing and due to increase of the refugee and migrant number in Cyprus, this community at Dignity is increasing.

4.2 Effectiveness

Thanks to the Dignity center there are:

- 200 available for distribution to members who are repairing them with resources that centre provides
- There is breakfast served 3 times per week to at least 80 members each day
- There is a free shared space used by 250 local refugees daily
- Thanks to the sewing cooperative every year at least 50 members benefit from the training and income they generated.
- 125 volunteers working and constantly changing to provide help to refugees and cultivate inclusive mindset in the society towards refugees and migrants

5. Weaknesses / Areas for Improvement

This initiative is sustained and alive based on donations only and collaboration with other similar organizations (for example Carita Cyprus) that provide food or other services.

6. Comments or Observations

In a very short amount of time this organization has managed to build-up a very strong community that works towards inclusion of refugees and migrants into Cyprus society. The approach of the Vocational type of centre specially built for refugees is a very successful idea because there are many organizations in Cyprus that are providing legal advice, help with documentation and other technicalities related to refugees and migrants. However, there are not quiet any organization in Cyprus that can provide such choice and opportunities for refugees to gain actual qualifications and practical skills that are very important to find a job. For example, above mentioned good practice “Help Refugees Work” is a unique initiative as well but it provides the opportunity for refugees to find job offers but if the refugee does not have skills to qualify, it is not easy to start the life. In this case The Dignity centre gives the first needed support to a refugee – opportunity to learn skills, earn the first money, create a CV based on skills gained at the centre and before in life and start better life with a higher level of confidence.

1. REFUGEE AND MIGRANT INTEGRATION IN EDUCATION SYSTEM

Name of initiative:	Integrating Refugees in mainstream classrooms in Cyprus
Name of implementing organization:	UNHCR Cyprus (Office of the United Nations High Commissioner for Refugees)
Type of implementing organization:	Governmental Agency
Country (region/municipality):	Nicosia
Year of good practice implementation and duration of the best practice (if applicable):	2000
Target group aimed at:	Society, Educators, Refugees, Asylum seekers, Migrants
Funding:	-

Summary:

UNHCR has been present in Cyprus since 1974 when it arrived on the island to provide humanitarian aid for the displaced populations in both communities. By 1998, the need for relief assistance for internally displaced Cypriots had declined, and UNHCR handed over the work to other UN development agencies. With the increase of refugee arrivals in 1998, and in the absence of national asylum legislation and infrastructure, UNHCR had to assume the responsibilities for registering asylum-seekers arriving on the island and processing their applications. In 2000, the Republic of Cyprus adopted its first national refugee legislation and asylum procedures, and in 2002 it took over from UNHCR the responsibility for asylum adjudication.

Education is a basic human right, enshrined in the 1989 Convention on the Rights of the Child and the 1951 Convention relating to the Status of Refugees. The Refugee Law of Cyprus, 2000, Section 9H- provides for the access of asylum-seeking children to the public elementary and secondary education system under the same conditions as nationals. The Refugee Law further provides that their school enrolment should not be delayed for more than three months from the date on which the application for asylum was lodged (Refugee Law, section 9H, transposes Article 14 of the recast Directive 2013/33/EU of 26 June 2013 on laying down standards for the reception of applicants for international protection).

However, despite the considerable efforts of the Ministry of Education and concerned schools, there are continuing difficulties with the integration of asylum-seeking and refugee children into their new school environment. The issues identified include conflicts between children, absenteeism, language barriers, adapting to the new learning process, the relationship between the parents and school community, and racism. In addition to the measures listed above, the following should also be considered. UNHCR is constantly establishing and working on implementing new strategies and procedures of better integration of refugee and migrant children into Cyprus Education system. The actions planned, actions already done and main challenges and gaps in the system will be described below.

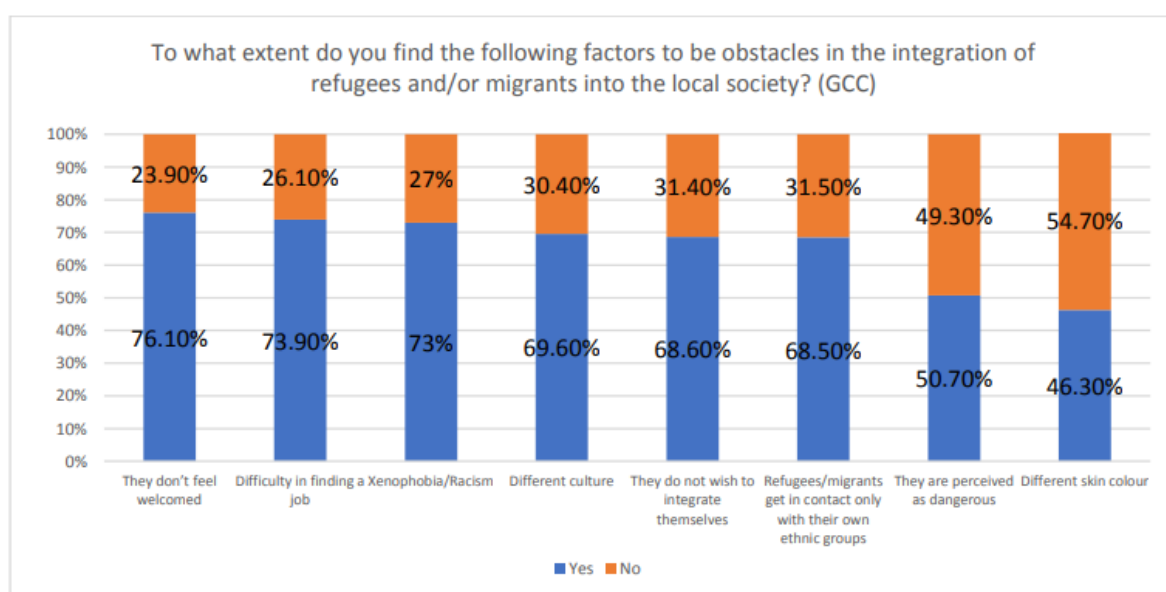
2. Short description of the best practice

2.1 National context

The Cypriot community recognises that there are obstacles to integration that emanate both from the point of view of the local community, and from the refugee and migrant population. For example, 73% of the cypriots believe that there is xenophobia and racism in the Cypriot society preventing refugees and migrants from being integrated into the society; meanwhile 68% of the cypriots believe that refugees and migrants do not wish to integrate themselves, or that they prefer to interact only with their own ethnic groups. The fact that the majority of the cypriots believes that their community is xenophobic and suggests that this level of self-awareness could be used as an entry point to improve the situation.

According to "Perceptions of Cypriots about Refugees and Migrants"- An opinion poll conducted by the University of Cyprus Center for Field Studies (UCFS) On behalf of UNHCR, the UN Refugee Agency, in Cyprus in Year 2019 several results were revealed about mindset of Greek Cypriot community (GCC) towards Refugees in Cyprus.

When the participants were asked about the major difficulties for the integration of refugees and migrants, most mentioned the different culture, xenophobia and difficulty to find work.



All the above mentioned goes hand in hand with the education system that needs to be improved towards more educated society about refugee issues at school age. Moreover, there is a lack of knowledge among Educators about the refugee issues and lack of skills of how to integrate a refugee or migrant children in the mainstream classroom.

Teaching multicultural classrooms can be challenging for educators, and they need special support and guidance in order to respond to the different needs of asylum-seeking and refugee children. The Ministry of Education has taken some steps in this regard, with training sessions for teachers on how to teach Greek as a second language, as well as forthcoming sessions on multicultural education that will be provided in collaboration with the Cyprus Pedagogical Institute. As schools are welcoming an increasing number of refugee, asylum-seeking and migrant children into their classrooms, teachers are also facing the challenging task of addressing local students on refugee, asylum and migration matters

2.2 Main goals/purpose of the practice

Education plays a central role in UNHCR's refugee protection and durable solutions mandate. Protecting refugees means ensuring that their rights, security, and welfare are recognized and safeguarded in accordance with international standards, and their non-discriminatory right to assistance and services, including education, is realized. UNHCR's position is therefore that since refugees share the same rights to education as nationals, they should have access to national education programmes at all levels rather than in refugee-exclusive systems that are not sustainable, are not appropriately monitored or able to guarantee timely certification that can lead to continued education during asylum.

UNHCR Cyprus is the only organization in Cyprus that works very closely with governmental institutions and is also involved in Cyprus legislation process concerning Refugee rights. UNHCR is constantly establishing and working on implementing new strategies and procedures of better integration of refugee and migrant children into Cyprus Education system. It is the only organization that is developing strategies concerning Education and Refugees in Cyprus.

3. Implementation

3.1 Activities

1. UNHCR Office regularly holds presentations at primary and secondary schools across the island. These presentations are aimed at enhancing pupils' understanding of the causes and consequences of being uprooted, and the needs and the difficulties faced by those who are forced to abandon their homes and homelands. This is one of the ways UNHCR works towards breaking down stereotypes and contributes to the cultivation of a climate of tolerance and solidarity.

2. Quality teaching materials which the teachers can use to help pupils make sense of forced displacement in all its complexity are all the more important at a time of intensified public debate about asylum and migration and greater media to these issues. UNHCR has produced several teaching resources, for example:

- Not Just Numbers <http://www.unhcr.org/not-just-numbers.html> (also in Greek);

- Passages Game <http://www.unhcr.org/passages-game.html>;

- Against All Odds <http://www.unhcr.org/against-all-odds.html>; - the online game Against All Odds / Τάξιδι Φυγής is a multilingual experiential learning tool for each player that can also be used in a variety of ways by teachers to discuss refugee and asylum issues in an innovative way.

3. There is also a large collection of refugee photographs that help teachers to introduce refugee issues into the classroom, which in turn acquaints them with topics such as human rights, diversity and the importance of the social inclusion refugees. Moreover,

- UNHCR Data Website <http://www.unhcr.org/unhcr-data-website.html>.

- See also <http://www.unhcr.org/cy/education/> and <https://bit.ly/2JRSlt3>

4. UNHCR Office in Cyprus organizes campaigns with the participation of schools, and also collaborates with other institutions, organizations and individuals for the development and dissemination of educational materials such as manuals, brochures, and posters.

5. Anti-racism activities at schools: Since 2002, UNHCR has engaged in a number of educational activities with students and teachers at various schools to raise awareness, foster empathy for refugees and promote diversity and co-existence and bridge the division between "us" and "them". During the last two and a half years, these activities have been reinforced by the Ministry's anti-racism Code of Conduct at schools introduced in 2014.

6. The educational material "Learning about refugees" in Greek language includes sources and activities that can be easily adapted for use in the classroom to deal with issues related to refugees, asylum, migration and statehood. It also includes separate modules with activity suggestions and guides on how we can welcome student refugees into the classroom. There are sets

of different videos looking at different aspects of refugees that can be used by educator in the classroom to prepare for lesson or activity and download the questions for discussion that correspond to each video.

- Words matter - Understanding the definitions of the refugee phenomenon, migration and asylum begins by distinguishing some basic concepts. (videos and material for classroom can be found here: UNHCR - Teaching about refugees)

- Data and graphs on refugees

- Educational guides for different age groups (6-9 years, 9-12 years, 12-15 years and 15-18 years old children)

- Welcoming refugee children to class

7. Guided classroom materials with free access that helps teachers Successfully include children experiencing stress and trauma in your classroom (UNHCR - Teaching About Refugees - Guidance on working with refugee children struggling with stress and trauma)

8. Understanding language acquisition

Guidance on how to optimise language learning environments for non-native speaking children – UNHCR - Teaching About Refugees - language acquisition guide

3.2 Language and cultural

The services are provided in English and Greek.

4. Outcomes and results

4.1 Impact

UNHCR Cyprus has a huge impact in improving the mindset of society, educating parents and teachers about refugee issues and importance of the topic in Cyprus. There isn't any other organization that has developed so much training material, methodologies and curriculum for educators to help them work in a diverse classroom and teach in the inclusive way.

4.2 Effectiveness

The research of Cyprus Pedagogical Institute" The impact of school organisation and environment on the performance of migrant students: Raising questions from Cyprus" regarding school experience as part of the integration process in the Cyprus context has shown the below findings:

- Parents and children perceived the school as the most important social network that promotes social integration
- Being at school and interacting with teachers offered reassurance that refugees can be integrated
- Schools do offer to refugee children and parents' opportunities to develop friendships and to develop feelings of acceptance
- At school, refugee parents are satisfied with: – The teachers (77%) – Kids receiving valuable knowledge (66%) – Kids being happy (62%) and feeling comfortable (56%).

Taking into account all above mentioned, we can potentially assume that initiatives coming from UNHCR Cyprus have positive effect on the inclusion of Refugee children into main stream education system in Cyprus.

5. Weaknesses /areas for improvement

There are several policies and guidelines in Cyprus developed in previous years, however, there are no procedures in place for ensuring the consistent application and enforceability of the policy and it is left to the discretion of the school directors to monitor its implementation. Moreover, there is a lack of information on the number and locations where racially-motivated incidents have occurred, preventing an evidence-based response to prevent or respond to such incidents.

Although primary and secondary education is free in Cyprus, other costs such as stationary, uniform and transportation costs can make school inaccessible for refugee students. In some cases, financial constraints may force refugee households to prioritize school-age children's engagement in paid work over education to contribute to household incomes and cover basic living costs. Engagement of children in the labor market occurs more frequently for children aged 16+.

Refugee children residing in Reception Centers or temporary Housing face many constraints related to their education, such as lack of appropriate study rooms and school equipment, as well as no access to a PC or internet.

Access to pre-primary schools (kindergarten) is limited for refugee children below the age of 4 since most nursery schools have fees. As a result, parents are excluded from the labor market due to the need to care for their small children.

There is an absence of more intensified, more structured, and more efficient targeted measures for the educational support and personalized learning of refugee students who are underperforming or have special needs.

There is no monitoring of school performance and educational achievements of refugee children in Cyprus. For example, there is no data related to the number of refugee children dropping out of school and the reasons for doing so.

Teachers do not have sufficient support, supervision, available time, and training in handling racist incidents in school related to refugee children. As a result, these children often end up excluded and marginalized by their peer group.

6. Comments or observations

In 2017, UNHCR Cyprus developed a report "Refugee Education in Cyprus: Challenges and opportunities" which explains the main gaps and opportunities for improvement in Cyprus Education system concerning integration of Refugees in classroom and promotion of more inclusive Education and Mindset of children, teachers and Parents. Main recommendations that UNHCR Cyprus has developed and could be implemented in Cyprus Education system are stated below:

Educating the educators: The establishment of good practice guidance for educators will support schools to receive asylum-seeking and refugee children and help them to learn more effectively.

Providing adequate information for parents: Information leaflets for parents of refugee and asylum-seeking children on the education system in Cyprus will help to answer some of the common questions that parents may have and also help to develop and strengthen a relationship between the parents and the school. UNHCR is pleased to observe good practice by the head teachers of the Kofinou elementary and kindergarten whereby all information is translated for parents, which helps them to feel included in the schooling process and understand how to assist their children to better integrate.

Developing and implementing education policies: Various educational policies have proven to play a significant role in helping refugee children to integrate, i.e. sustained language support,

building the capacity of schools, avoiding the concentration of disadvantaged children, and demonstrating the value of cultural diversity. A working-group involving the Ministry of Education, head teachers, teachers, educational psychologists, parents and students could be established which meets periodically to review and address educational policies and make recommendations. They could also help develop a manual on educational policies that are effective in helping integrate asylum-seeking and refugee children in their new school environment.

Italy

1. RECEPTION AND CITIZENSHIP EDUCATION PROJECT WITHIN SAI (HOSPITALITY INTEGRATION SYSTEM)

Name of the initiative	Reception and citizenship education project within SAI (Hospitality Integration System).
Name of implementing organization	Mary Poppins
Type of implementing organization	Social cooperative
Country (region, municipality)	Piedmont Region, Province of Turin (Ivrea, Val Chiusella),
Year of good practice implementation and duration of the best practice (if applicable):	2010, starting date in the Piedmont area. 2020, starting date in Val Chiusella. Currently in progress.
Target group aimed at:	Unaccompanied foreign minors (UASC) and neo-adults.
Funding	Public funds: Ministry of Interior and Local Administration (Municipal social services).
Summary: Project to welcome and support the autonomy of foreign minors and neo-adults.	

2. Short description of the best practice

2.1 Main goals / purpose of the practice

The aim of the project is the achievement of a complete autonomy of the children and their full inclusion in the host society.

For this reason, the reception project is divided into several phases, one of which is expressly dedicated to citizenship education.

2.2 Strengths of the best practice (e.g. scope, stakeholders')

The strength of the project is its ability to network with other associations and local authorities and to be aimed at small groups, with individualized educational plans.

3. Implementation

3.1 Activities

The reception project, coordinated by a dedicated professional figure ("the reception operator"), after a first phase of data collection to learn about the boy's personal history, provides for a citizenship education path divided into two phases:

1) with the help of a social worker, the children are shown, in small groups of 2/3 people or individually, information about: procedures for the regularization of foreigners in Italy (where and how to obtain the documents necessary for the residence permit), outline of Italian legislation, methods of access to public services, organization of the education and vocational training system for access to diplomas.

2) with the help of a legal operator, the rules on residence permits, humanitarian protection and the right of asylum are clarified in the national context, but also with references to the European context, regarding mobility within the EU.

Then follows a phase, coordinated by the "integration operator", aimed at outlining, with the help of an educator, an individualized educational plan (IEP), which will guide the child towards autonomy, through linguistic literacy paths, education, vocational training and placement in the working world up to the exit (the "release") from the SAI system.

3.2 Language and cultural sensitivity

The project guides young foreigners to use the Italian language as a simplified vehicular language, but also makes use of linguistic and cultural mediators.

The educators also speak the two other vehicular languages: English and French.

4. Outcomes and results

4.1 Impact

So far, the impact has been positive both in terms of the growth of the children and their inclusion in Italian society.

Good relations have also been established with all public institutions and local training agencies.

4.2 Effectiveness

The effectiveness of the project is measured both in the ability to make children grow towards personal autonomy, in working, economic and civic terms, and in the possibility of including children who have passed through the SAI system within the territory that formed it.

5. Weaknesses of the best practice / areas for improvement

The greatest difficulties consist precisely in accompanying the boy, thus trained, up to a complete inclusion in the local territory, placing him in a job position with a stable contract and a decent wage.

Very often foreigners, for the same work, are paid less than Italians. For this reason, many young people, attracted by better opportunities in other European countries, leave the Italian territory at the end of the welcome and integration path to look for work elsewhere (France, Germany, England). The fruits of the reception, training and integration work financed with public funds are thus dispersed.

The area to be implemented is therefore that of taking care of the moment of leaving the community, also sensitizing the local society and the business world to guaranteeing adequate treatment for foreign workers.

Citizenship education should therefore be bidirectional: aimed at foreign children and local citizens to generate social bonds. This is an area yet to be implemented.

1. "NOMIS" PROJECT

Name of the initiative	NOMIS Project (New Opportunities for Foreign Minors) which was then extended to include neo-adults
Name of implementing organization	Coordination: Social Policies of the Foundation Compagnia di San Paolo
Type of implementing organization	Network formed by associations of the third sector and public bodies
Country (region, municipality)	Italy, Piedmont region, city: Turin
Year of good practice implementation and duration of the best practice (if applicable):	2006 (starting year) Still in progress: from a project it has been transformed into an incubator program for experiments by a network of local associations
Target group aimed at:	Foreign minors and neo-adults up to 21 and even up to 25 years (in the case of rehabilitation courses "tested" for minors judged for crimes committed when they were minors)
Funding	Compagnia di San Paolo
Summary: Project to support the growth and autonomy of foreign minors and neo-adults	

2. Short description of the best practice

2.1 Main goals / purpose of the practice

In 2006 the project was born out of the need to plan rehabilitation and social reintegration paths for foreign minors with deviant lifestyles who have entered the criminal circuit and / or young people, not yet formally entered the criminal circuit, but with compromised biographies. Thus, the CASA NOMIS was born to host minors reported by the Juvenile Court and who could continue their rehabilitation and "testing" path up to 25 years of age.

Given the success of the initiative and the effectiveness of the rehabilitation programs (above the average of other national courses), the project was then extended to unaccompanied foreign minors, second generation immigrants and foreign children reunited with families, both minors and neo-adults.

From a project it has thus been transformed into an incubator program for experimentation by a network of local associations

The aim of the program is to support the growth and autonomy of foreign minors and neo-adults with experimental projects based on a continuously updated analysis of emerging social phenomena, with the support of university studies and research on the subject.

2.2 Strengths of the best practice (e.g. scope, stakeholders')

The strength of the project is that it is conceived in a logic of a territorial network and in a dimension of constant design experimentation that follows the evolution of social phenomena.

Another strong point is the synergy between operators of institutional punctual services and third sector bodies which includes: educators, street workers, "peers", cultural mediators, representatives of social cooperatives, informal associations and ethnic communities.

3. Implementation

3.1 Activities

The program is developed over several areas of activity and using the diversified skills of the various associations of the territorial network. The areas of intervention are:

- street education
- vocational education and training
- orientation and fight against drop out
- family support, psychological support and treatment in cases of need
- access to the world of work
- housing autonomy
- relations with public institutions
- animation of the territory to regenerate social ties, acting on the double front of migrants and the host society
- free time and aggregation

In the different areas of intervention, the activities are very diversified and in constant evolution to follow the changes in social phenomena.

Elements of education for active citizenship, on an informal level, they are present in all areas concerned. However, the reference dimension is still the national one, not yet the European one. For the purposes of housing autonomy, the project of the "HOUSE OF OPPORTUNITIES" was created, where three neo-adults (one of which, more experienced, acts as an "au pair" tutor) are hosted with controlled rentals and with a lighter accompaniment by educators to get them used to living together and managing daily life.

There are also training activities for operators and public meetings with schools and the population to change the perception of the migratory phenomenon, starting from concrete problems and proposing solutions.

3.2 Language and cultural sensitivity

The program promotes the use of the Italian language as a vehicular language but has linguistic and cultural mediators. Operational guides on various topics are provided in several languages.

4. Outcomes and results

4.1 Impact

The program, which began on an experimental level in 2006, has had a largely positive impact both on the rehabilitation and orientation paths of the most problematic children and on the inclusion paths of foreign children in general.

This has determined its continuity and implementation over time to date, thanks also to the funding of the Foundation Compagnia di San Paolo and to the synergy with local public bodies.

4.2 Effectiveness

Over time, hundreds of young people have been involved, with above-average success results compared to other territorial programs.

This objective was achieved by using new and diversified methods of contact and relationship with foreign children, also through forms of "au pair" education, and by creating a different and personalized project for each child, tailored to their specific needs.

5. Weaknesses of the best practice / areas for improvement

It is a very complex program. The design and implementation require a constant and high degree of comparison and coordination between different institutional levels and between all the subjects involved in the intervention.

The crux remains that of ensuring stability and continuity over time to the program, consolidating good practices and current sources of funding and updating them in the light of the social change of the migratory phenomenon.

1. CASA EDUCAMONDO

Name of the initiative	Educamondo House
Name of implementing organization	Educamondo Cooperative
Type of implementing organization	Social cooperative
Country (region, municipality)	Italy, Piedmont region, city: Novara
Year of good practice implementation and duration of the best practice (if applicable):	2018 (start date) Still in progress
Target group aimed at:	Unaccompanied foreign minors (male only) and neo-adults in protection of social services up to 21 years of age
Funding	Local administration (Social services - Municipality of Novara) on a project basis
Summary: Project to welcome and support the autonomy of foreign minors and neo-adults	

2. Short description of the best practice

2.1 Main goals / purpose of the practice

The reason for the project is the need to accommodate an ever-increasing number of unaccompanied foreign minors and neo-adults still in protection of social services up to the age of 21, mostly male, who need to be accompanied to autonomy professional, work, economic, housing and civic.

The aim of the project is the achievement of a complete autonomy of the children and their full inclusion in the host society.

The main instrument of the reception project is community coexistence, which takes place in a house (hence the name "Casa Educamondo") in which a group of foreign children who have just arrived in Italy (max. 6), minors and adults, live together. up to 21, and educators take turns.

The children, guided by educators, also share the daily management of common life: cleaning, shopping, cooking.

The project implies a concept of "increasing autonomy": the child is first informed and assisted in the execution of a specific task, linked to daily and social life, then gradually accompanied to carry it out alone until complete autonomy. Eg. for relations with the bureaucracy, the students are first informed about the documents necessary for their stay in Italy and how to obtain them, then helped in explaining the paperwork, showing them "how to do it", and then directed to "do it yourself", helping them only in case of need.

The support continues even after the children leave the community: the educators stay in contact with the children and follow them in case of need for documents, control of employment contracts, etc.

2.2 Strengths of the best practice (e.g. scope, stakeholders')

The strength of the project is to be addressed to small groups (max. 6 people). For this it is possible to individualize the educational project on the basis of the needs, abilities and skills of each individual child, in a "one to one" relationship between educator and child.

Another strong point is the presence in the structure of cultural and linguistic mediators.

3. Implementation

3.1 Activities

The initial reception phase includes an initial basic language training and the construction of an individualized educational project for each child on the basis of an in-depth knowledge of his personal history, thanks also to the collaboration of the mediators.

The educational path starts from the same “life project” of the boy, often still unaware or only idealized, leading him to confront himself with the reality and the social context of reception.

Subsequently the children, on the basis of the shared educational project, are sent towards a path of literacy, schooling and professional training within the local school and training structures.

To guide them towards economic autonomy, internships and paid internships are planned with social services, training agencies and the Employment Center. As long as the children live in the community, the money thus received with the training internship is partly set aside to allow them to have a sum they can count on when they leave the community.

A housing autonomy project is also being launched, trying with the help of social services to rent a small apartment where to place the neo-adults up to 21 years of age, guiding them gradually, with a lighter accompaniment by the educators, to a management in full autonomy.

On the sidelines, children are also involved in cultural activities (theater of borders, social carpentry, ...), sports and recreational activities.

To promote in them the sense of active citizenship, various activities are carried out:

- it reflects on the link between rights and duties and on the rules of social life
- it takes its cue from a news event, from a television broadcast or from an article to discuss current events
- the life stories and experiences of children who have already passed through the community and who now live independently are used to reflect on the difficulties of adult life, on any mistakes that can be made and on the possibility of redemption
- their involvement in voluntary activities is promoted (eg in nursing homes for the elderly or in other structures) thanks to the collaboration with local voluntary associations; it promotes itself
- their lack of awareness of the social and political context of Italy and Europe is met with timely information related to specific questions and situations. On the other hand, no thought has yet been given to the construction of formal education courses for national or European citizenship.

A few months before the boy leaves the Community, an attempt is made to build a network of relationships around him (hearing any relatives or compatriots' friends already residing in Italy, but examining their reliability) to allow him to have more reference persons whom to turn in case of need and to help him take his first steps in the world.

3.2 Language and cultural sensitivity

The project guides young foreigners to use the Italian language as a vehicular language but has linguistic mediators and educators also of Arabic language.

4. Outcomes and results

4.1 Impact

The project is recent (it has only lasted 3 years) and has seen alternating 15 youngsters, divided into groups of six in simultaneous presence, plus some emergency beds at the request of the social services.

So far, the impact has been positive both in terms of the growth of the children and their inclusion in Italian society.

Good relations have also been established with all public institutions and local training agencies, despite the fact that the project was set up in Novara by a Cooperative born in Turin, with the need to make itself known and integrate into the new territory.

4.2 Effectiveness

The community model, the educational relationship "one to one" and the project of "increasing autonomy" were overall effective, even if they must be evaluated case by case because they also depend on the individual response of each individual child.

The foreign children who have so far passed into the community have all remained in Italy at the moment and, despite temporary periods of difficulty, have found a positive accommodation.

5. Weaknesses of the best practice / areas for improvement

The main weaknesses are of a financial and territorial nature.

Public funding is scarce, as in Italy the "Community Reception" projects, focused on small groups of children, receive a lower fee per child than the "Residential Educational Communities" (CER), which are larger in size for the number of children and educators.

However, we prefer not to increase the size of the project too much in order not to lose the originality of the educational path on "small groups" and on the "one to one" relationship.

At the territorial level, there is a need for coordination between all public and private bodies and associations that deal with the inclusion of migrants.

It is also necessary to implement the ability to involve and keep constant the commitment of the children in the agreed educational projects until their completion. Indeed, it is not always easy to keep their commitment and interest in the various activities planned in the educational project continuous.

1. PASS4YOU

Name of the initiative	Pass4you - Technical support for foreign children and voluntary guardians (referents for foreign minors) and social guardians (referents for new-age foreign children).
Name of implementing organization	ASGI, INTERSOS, with the support of Save the Children
Type of implementing organization	Voluntary and social promotion associations.
Country (region, municipality)	Italy, national territory
Year of good practice implementation and duration of the best practice (if applicable):	2020-2021 Currently being closed.
Target group aimed at:	Foreigners of majority age welcomed in Italy.
Funding	Within the "Never Alone" project, supported by banking foundations and private companies.
Summary: Support project for foreign neo-adults in obtaining the identity documents necessary for their regularization.	

2. Short description of the best practice

2.1 Main goals / purpose of the practice

The "Pass4You" project, promoted by INTERSOS and ASGI with the support of Save The Children, funded as part of the "Never Alone - for a possible tomorrow" initiative, it aims to help foreign children and their tutors (voluntary and social) in carrying out procedures related to the issue of passports by their countries of origin at the time of reaching the age of majority.

The possession of a passport or other valid identity document is, in fact, a fundamental prerequisite for accessing regularization in the host country after reaching the age of majority and for continuing the path of social inclusion of migrants. It is therefore the basis of every possible path of integration and for the conversion of the "residence permit for minors" into a "permit for work" or "permit for study", or "for awaiting employment" at the age of 18.

If the new adult is not in possession of his passport, he must contact the Consulate / Embassy of his country of origin to request it. The procedures and practices of the various Consulates / Embassies, however, are very changeable, complex and not very transparent as regards the requisites required, timing and costs. Waiting times are usually very long.

For this reason, it is essential to support foreign children in submitting the request for passport / certificate of nationality and in finding the required documentation as soon as possible.

2.2 Strengths of the best practice (e.g. scope, stakeholders')

The strength of the project is that it is conceived in a logic of “practical” support for children and their reference figures (voluntary and social tutors) in the delicate moment of the transition between the minor and the majority. If, in fact, the reception and protection are ensured until they reach the age of majority, then in order to regularize their presence, the newly-aged foreign children must be in possession of a regular passport.

Very useful are the practical guides, published in several languages, which explain, step by step, the procedures to follow to obtain the documents from the Embassies / Consulates of the different countries.

Also very useful is the legal advice service in problematic cases provided by the ASGI (Association for Legal Studies on Immigration) which has existed since 1999 and provides legal support, training for operators (educators, tutors, etc.) and participates in many local and national projects aimed at the protection and inclusion of foreign children.

Each support intervention is also aimed at promoting awareness of their rights in children, both as citizens of their country of origin and as residents in the host country.

3. Implementation

3.1 Activities

- Improve the information available on the specific practices of Embassies and Consulates, through the development and dissemination of dedicated information tools.
- Facilitate the logistical aspect regarding travel and hospitality in the main cities where the Embassies and Consulates are located (Rome, Palermo and Milan), by creating cards containing logistical information aimed at simplifying reaching the Embassies, and facilitating hospitality in the three cities.
- Provide legal advice from lawyers and legal practitioners ASGI members to resolve doubts on the practices of the diplomatic authorities of the various countries and of the police headquarters in the requests for requirements or in the procedures for issuing passports, attestation of nationality and on the interpretation or references of the Italian legislation and jurisprudence on the subject
- Facilitate access to Embassies and Consulates through the involvement of Save The Children's "Helpline Minor Migrants", a free and multilingual telephone consultancy service.
- Provide operational tools: 1) Guide to Passport Issuance Procedures and Nationality Certificate some of the main countries of origin of migrants present in Italy; 2) Logistic cards regarding travel and hospitality in the main cities where embassies and consulates are located.

3.2 Language and cultural sensitivity

The practical guide to administrative procedures for keeping documents of identity is divided into 15 cards, each dedicated to the procedures for applying for passports and the main consular certificates at the Embassies or Consulates in Italy of the following countries: Albania, Bangladesh, Costa d'Ivory, Gambia, Ghana, Guinea Bissau, Guinea Conakry, Egypt, Kosovo, Mali, Morocco, Nigeria, Pakistan, Senegal, Tunisia.

4. Outcomes and results

4.1 Impact

The program, which began on an experimental level in 2020, has had a largely positive impact in supporting new-age foreign children in the acquisition of the identity documents necessary to begin the regularization process in Italian society upon reaching the age of majority.

4.2 Effectiveness

Through the web pages dedicated to the project, a very large audience of newly-aged foreign children were reached.

Thus, we also began to clarify the procedures, sometimes not very transparent, of some Consulates / Embassies and to open a reflection on the difficulty of obtaining the identity documents of foreign children from the respective countries, even in the presence of all the certificates required.

5. Weaknesses of the best practice / areas for improvement

This is an experimental program that is about to close unless it is funded again. The weakness is therefore the lack of continuity and stability of the project over time.

On the other hand, its continuation would be necessary both for a continuous updating of the practical guides to change the procedures of Consulates / Embassies, and to keep attention on the slowness and discretion of the issuance of identity documents which negatively affects the regularization of new foreign children - over 18 years old.

Sometimes these procedures, in fact, even last for years. For the COVID emergency, the times have been further lengthened.

Furthermore, a whole world linked to "private agencies" remains unexplored which, for a fee, promise to initiate the procedures necessary to obtain documents, sometimes asking for very high sums and, in some cases, giving rise to real scams to detriment of migrants.

1. PIEDMONTESE REGIONAL OBSERVATORY ON IMMIGRATION AND ASYLUM RIGHT

Name of the initiative	PIEDMONTESE REGIONAL OBSERVATORY ON IMMIGRATION AND ASYLUM RIGHT
Name of implementing organization	IRES (Regional Public Body) IRES PIEDMONT is a research institute that carries out its research activity in the socio-economic and territorial field, providing support to the planning action of the Piedmont Region and other Piedmontese institutions and local authorities
Type of implementing organization	Established in 1958 on the initiative of the Province and the Municipality of Turin with the participation of other public and private entities, the IRES subsequently saw the adhesion of all the Piedmontese Provinces; since 1991 the Institute has been an instrumental body of the Piedmont Region. Legally, IRES is configured as a regional public body with functional autonomy governed by regional law no. 43 of 3 September 1991 and subsequent amendments introduced by regional law no. 3 dated 8 February 2016.
Country (region, municipality)	The project, born first for the Province of Turin, has been since 2016 extended to the entire territory of the Piedmont Region.
Year of good practice implementation and duration of the best practice (if applicable):	2001, start date Through successive transformations it is still ongoing.
Target group aimed at:	Public and private operators and bodies working with immigrants, refugees and asylum seekers residing in Piedmont (educators, tutors, social workers, etc.).
Funding	From 2001 to 2010 the Observatory was financed with public funds from the Region which are renewed annually. From 2010 to 2014 it was financed, through the MEDIATO project, by private funds from the Compagnia di San Paolo. Since 2014 it has been financed with funds from FAMI projects and with contributions from the Compagnia di San Paolo.

Summary:

The Observatory is a container of projects, a place of knowledge, comparison, participatory research and coordination for initiatives and projects on immigration and asylum law.

It is also a public service of information, training and qualified consultancy for Italian and foreign bodies, associations and citizens, operators in the sector on immigration and asylum law.

Its fundamental services are the FORUM (born in 2010) and the PORTAL www.piemonteimmigrazione.it (renewed in 2018).

2. Short description of the best practice

2.1 Main goals / purpose of the practice

The Observatory was born with the aim of:

- analyze and document the phenomena related to international migration in Piedmont;
- assess the impact of policies for social inclusion and non-discrimination of citizens of foreign origin to provide guidance and support to the Region, Local Authorities and to those interested in planning interventions in the sector;
- develop innovative policies and projects with which to deal with the various issues raised by migratory phenomena;
- provide information and training services for Italian and foreign bodies, associations and citizens, favoring the access and use of institutional and regulatory information through the FORUM with sections reserved for certain categories of users (recently also tutors) and through the portal www.piemonteimmigrazione.it
- consolidate the network between the Region, public administrations and private social organizations that operate in the field to create bidirectional information flow networks.

Through the www.piemonteimmigrazione.it platform, the Observatory guarantees a database and practical and validated information (thanks to the ASGI) on regulations and administrative procedures for constant updating on the subject aimed at all professionals.

The contents come from numerous projects of which IRES is responsible for the conception, planning, coordination support, administrative management and implementation of specific activities.

The Observatory also feeds the site of the MEDIATO project - *for professional updating in the field of immigration*, the site of the Prefecture of Turin (www.nuovicittadini-prefto.it), of the Prefecture of Alessandria (www.dastranieroacittadino-prefal.it) and of the project Lo Sapevi Che? (www.losapeviche.eu).

Within the various projects followed, more or less formal paths and instruments were also envisaged for the promotion of active citizenship aimed at migrants, refugees and asylum seekers, but still always in a national and not a European dimension. See above all the project "The State for New Citizens" coordinated by the Prefecture of Turin and the MEDIATO project.

2.2 Strengths of the best practice (e.g. scope, stakeholders')

The strength of the project is to be conceived in a network logic and to effectively and quickly transmit information and training courses on immigration and asylum rights, supporting operators in the sector and also associations of foreign citizens by promoting their autonomy and their social leadership.

The tools and practical guides relating to regulatory aspects, housing autonomy (CICSENE: organization of cooperation and local development that deals with the problem of housing and social habitat), support services for migrants (MAPP: geo-localized map with indication of services), inclusion and active citizenship (see for example the guide "Living, working, studying in Italy", produced by ASGI in addition languages).

3. Implementation

3.1 Activities

- Analysis of official statistical data relating to migratory phenomena;
- **Data collection**, information and documents relating to the activity carried out by the administrations;
- In-depth study of specific topics (eg insertion of refugees into work, housing autonomy, etc.) through the conduct of research;
- Involvement of foreign associations in the design of communicative information tools to ensure usability and dissemination of information by foreign users, also in terms of social leadership and education for active citizenship;
- Seminars and refresher training courses for operators;
- Qualified advice (online and offline) for public and private operators in which validated answers are provided by the competent institutions on the subject;
- Recognition and insertion of all the materials produced by the immigration projects managed by IRES Piemonte in the portal www.piemonteimmigrazione.it
- Maintenance and updating of the portal and linked sites;
- Production and making available of thematic cards, in-depth documents, multimedia material, descriptive and geo-referenced cards of services and good practices, project landing pages, research documents, programs and continuing education materials;
- Forum moderation peer counseling and comparison, for an active and informed virtual community of operators in the immigration sector in Piedmont, now also open to tutors and associations of foreign citizens.

3.2 Language and cultural sensitivity

Italian as the vehicular language of the forum and the portal. Many tools and publications are translated into multiple languages.

4. Outcomes and results

4.1 Impact

The Observatory, founded in 2001, has gone through various phases and even moments of crisis, due to political changes that have taken place in the region (2010-2014), but has survived because its impact in the information and training sector has had extensive awards from public and private entities.

The impact on the territory is also significant because it provides services and validated data and performs fundamental tasks, lightening the work of the institutions in charge.

Fundamental steps were the opening of the FORUM in 2010 and the transformation of the site into a portal in 2018.

4.2 Effectiveness

The forum now has more than 2500 members and effectively transmits validated information to the questions of operators in the sector.

The portal www.piemonteimmigrazione.it has one of the largest and best regulatory archives on immigration and asylum law.

Some materials are also addressed to associations of foreign citizens to promote their social and civil leadership.

5. Weaknesses of the best practice / areas for improvement

The lack of institutionalization of the Observatory and its dependence on FAMI and Compagnia di San Paolo funds are critical elements. A stable institutionalization by the Region would be necessary, considering that the Observatory is part of the activities of IRES, a regional body.

The management of the Forum and the implementation of the portal www.piemonteimmigrazione.it they are complex operations that absorb a lot of energy. There is therefore no time for other functions, such as the improvement of policies aimed at giving visibility and making the forum and the portal more known, involving more institutions in the area.

The systematization and deepening of the large amount of data collected and the detailed study of statistical data on immigration and asylum rights and related policies also need to be improved.

1. PARTICIPATION PROGRAM

Name of initiative:	Participation Program
Name of implementing organization:	UNIRE - Italian National Union for Refugees and Exiles
Type of implementing organization:	No profit
Country (region / municipality):	Italy (Rome)
Year of good practice implementation and duration of the best practice (if applicable):	2020-2021
Target group aimed at:	Young adult migrants and refugees
Funding:	8000 €
Summary: Within the Participation Program, UNIRE organizes focus groups in different cities to meet migrants and refugees providing trainings on active citizenship in order to promote socio-political integration and networking.	

2. Short description of the best practice

2.1 Main goals / purpose of the practice

The main goal of this practice is to improve the socio-political integration of young migrants and refugees into political processes and civil society in Italy. These activities are aimed at fostering autonomy and raise awareness on active citizenship by also promoting the opportunities offered by local communities. Eventually, it is hoped that such practices will help shift the current negative narrative on migrants and refugees.

2.2 Strengths

The strong point of this practices is that refugees and migrants are made aware of the opportunities they are being offered and think of themselves as real agents of change. Another important strongpoint is the peer-to-peer approach that helps new members to feel at ease in the process and the more experienced member to develop their skills further.

3. Implementation

3.1 Activities

Focus groups are held in different cities both with individual members and potential associations or networks that are informed by the opportunities offered locally and how to impact their local communities. Furthermore, Individuals are offered training sessions on empowerment and networking, as well as capacity building activities and coaching. The activities are implemented by migrants and refugees that have completed the same process themselves.

3.2 Language and culture

Members of UNIRE have different cultural backgrounds and nationalities, therefore the activities are held in Italian. This is done to make the practices as inclusive as possible, while also improve language skills of participants.

4. Outcomes and results

4.1 Impact

This practice has developed a network of four associations that cover the entire Italian territory. It has offered support and developed leadership skills, in order to give the chance for the voices of the members to be heard. For this reason, the association is now part of the group of experts of integration within the European Commission.

4.2 Effectiveness

The peer-to-peer approach has so far allowed young migrants and refugees to be agent of change themselves, this is considered a fundamental aspect for inclusion. This does not only strengthen the network of associations but also individuals that have been present in decision-making processes.

5. Weaknesses / areas for improvement

The main weakness is granting continuity which is affected by the lack of consistent and adequate funding. At the moment, the activities are carried out by members on a voluntary basis which is not sustainable in the long run. Furthermore, the lack of funding does not allow to hire staff, which eventually impacts the possibility to compete in European projects and calls.

The Netherlands

1. BOSSCHE SFEREN

Name of initiative:	BOSSCHE SFEREN
Name of implementing organization:	WEENERXL (WXL)
Type of implementing organization:	PUBLIC, LOCAL GOVERNMENT
Country (region/municipality):	THE NETHERLANDS, CITY OF 'S-HERTOGENBOSCH
Year of good practice implementation and duration of the best practice (if applicable):	JANUARY 2020 UNTIL DECEMBER 2022
Target group aimed at:	NEWCOMERS/MIGRANTS
Funding:	PUBLIC AND EU
Summary: Within the city of 's-Hertogenbosch we have developed a successful integration model binding all relevant partners within the city. We do this by using the Agora model (see also end of document) as an integration model for newcomers. The Agora model is a universal model describing 9 different spheres (domains) within society by looking at the buildings u can find in any town or city. These buildings are the places people come together and coexist with the other, integration takes place within these buildings (society as a whole is not graspable). In each building we can find different values and standards or rules we obey to live happily in peaceful together with each other. The buildings also give us a chance to chop society into pieces and work on integration one part at a time (or one building at a time). This way it's clearer what we mean by integrating into a new society and makes it more successful and graspable.	

2. Short description of the best practice

2.1 National context

WXL is committed to an integrated approach but....

- Language development insufficient (makes it more difficult to go to school and to work)
- Social participation low (threshold to participate is high)
- Do not know the written and unwritten "rules of the game". How does it work here? At school, at work, in society?
- Concerns / problems but also talents / ambitions sometimes frustrate license holders successful match in work / work experience places: expectations or too high (can't keep up with the work) or too low (want more or something else than what it is offered).

2.2 Main goals/purpose of the practice

Integration offerings are fragmented by organizations

- Integration offerings are fragmented according to parts of the issue: language (tube education) is separate from benefits (tube social affairs) is separate work (Ministry of Economic Affairs and Social Affairs and Employment) is separate from housing (corporations) of building networks, apart from trauma processing;
- We notice this first hand at WXL: organizations sometimes work (unintentionally and with the best of intentions) against the employment process.

Working from a single model for integration and employment guidance:

- All parties in the city have a place and function in the model;

- The model simplifies what often appears complex reality the license holders enter: model is also universal!
- Initiation in the Bossche spheres teaches the written and unwritten "Game rules" of NL. Strengthen the skills needed to manage to participate successfully in labor but also in other areas. Connects parties that sometimes work against each other;
- Provides enthusiasm (reduces resistance) in all who stand committed to the license holders.

2.3 Strengths

- With this project we were awarded the AMIF grant (lasts until December 2019)
- All the stakeholders in the city (institutions, volunteer-organizations, public services, museums, sport clubs, etcetera) join in this project. They are the hosts for the meetings in the different spheres;
- Newcomers are very positive about the project, they learn a lot and understand more about our habits, values and standards, they are less afraid of entering their new city and want to participate;
- Six groups (150 newcomers) have already participated in the project;
- There is a lot of national attention for this approach and project. We appeared in newspapers, business magazines, national radio program, congresses and seminars. We hope to spread the word across Europe.

3. Implementation

3.1 Activities

Integration into society is not graspable (what is society? where is society?). We split it up. Cut it into pieces or spheres. Integration is done within these different spheres of local society.

- The Spheres of the Agora model are universal and of all ages;
 - Within the spheres you can find the different ways (rules, standards and values) we, as a people obey to. This provides us an ideal starting point to discuss differences and similarities between newcomers and original inhabitants of 's-Hertogenbosch;
 - In this way we welcome the newcomers into our city, providing them information and knowledge about our standards, values and rules within the different spheres of our city;
 - We literally enter (visit) the nine spheres of the Agora model. (For example: the sports clubs, the churches, the museums, the city council, the public buildings (hospitals, libraries) and the schools)
 - There we start a Socratic dialogue with original inhabitants of 's-Hertogenbosch and newcomers
 - The Socratic dialogue is being led by discussion leaders. This way we try to achieve common ground: where do we differ from each other? where are the similarities?
- How can we live together with respect and understanding towards each other?



Explanation of the Agoramodel

Imagine you are in old Greece and you are standing in the middle of the old marketplace, The agora. It can also be the central square in Turin, Rotterdam, or Den Bosch or any other city. It's busy in the square. Around you there are walking businessmen, clergy, tradesmen, people who are shopping, and also you see a whole lot of different kinds of buildings. You don't know anybody and have no idea where to go. You feel like a little child in the big city. How can you find your way quickly in this new city? How do you prevent yourself from doing stupid things and how do you build enough character and personality to manage yourself on this square?

The art is to reduce the amount of buildings around you. Then maybe the world around you looks less complex. Try to reduce the buildings around you to their primary function. Then you will see there are only 4 kinds of buildings where you can live in: these are private houses (where you live in with your family or the private sphere), companies and shops (commercial buildings or commercial sphere), public buildings (libraries and hospitals for example or public sphere) and political buildings (townhall or political sphere). Within these four spheres you can play 4 different kind of roles. You can be the family man, the entrepreneur/employee, an engaged citizen or a political role.

Surrounding the agora there are four more types of buildings in which we usually spend less time and where we train ourselves to be successful in the four spheres mentioned above: in schools we train ourselves to take on a critical view by using science and philosophy, within religious buildings we search for the meaning of life and universal values, within the theaters and museums we train our imagination and empathy and in the sport arena's we train our perseverance, competition and sportsmanship. All this takes place within the ecosphere which is nature.

For a newcomer in a strange place this model can help them understand and participate in their new home and society. The buildings or spheres function as parts of society in which integration takes place. It binds all relevant partners together within a local network, and it facilitates targeting specific obstacles encountered within the spheres for successful integration, by addressing them one at a time and by listening to the needs of newcomers and citizens alike.

3.2 Language and cultural

The program is given in Dutch language.

4. Outcomes and results

4.1 Impact

Stimulate integration of newcomers/migrants within the participating cities of the partner countries.

Build strong, sustainable local networks for integration.

By using the Agora model collect needs from newcomers and citizens and develop and implement tailor made effective projects stimulating integration and overcoming obstacles within the spheres that are relevant and urgent for the partner cities.

Exchange knowledge, ideas and best practices between the partner countries and cities developed (or already existing) during the AMIF project.

Within the Netherlands: perfecting the Agora model project by setting up a one stop shop. A guidance place for newcomers within the centre of the model square.

Develop a product (an application for example) which inventories solutions for integration. It gives answers to which instruments can be used for which questionnaires you encounter as a city while integrating newcomers.

Disseminate the products, best practices and outputs of the AMIF project within the EU.

4.2 Effectiveness

300 license holders completed their trajectory at the end of 2019 (now 120):

- Stakeholders are involved (working together instead of opposing)
- Depolarization
- Intrinsic motivation (for both license holders and original inhabitants 's-Hertogenbosch)
- Really participate (barriers to participation in spheres are gone)
- Building a network
- Language improves (dare to speak)
- Enthusiasm
- Build trust

In terms of the number of participants, the project did not quite succeed in reaching its own objectives. A total of 90 people participated in the first module, 20 people in the second and 9 people in the third. By the end of the project, 6 participants had gone on to start a company.

- Refugees receiving benefits= 434
- Outflow= 167 which is 34,8%
- 88 by finding a job, 40 by starting an education, 39 for different reasons
- In comparison: The average outflow in the Netherlands is 10-12 %

5. Weaknesses / areas for improvement

- What topics do we address?
- Impose your own agenda?
- Guarding borders
- Politics / idealism: how do you remain objective?
- Different groups of FGMs (Syrians-Eritreans and others) the same number attention!

1. VIP

Name of initiative:	VIP (VLUCHTELINGEN INVESTEREN IN PARTICIPEREN) (English: REFUGEES INVEST IN PARTICIPATION)
Name of implementing organization:	VLUCHTELINGENWERK NEDERLAND
Type of implementing organization:	ASSOCIATION WITH REGIONAL FOUNDATIONS
Country (region/municipality):	NETHERLANDS
Year of good practice implementation and duration of the best practice (if applicable):	2018 - 2020
Target group aimed at:	NEWCOMERS/MIGRANTS
Funding:	COLLABORATION BETWEEN REFUGEES, MUNICIPALITIES, EMPLOYERS AND THE DUTCH COUNCIL FOR REFUGEES
Summary: In order to support more refugees in preparing, finding and keeping work that suits them, the Dutch Council for Refugees has developed the VIP methodology. VIP stands for Refugees Investing in Participation. A beautiful and important method, in which the Dutch Council for Refugees uses its forty years of expertise and experience to familiarize refugees with the labour market, and to connect them permanently to an employer.	

2. Short description of the best practice

2.1 National context

VIP (Refugees Investing in Participation) is a fund established by the European AMIF financed national project of the Dutch Council for Refugees. The project focuses on support of permit holders towards the labor market and / or training. The current VIP project (VIP2) will be carried out in the period from November 2017 to November 2020.

2.2 Main goals/purpose of the practice

VIP (Refugees Investing in Participation) is a national project, funded by AMIF, which is implemented in all five regional foundations of the Council for Refugees. The three pillars of VIP are:

1. Group training
2. Individual coaching
3. Practical experience

During the training it is the intention that participants take steps in the field of personal development (including self-knowledge, insight into competences and realistic image of professions in the Netherlands and self-confidence), gaining knowledge of the Dutch labor market (including gaining knowledge of the Dutch work culture), the drafting a CV based on the competences and skills of the participant, gaining job application skills, being able to keep a personal one pitch, increasing networking, and gaining practical experience, the various pillars complement each other. For example, the coach is present at the group training sessions and the first steps are already taken during the group training practical experience (via, among other things, company visits).

The following five principles form the basis of VIP:

- A. Working from a solution-oriented approach

B. Customization for all three pillars of VIP: in the training, in the individual coaching (coaching) and in gaining practical experience.

C. Attention to culture-sensitive working (attention to the role and operation of culture at home and in the workplace)

D. Combination of group and individual learning

E. Investing in the relationship between participants, municipalities and employers

2.3 Strengths

From the conversations with participants, labour coaches, municipalities, employers and project leaders are various active elements, such as those experienced at VIP, to emerged. These are related to the pillars and principles of VIP. It's alright in the group training: learning from each other/inspiring each other, coming into contact and practice (of conversations) with employers, the possibilities offered by individual coaching offers for customization. More transcendent, the realization of one's own strength comes as active element of VIP. Also, the use of the knowledge and the personal network of actors involved (such as that of the labour coach of the Dutch Council for Refugees) one of the active elements that emerged from the interviews.

The coordination between the actors involved is also an active element for this research forward. The short lines between the Dutch Council for Refugees, municipality and employer) contribute to better quality guidance for participants, say those involved.

Coordination between actors can prevent parties from working alongside each other and participants receive mixed signals. The extent to which this attunement takes place differs per municipality. In practice, although they regularly coordinate, the parties can still do so still differences in vision of sustainable labour participation (or the way to it). For example, a commune more quickly on a bread job than the trajectory that the participant (and the job coach and possibly also the employer).

Offering customization, practicing conversation training, investing in a network in the Netherlands, the previous research into VIP (and NVA work processes) 10 at issue.

The importance of learning from and inspiring each other as participants was also evident this exploration forward. And that it is important to be aware as a participant become of your own strength. It also emerged that it is important to use of the knowledge and network of those involved, and that it is important that actors interact with coordinate about the support and guidance of the VIP participants.

Other active elements from the previous study are in this study in more or to a lesser extent, such as: practicing language during the trajectories, getting to know companies, following an internship, trial placement or doing voluntary work, working on realistic expectations and a realistic choice of training, and invest in a network in the Netherlands.

3. Implementation

3.1 Activities

- Offer customization
- Practice with conversation training
- Practice with language during the programs
- Getting to know companies
- Following an internship, a trial placement or doing voluntary work
- Focus on work-oriented voluntary work
- Create realistic expectations for a job

- Working on a realistic choice of education
- Warm transfer to the municipality
- Investing in a network in the Netherlands

3.2 Language and cultural

The program is given in Dutch language.

4. Outcomes and results

4.1 Impact

What is the impact of project VIP and what are the experiences of those involved? Commissioned by the Dutch Council for Refugees conducted the exploratory work in March 2020, the Verwey-Jonker Institute research "On the way to work".

Participants, labour coaches, employers, municipalities and project leaders were questioned: What works well within the approach, what developments do they have seen and what areas for improvement do they suggest?

The research showed interesting results. Participants were not alone in the VIP process help your way into a paid job or internship, they also discovered that it plays an important role to get clear wishes and ambitions. Thanks to VIP participants got more insight into their own skills and they discovered what they wanted to develop further. VIP group training was experienced as an effective part. Participants learned from each other and inspired each other. The contacts gained with employers and practicing job interviews were valuable.

Results 2018 -2020:

Number of participants: 1.545

Number of involved work coaches: 415

Number of involved companies: 243

Number of involved municipalities: 93

Work fit in 6 months

VIP plays an important role in life of participants. Thanks to VIP they could prepare better for the Dutch labour market or following a course. Via group training, individual coaching and introduction participants worked on it in 6 months. Would you like to read more about the study "On the way to work"? Then take a look at: www.vluchtelingenwerk.nl/opwegnaarwerk.

4.2 Effectiveness

Participants tell also about their experiences with the group training sessions, with the individual coaching and gaining practical experience. During group training Participants, they say, learn, among other things, their skills and characteristics appoint, they acquire knowledge about what is customary in the workplace (including via role models) and they can practice conducting job interviews with employers.

Participants we spoke to look back positively on the individual coaching.

Partly because participants apply what has been learned in the group training sessions during the coaching.

Another reason is because the coach thinks along on an individual level, takes the time to guiding the participant and familiarizing the participant in the Netherlands.

5. Weaknesses /areas for improvement

There were some points for improvement by respondents in interviews. These range from the call of participants for more group training, and make more use of external knowledge in the field of career guidance in the field of education others, the group training courses, to better information provision to employers beforehand to a VIP collaboration and (in some situations) better coordination with the municipality with regard to the goal that a VIP participant is working towards.

1. WERKCLUB

Name of initiative:	WERKCLUB
Name of implementing organization:	WERKCLUB & BUZINEZZCLUB
Type of implementing organization:	PUBLIC/PRIVATE
Country (region/municipality):	NETHERLANDS
Year of good practice implementation and duration of the best practice (if applicable):	2017
Target group aimed at:	NEWCOMERS/MIGRANTS
Funding:	HALF FINANCED BY THE MUNICIPALITY, THE REST OF THE COSTS ARE FINANCED BY THE WERKCLUB, FUNDED THROUGH DONATIONS OF FUNDS
Summary: Participation: participation in society starts with language and is more than language. The Werkclub facilitates with training, role models, network and opportunities.	

2. Short description of the best practice

2.1 National context

The Werkclub approach consists of four phases:

- A preliminary process aimed at selection and intake
- Training courses aimed at language skills, employee skills, intercultural communication and drafting of a life and career plan
- Placement at the employer or start of training and continuous guidance, training and language lessons
- Growing to a new position with a (new) employer and promoting sustainability labor participation

Vision Werkclub:

Image of mankind: Every person strives for the true, beautiful and good.

Empowerment: You are responsible for your own future and your own learning process. The Werkclub shows the roads, the member determines the route.

Self-reliance: Focus on the talent, experience and purpose of the members. Independently as soon as possible be based on intrinsic motivation and a plan of action for the future with a focus on its ultimate goal and the acceptance that everyone starts at the bottom of the ladder.

Participation: participation in society starts with language and is more than language. The Werkclub facilitates with training, role models, network and opportunities.

2.2 Main goals/purpose of the practice

The Werkclub's methodology is based on a Theory of Change. This has been developed in collaboration with Utrecht University and SEO Economic Research. Input includes professional staff and motivated volunteers at physical locations. This provides throughput in the form of a group trajectory with intensive training, an individual trajectory under the personal guidance of a coach from the field, network activities and a membership for life. This way the members get more motivation, improved skills and a larger social network (output). The effect is outflow to work and

income, spillovers to children and family and a lower reliance on public services (outcome). The impact is higher labor participation, greater earning capacity through better utilization of human capital and lower social costs such as care, benefits and crime.

2.3 Strengths

Characteristic of Werkclub working method is the personal, optimistic and entrepreneurial approach with a focus on self-reliance in which the member and his/her dreams and talents are central, not the scheme and the budget. The members make their life plan under long-term and intensive guidance. Professionals and volunteers from the business world offer coaching and the network to make it happen. With a membership for life on top, this approach guides new Dutch people to a sustainable place in the labour market, even in the event of a setback or setback.

3. Implementation

3.1 Activities

The activities organized by the Werkclub consist of four phases. There are three or four activities per phase distinguished that are passed through successively or partly simultaneously.

PHASE 1

Phase 1 is all about selection and intake. The Werkclub has drawn up a registration profile for this (customer managers of) municipalities can use. Most important elements of this profile are language skills (A1/A2), integration completed/not completed, health, motivation (for participation and work). The extent to which and the way in which municipalities use the registration profile differs.

An information meeting is organized in one of the municipalities for beneficiaries of social assistance status holders in which they can register themselves for the Werkclub. In others municipalities are requested by the client manager to participate (whether or not on the basis of the login profile). Municipalities nominate potential participants to the Werkclub, after which trainers from the Werkclub hold an intake interview with the potential participant. This is an introductory meeting in which the motivation of the intended participant is also a topic of discussion. Selection for the Werkclub takes place after this interview. In theory someone still get rejected. In practice, almost all potential participants have proven suitable for the program. It is the intention that there is no involuntary participation. What can happen is that candidates may not simply withdraw from a trajectory at the Werkclub by the municipalities. It is also the case that the Werkclub in some cases first gets to work motivating members before starting the workouts.

PHASE 2

The training sessions start in Phase 2. This phase is aimed at preparing members for the Dutch labour market and to apply the preconditions for this. This phase consists of the parts:

- goal fit program (8 weeks of training (four days a week) aimed at improving language skills and drawing up a life plan);
 - job fit program (four weeks of training, four days a week) aimed at increasing employee skills, language skills and intercultural communication and the preparation of a career plan);
 - linking a member to a career coach (not mandatory). The career coach is a volunteer who completes the training as a buddy maintains contact with the member;
 - taking short vocational training to acquire basic knowledge or obtain the necessary certificates (as of application); (job application) interviews with employers or employer service point for placement.
- Only members with insufficient language proficiency (language level A0, A1 or A2) follow the target

fit program before they start the job fit program.

PHASE 3

In Phase 3, the Goal Fit and Job Fit programs have ended and a member is either working or looking for work. This phase is aimed at finding a starting job, from which the members can continue to grow. This phase exists from the parts:

- placement (application, trial placement, drawing up a personal development plan for productivity at the employer);
- set up job coaching (guidance on the first working day and then at least every six weeks, set up tailored coaching development goals);
- return days for job training and language lessons (1 day per week at the Werkclub).

The trainer of the Werkclub remains involved with all members after goal fit / job fit and strives to meet them at least once every on display for six weeks; the career coach meets with the member for one or two hours a week. Trainer and career coach also have regular contact with each other about progress. It is also possible that during the job fit program it appears that following a training course is better for a member the option is then to apply for a (start) job. In such a case, the training starts in phase 3 and both remain the trainer of the Werkclub as the career coach involved with the member.

PHASE 4

Phase 4 is aimed at finding a new position and the further growth of the member in the Dutch job market. The phase consists of the same parts as phase 3. The difference with phase 3 is that phase 4 is started with experience in the Dutch labour market. The starting position is different. The purpose of this phase is to grow the member towards the heart path and self-reliance in this and in all areas of life.

3.2 Language and cultural

The program is given in Dutch language.

4. Outcomes and results

4.1 Impact

More than 10 years of successful guidance! The expertise of the Werkclub does not stand alone. They have over 10 years of experience in guiding people with a distance to the labour market, including at the Buzinezzclub. Moreover, Werkclub team has a lot of knowledge, also in the treatment of soluble multi-problems. That is why their approach was declared "worldwide best practice" by the ILO (International Labour Organization of the United Nations) in 2019.

4.2 Effectiveness

The effect is outflow to work and income, spillovers to children and family and a lower reliance on public services. The members get more motivation, improved skills and a larger social network. Over the past ten years, the Werkclub's approach has led to the outflow of members from benefits to the labor market. The International Labor Organization (ILO) designated their approach in 2019 as worldwide best practice. Since 2020, the Goldschmeding Foundation has been supporting the Werkclub in upscaling the organization. The aim of this is to give many more vulnerable people a chance in a labor market that works for everyone!

For more insight of the effectiveness, you can search for testimonials:
www.werkclub.nl/testimonials/

5. Weaknesses /areas for improvement

There are a number of elements that are effective according to recent scientific insights for status holders guide you to work quickly and effectively, but has no place in the Werkclub's approach:

- Soon after (or even before) getting a status begin a combination of language teaching and learning job-placement. The Werkclub starts with candidates who already have a certain language level and often have been in the Netherlands for a few years.
- Involve employers in the design of the assessment of members' competencies (so that they can be included in the outcomes to believe). To the best of our knowledge, the Werkclub has no involvement of employers in the way in which the competencies of members are determined. That is why an important question is: what does the Werkclub do so that the employer has confidence in the competences of the member established at the Werkclub?

1. WIE BEN JE? (WHO ARE YOU?)

Name of initiative:	WIE BEN JE? (WHO ARE YOU)
Name of implementing organization:	MEERINZICHT
Type of implementing organization:	PUBLIC, COOPERATION BETWEEN 3 MUNICIPALITIES: HARDERWIJK, ERMELO, ZEEWOLDE
Country (region/municipality):	NETHERLANDS
Year of good practice implementation and duration of the best practice (if applicable):	2019
Target group aimed at:	NEWCOMERS/MIGRANTS
Funding:	PUBLIC
Summary: <ul style="list-style-type: none">- Outreaching approach with the client- Broad intake with help of uniform and appropriate diagnostics- Draw up and determination of plan of support with goals and appoint tailor made trajectories- Use own network and tailor-made programs- Use of appropriate manner of taking the lead by case manager	

2. Short description of the best practice

2.1 National context

- Outreaching approach with the client
- Broad intake with help of uniform and appropriate diagnostics
- Draw up and determination of plan of support with goals and appoint tailor made trajectories
- Use own network and tailor-made programs
- Use of appropriate manner of taking the lead by case manager
- An emancipatory vision, unique person

Examples:

- The customer gives direction to the support he needs ("Tailor-made care") and thus becomes the owner of his support plan.
- Both customer and customer manager / service provider take one equivalent position.

2.2 Main goals/purpose of the practice

Basic principles of full-time programs:

- Four days a week in a group
- Employee skills
- 20-week modular approach
- ONA and ONO
- Last 10 weeks always a combination with labour* or guidance to further education

*labour = work experience and workshops

3 main characteristics: ownership, power, motivation

2.3 Strengths

Successful points:

Collaboration with language providers and employment company:

- Deploying expertise of the language provider;
- We grant each status holder a full-time trajectory;
- Deployment of job / language coaching as a role.

General:

- Conceptual thinking and working;
- To have courage;
- Adjust during execution;
- Want to learn.

Key persons (everyday fixers, frontline workers, street-level bureaucrats):

- Broad function
- Customer needs
- Different types of key figures
- Durability
- New type of key figure.

3. Implementation

3.1 Activities

Main points of the change assignment for civic integration:

Civic integration at the service of a social task: everyone participates, preferably through paid work!

- Integrate and participate as quickly as possible
- B1, unless ...
- Civic integration as part of the broad social domain
- Coordinating role of municipalities
- Activating and relieving
- Simplification of the examination system (quality, effectiveness and enforcement)
- Broad intake and Plan for Civic Integration and Participation (PIP)
- Exemption is no longer possible
- Municipality responsible for purchasing integration lessons

3.2 Language and cultural

The program is given in Dutch language.

4. Outcomes and results

4.1 Impact

Holistic approach: looking at the whole human being.

4 areas:

- a: Body: diseases, restrictions, injuries
- b. Social: (voluntary) work, living, finances
- c. Spirit: diseases, cognitions, feelings, character, life-events, religion, culture

d. Social: family (system), informal support, relation with care system

4.2 Effectiveness

New integration system 2021, reason and purpose:

- Current integration stands alone
- There is no coherence between integration and participation
- System too complex and ineffective
- Civic integration success rates are low
- Too many newcomers dependent on social assistance benefits for too long

5. Weaknesses /areas for improvement

Learning points:

Collaboration in the region:

- taking initiative in implementation versus regional cooperation process

Show results:

- translating conceptual thinking into practice takes time versus political necessity for concrete short-term results

Deployment of customer managers:

- really different way of working (unambiguity) versus the autonomy of the customer manager

Pressure on customer managers and organization:

- the shop is open versus introducing a new working method

1. REFUGEE TEAM

Name of initiative:	REFUGEE TEAM
Name of implementing organization:	REFUGEE TEAM
Type of implementing organization:	SOCIAL ENTERPRISE
Country (region/municipality):	NETHERLANDS
Year of good practice implementation and duration of the best practice (if applicable):	2016 - present
Target group aimed at:	REFUGEES/STATUS HOLDERS/MIGRANTS
Funding:	SOCIAL ENTERPRISE, IN PARTICULAR FINANCED BY MUNICIPALITIES AND FUNDS
Summary: <p>Refugee Team is a Dutch social enterprise that focuses on integration through sports and culture. They support refugees in their integration and ensure that they themselves can take the lead in building a future in the Netherlands. From the start of their integration process to a good and suitable job.</p> <p>Through volunteering at sporting events, festivals and active workshops, Refugee Team offers refugees a place where they can participate from day one, practice the Dutch language and build a network. By actively working together, they get to know their participants well. This enables them to offer a suitable program in which someone participates in the Dutch society as quickly as possible.</p> <p>They have an innovative integration program, guide status holders to (volunteer) work or an education and advise municipalities in the field of integration. They also provide workshops and training on integration in the Netherlands and on diversity in the workplace.</p>	

2. Short description of the best practice

2.1 National context

Refugee Team supports refugees in their integration and ensure that they themselves can take the lead in building a future in the Netherlands. From the start of their integration process to a good and suitable job.

Mission of Refugee Team is to help refugees integrate faster and better in the Netherlands. They are convinced that refugees deserve a full place in the Netherlands. Moreover, they can make a valuable contribution to the Dutch society. Refugee Team cannot therefore bear to see that not everyone is actively participating. Among them there is high unemployment and little social contact with the Dutch. They think that could be better and they like to get out of bed every morning to help refugees!

Refugee Team is a social enterprise. This means that, just like any other company, they deliver a product or service and have a revenue model. However, making money is not the main goal. It is a means to be able to continue to dedicate their selves to their mission in a sustainable way.

2.2 Main goals/purpose of the practice

To help refugees to integrate better and faster in the Netherlands.

2.3 Strengths

Through volunteering at sporting events, festivals and active workshops, Refugee Team offers refugees a place where they can participate from day one, practice the Dutch language and build a network. By actively working together, they get to know their participants well. This enables them to offer a suitable program in which someone participates in the Dutch society as quickly as possible.

3. Implementation

3.1 Activities

- Refugee Team guides status holders on behalf of municipalities to volunteer work, training, an internship or work experience place;
- Refugee Team has an innovative integration program within the framework of the new Civic Integration Act, which will start in 2022;
- The Refugee Team has a Declaration of Participation Track (PVT) for persons obliged to integrate;
- The refugee team has a digital program in which they prepare status holders for their first step on the labour market within a few weeks;
- Refugee team connects refugees and Dutch nationals to expand their network and make new social contacts;
- Refugee team advises municipalities in the field of integration and civic integration;
- Refugee Team organizes workshops for educational institutions to teach students more about the themes of migration and integration;
- Refugee Team is part of various sports agreements and in that capacity helps refugees to work as a volunteer at a sports association.

3.2 Language and cultural

The language of our work is Dutch, but where necessary we make use of colleagues with a refugee background who can translate into another language.

4. Outcomes and results

4.1 Impact

With the various programs they focus on the professional development of the participants to ensure they make the move to the labour market.*

By measuring progress on 8 competencies per individual participant they monitor whether participants actually develop themselves positively. Based on this, they know to what extent someone is capable to take the step to paid work.

As many participants at the time of intake have a limited Dutch language level and self-image, it is difficult to learn the professional development by means of a survey.

That is why Refugee Team uses a score-card. A coach from Refugee Team assesses a participant per competence with 1 to 5 points.

The first assessment takes place when a participant is actively working for the first time, for example during voluntary work or in a workshop.

After 8 months (or one month after a participant progresses to paid work), the coach fills in the score card again. With this they get a good picture of the development on a professional level.
Impact 2020 professional development: average increase of 16% per participant.

Impact Empowerment:

In a focus group with participants, it was investigated what the main effects are of their work. In summary, here are like most important the following three effects emerged:

- Support / safety net: someone you can turn to / safety net / someone who listens / feels that things are going to be okay;
- Empowerment / direction / future perspective: being able to make your own decisions about a job that suits you.

Civic integration: language / customs / contacts.

These effects are aggregated into the "Empowerment" outcome that is measured by means of a retrospective questionnaire. In here assess participants on a 5-point scale for 8 different ones ask to what extent they are capable of, for example, thanks to Refugee Team are to solve everyday problems and have confidence in them their future.

Impact Video-Friends:

Video Friends: 862 in 2020

With the Video Friends programme, they have been bringing you since the first corona lockdown in an accessible Dutch way volunteers get in touch with newcomers through them on the basis of age and interest digitally for a period of at least 5 weeks to link together. They make weekly video calls based on nice theme cards about, for example, food, culture and hobbies. In 2020, a total of 862 Video Friends were linked together.

Impact for newcomers:

No less than 76% of the participants indicated little for Video Friends to have very little contact with the Dutch. This underscores once again the necessity of the program.

*For our impact measurement and impact areas, see website:

<https://refugeeteam.nl/sociaal-ondernemen>

Results and Figures 2020:

Program intake: 124 participants

A total of 124 participants entered the Refugee Team in 2020. This is a lot less than the target. Where the months of May, June, July, August and September normally for Refugee are the busiest months are due to the peak in the team event season in 2020 was the influx of new participants unfortunately less high than expected.

Sustainable paid work: 59 participants

59 participants have so far moved into paid work. Because the largest influx (51 participants) took place in the last quarter of 2020, this number will be in the first half of 2021 still add up. In addition, 14 participants started with a in 2020 internship or work experience place. 4 participants were also still in at the end of 2020 their trial period.

Video Friends: 862 participants

In addition to the regular programs, 862 participants were linked to Video Friends together. These are a Dutch volunteer and a newcomer who weekly video calling with each other on various themes. Getting started digitally: 57 participants

In addition to the regular services, Refugee Team (in the first lockdown) started a digital program to present status holders to prepare them for the step to work. 57 participants took part in this in 2020 along.

See:

<https://refugeeteam.nl/assets/refugeeteam/uploads/Impactrapportage-Refugee-Team-2020.pdf>

4.2 Effectiveness

It is clear that Refugee Team has a big range, 124 participants, sustainable paid work 59 participants, 862 video friends. A digital program to present status holders to prepare them for the step to work. 57 participants took part in this in 2020 along.

5. Weaknesses /areas for improvement

Refugee Team is always on the move and they continuously adapt their programs and services.

Spain

1. SERCADE

Name of initiative:	Sercade (servicio capuchino al desarrollo) https://www.sercade.org/
Name of implementing organization:	Sercade
Type of implementing organization:	NGO
Country (region/municipality):	Madrid/España
Year of good practice implementation and duration of the best practice (if applicable):	5 years
Target group aimed at:	African migrants without shelter
Funding:	Private funding
<p>Summary:</p> <p>The Sercade association was born in 2016 after 2014 when migrants began to arrive from the southern borders of Spain. The association is constituted to support African migrants who have no place to sleep, information or knowledge of the language to continue their new life in Spain.</p> <p>With the help of the Catholic Church (Capuchins) and volunteers they have begun to serve more people. With the pandemic, they have also treated African migrants who came from northern European countries to Spain.</p> <p>They carry out different activities to meet the primary needs of migrants.</p> <p>Project:</p> <ol style="list-style-type: none">1. Help migrants find a place to stay2. Give legal information to people with documents and without documents3. Language courses (Spanish) with different levels4. Help migrants to find vocational training courses and also to prepare for the secondary education qualification5. Legal support6. Urgent aid related to health and primary needs	

2. Short description of the best practice

2.1 Main goals/purpose of the practice

Objectives of **Sercade** (Cappuccino Service to Development):

The first step is to help migrant people of sub-Saharan origin who come to Spain from the southern border or from different routes until they can fend for themselves, since they do not know the language or have any information.

They are found a place to sleep and are provided with food, either in churches or temporarily sheltered in volunteer homes.

Legal aid is provided to migrants seeking to legalize their situation through volunteer attorneys.

2.2 Strengths

The main advantages are:

- It is a service that intervenes in an emergency situation
- Combine local volunteers with training with African migrants with direct knowledge because they themselves were in similar situations.
- Generates a support network that breaks the circle of vulnerability.
- It is a small, young, and very flexible organization that easily adapts to changes and needs that may arise.
- They are activists and people moved by solidarity values who fight for human rights

3. Implementation

3.1 Activities

The main activities are:

- Give immediate shelter to migrants through a network of spaces provided by the Church or through the homes of volunteers.
- Give legal training to migrants so that they know their rights and can start their regularization in Spain.
- Provide migrants with a reference space in which they can socialize and satisfy their basic needs.
- Give basic and advanced level Spanish courses, as well as look for professional training courses for migrants, and to obtain a secondary degree.
- Organization of sports activities, such as soccer, in order to raise people's morale.
- Accompany migrants with or without documents to health centres to obtain adequate health care.

3.2 Language and cultural

The services are provided in general in Spanish, French, and African language so that migrants can talk or share their experiences in their own language.

They come from different cultures and we do our activities with respect for their culture.

4. Outcomes and results

4.1 Impact

In Sercade, more than 1500 people are attended directly, but thanks to its activities and communication strategies it has managed to give media visibility to the situation of vulnerability of homeless Africans and, in general, to the community of sub-Saharan migrants, defending the universal right to a legal status.

Thanks to the continuous demand, it has been possible to help Africans who have arrived from northern European countries fleeing the effects of the pandemic and the situations of discrimination and vulnerability associated with it during the pandemic.

They have managed to get financial support from the Madrid City Council.

4.2 Effectiveness

The degree of effectiveness is high, because people who come to the centre in a situation of extreme vulnerability are listened to and supported by other people who know their culture and respect them, also providing material help and shelter, friendship, security and trust in the short term. and medium term.

5. Weaknesses /areas for improvement

Sercade is an organization that works with very low capital and few personnel, totally insufficient for the needs of a growing migrant population without resources.

Although work is being done on network integration at the national and international level, it is still closely linked to the Lavapiés neighbourhood where it is located.

6. Comments or observations

It is an organization that has humanitarian goals and is very open to meeting other organizations that work on migration and learning from their activities and their modes of operation to improve their aspiration to have a better world.

Share cultural and social information within organizations and create a network of activist organizations aimed at improving the living conditions of migrants.

1. Mutual support for ex-unaccompanied minors

Name of initiative:	Mutual support group for ex-unaccompanied minors
Name of implementing organization:	Centro Pastoral San Carlos Borromeo
Type of implementing organization:	NGO
Country (region/municipality):	Madrid/Spain
Year of good practice implementation and duration of the best practice (if applicable):	
Target group aimed at:	Migrant
Funding:	Church, private and public funding
Summary: The project of San Carlos Borromeo was born more than 25 years ago linked to the church. Nowadays, it is an association composed by the priest, volunteer and vulnerable people. Located in an underserved neighbourhood, its goal is to support vulnerable people. Currently, it is especially focus on migrants. Although the priest is the more visible person in the project, the organization structure is an assembly. They took the decisions together, including the people who use the services they provide. They have a shelter for young migrants in transition to adulthood, a soup kitchen, legal support, training... In general, they cover all the basic needs a vulnerable person can have. As part of their integral approach to vulnerability, activism is a key part of their goals. They foster demonstrations and enhance activities to raise social awareness on migrant situation.	

2. Short description of the best practice

The Mutual support group for ex-unaccompanied minors was created a couple of months ago. It is made up of associations that already work with migrants. The main associations are: San Carlos Borromeo, Raices, Red de acogida, El Olivar, Asociacion Exmenas et cetera.

The goal of this practice is to create a realm where the organizations can share knowledge and resources in order to give a better response to the ex-unaccompanied minors needs.

From the beginning, the participation of young migrants is an asset. The Mutual support group wants to give a better response by focusing on the migrants needs. Legal advice, accommodation, training, food, care economy and social awareness are the main activities they are going to implement.

2.1 Main goals/purpose of the practice

The main goal of this practice is to increase the effectiveness of the activities developed for the associations that are part of the Mutual Support group.

By sharing knowledge and experience they can find a more accurate response to the young migrants needs.

At the same time, the associations multiply their capacity of raising awareness in the society and in the administration.

2.2 Strengths

Main strengths:

- The associations involved are very solid in migration issues
- The migrants themselves are part of mutual support group from the beginning
- Acting together, associations can be much more efficient
- The goals are not only to address physical needs but also psychological ones
- Meetings and celebrations are an important part of their activity
- Together they multiply the impact of their actions
- They work as a lobby in defence of migrants' rights with the administration

3. Implementation

3.1 Activities

The main activities are:

- To create a common knowledge among associations of the migrant needs
- To think on global response to the issues
- To give a more efficient support to the people in need.
- To share resources.
- To give emotional support to vulnerable people.

3.2 Language and cultural

The services are provided in general in Spanish, but as the volunteer are also migrants, they can talk or share their experiences in their own language.

4. Outcomes and results

4.1 Impact

The expected impact is very high, because all the organizations involved in the practice target a lot of population. In the mid-term, the associations hope to improve the efficiency of their support thanks to the possibility of finding solutions together.

4.2 Effectiveness

As the mutual support group was created a couple of months ago, it is very early to evaluate the effectiveness. For the moment, they are achieving to increase the number of associations that want to be part of the group.

5. Weaknesses /areas for improvement

The mutual support group is still a very informal kind of association (in fact, it is a group of associations), therefore it is based on voluntarism more than in a proper structure. As people who are collaborating in the mutual support group are already volunteers in their own association, it is difficult to predict the sustainability of the activity. At the end, to put a new practice in place requires time and commitment.

The targeted vulnerable people, young migrants in transition to adulthood, are not always willing to commit to this kind of mid/long term initiative.

6. Comments or observations

It can be a good practice but it still needs time to consolidate

1. Red Inter-Lavapiés

Name of initiative:	Red inter-Lavapiés http://redinterlavapiés.blogspot.com/
Name of implementing organization:	Red inter-Lavapiés
Type of implementing organization:	ONG
Country (region/municipality):	Madrid/España
Year of good practice implementation and duration of the best practice (if applicable):	11
Target group aimed at:	Migrants
Funding:	Private donations
Summary: The Inter-Lavapiés network organization began its journey in 2010 in the Lavapiés neighbourhood, in the centre of Madrid, from people who were part of other existing groups, both local people and migrants, in order to work and do activities together in the specific territory of the neighbourhood. It is made up of volunteers and its objective is to form a common front in defence of vulnerable people in the neighbourhood, particularly migrants. Projects: The collective Valiente Bangla , a member of the Network, groups together people from Bangladesh working with the original people of that country residing in Madrid, in all cultural, social, and economic aspects. During the pandemic they had an active food bank for migrants and locals. Senda de cuidados and Territorio Dom'estico , other groups, is dedicated to providing training to migrants in the field of care, as well as to dignify the work of care. Inform migrants about legal and sociocultural aspects of the Spanish environment. Language courses. Social support and accompaniment Primary aid Be in the fight against borders	

2. Short description of the best practice

2.1 Main goals/purpose of the practice

Objectives of the inter-Lavapiés network:

The main goal is to help migrants from different countries who arrive in Spain or local people in need, starting from a horizontal support network of which migrants and locals are part.

Empowering migrants by raising awareness on their rights and values, as well as providing them with tools for social and labour insertion.

Generate a network of mutual support that allows migrants to break their isolation and isolation.

2.2 Strengths

The main advantages are:

- Different groups and individuals that are working together for a common goal.

- Its territorial dimension that seeks to generate social ties within the neighbourhood in which the migrants live.
- Organizing activities for different groups mixing migrants and local people.
- Addressing problems from a direct relationship with and between migrants.
- Bearing an awareness of the political dimension of the struggle for an equalitarian society.
- It is a small group, but it comprises a great diversity of people and modes of action, always flexible to adjust to new needs.
- They continuously and imaginatively experiment with modes of learning and collective work.
- They are open to working with other networks and associations.
- They successfully help immigrants to find jobs.
- They generate networks of volunteers to accompany migrants when necessary.

3. Implementation

3.1 Activities

Their main activities are the following:

- Legal information courses and workshops.
- Spanish courses at different levels.
- Basic and practical computer classes: office, how to make a cv.
- Social mediation.
- Activities to promote socialization and friendship.
- Food banks and “resistor boxes” during the pandemic for both migrants and other vulnerable communities.
- Accompaniment of immigrants to the health centre and administration offices.
- Translation service into different languages.
- Accompanying migrants in court.
- Campaigns to raise awareness and make visible the situations of injustice and vulnerability that affect many residents of the Lavapiés neighbourhood.

3.2 Language and cultural

The activities and services are in different languages such as Spanish, Bengali, Arabic, French or Wolof which give importance and respect to the cultures of the migrants who are collectively and who are the object of the aid.

Some activities are done different languages

4. Outcomes and results

4.1 Impact

The activities of the Red inter Lavapiés directly and indirectly affect the lives of the most vulnerable members of the Lavapiés neighbourhood, extending its action to many individuals who are not directly connected to it.

Thanks to the activities and campaigns of the inter Lavapiés network, it has been possible to give media visibility to the situation of vulnerability of the most disadvantaged communities, such as domestic workers, the community of Bangladesh and, in general, migrants from different countries, defending the universal right to a regular legal status.

The network is connected with different organizations in order to get support and service for the migrant population that lacks the conditions of a stable life (legal-documents-home-work-food).

4.2 Effectiveness

The network eases the coordination of efforts and communication between the different groups and associations intervening in the Lavapiés territory in such a way that migrants who come to the centre of Madrid and are in a situation of extreme vulnerability can have access to the specific help they need in their own context, encouraging an identification with the space in which they live .

5. Weaknesses /areas for improvement

The Inter Lavapiés Network, being an association of associations, lacks its own infrastructures except for a small office, neither it has fixed budget or personnel that is not voluntary.

6. Comments or observations

The members of the Red inter Lavapiés, by their very nature, are always open to meet other organizations, both from Madrid and from other parts of the world. They are used to co-organizing and sharing their activities with other groups and organizations.

1. Observatorio Jeannet Beltran

Name of initiative:	Observatorio Jeannet Beltran https://www.derechosempleodehogar.org/
Name of implementing organization:	Senda de Cuidados
Type of implementing organization:	ONG
Country (region/municipality):	Madrid/Spain
Year of good practice implementation and duration of the best practice (if applicable):	From 2010 to nowadays
Target group aimed at:	Migrant domestic workers
Funding:	Private funding
Summary: Asociacion Senda de Cuidados was born in 2010 as a response to the economic crisis that exploded in 2008. The Association is composed by migrant and local people. At the beginning, the goal was to support migrant domestic workers who lost their employment and, therefore their legal status in Spain was jeopardized. Over time, it has spread its goal towards labour rights and political activism, especially on domestic work and care economy, with a feminist perspective. Currently, the main projects are: 1 Care training school: the targets are legal or undocumented migrant people. In this informal school they learn the skills and labour rights on domestic and care job. 2. Job intermediation: The Association mediates between employers and domestic workers in case of any labour problem 3 Observatorio Janet Beltran: support to people that have suffered violation of their labour's rights in the domestic job. 4. Citizen awareness to create a culture of care not focus on women and exploitation. Care is a right for everyone.	

2. Short description of the best practice

2.1 Main goals/purpose of the practice

The best practice is Observatorio Jeannet Beltran, that is named after the death of a domestic worker in 2014 due to the change of the public health system law, that regulated the undocumented migrants who have no right to the public health system.

Its goal is the vindication of the labour rights of domestic workers. Its main task is the support and training in legal questions, with a feminist and activist perspective. They also give legal advice in labour demands.

The current pandemic has especially hit the collective of domestic workers, that was in a very vulnerable situation even before of COVID-19. The Observatorio has given visibility to this situation and it has been very active trying to find job opportunities for people who have lost their employment last year. They have claimed for governmental economic support for domestic workers who couldn't work during the lockdown.

This Observatory has played a very dynamic role in the transformation and activism of the domestic worker collective thanks to the school of political training in care. They approach the care economy from a perspective of social justice, feminism and diversity, including LGTB care needs.

Throughout this practice, they look for the creation of a social and political imaginary of care economy.

2.2 Strengths

The main strengths of this practice are:

- It is an initiative developed by domestic workers for domestic workers. That means that the member of the association and the beneficiaries share problems, therefore their activities are very well focus on the real necessities and demands of domestic workers.
- They have become a support network that can break the circle of vulnerability.
- Throughout the activities they imagine and design the future they want to have.
- It is a small organization, very flexible and easy to adapt to all the needs and demands that can merge.
- They are activist. They look for political agency.
- The association collaborates with national and international associations, especially from Latin America.
- Roster of domestic workers.

3. Implementation

3.1 Activities

The main activities are:

The political training school of care, in which migrant domestic workers become aware of the impact of the care economy in the current society and its transformative capacity. They also learn which are our rights as domestic workers and citizens.

On the other hand, the Observatorio has lawyers that advise the domestic workers in the defence of their rights. They also support the domestic worker in legal labour demands.

Another interesting activity is the focus on the LGTB community care. They cover elder or sick LGTB people with specific demands.

Finally, we underline the focus on activism and visibility. Demonstration and public presentations of the domestic workers vulnerability situation, has woken the social awareness of this collective that is traditionally considered as having a secondary role in the society, although in fact, they play a crucial role for the society. Pandemic has showed how important is the care to have a healthy society.

3.2 Language and cultural

The services are provided in general in Spanish, but as the volunteer are also migrants, they can talk or share their experiences in their own language.

4. Outcomes and results

4.1 Impact

The Observatorio has more than 300 people involved in their activities. However, as it is a very dynamic association, it has got a lot of media visibility on the vulnerability of this collective and create a social awareness of domestic workers rights.

Thanks to the vindication spirit of the practice, they have got the governmental economic support for the domestic workers that have been fired during the pandemic.

At the same time, the Observatorio has created a feminist and empowerment awareness among the domestic workers. They have become the change they want to be. They claim for the social acknowledgement of the care economy.

4.2 Effectiveness

The effectiveness is very high, because the domestic workers who come to the Observatorio feel themselves listened and supported by people who have lived the same experiences, but with the tools to resist, grow and transform themselves and the social imaginary.

5. Weaknesses /areas for improvement

The lack of economic resources and the hard migration policy, make very difficult to respond to specific demands. More resources could improve the support for extreme necessity situations.

Although the Observatorio works with other associations, their members are still rooted in the neighbourhood where they are located. They would like to multiply the impact by attracting people from all the city and spreading to other regions in Spain.

6. Comments or observations

Senda de cuidados fights for the transformation of the social conception of the care economy. It dignifies to the people who provide the care but also to the people who need care. Vulnerability is considered as a positive quality that make us to depend ones upon the other. Therefore, the care creates community.

The fact that the Association has been created by migrant domestic workers is already an example of empowerment and the awareness of their strength.

The Association looks for political agency that goes further from specific situations. They look for a social transformation where economy of care becomes the pillar of the society.

1. Kif Kif - Among equals

Name of initiative:	Kif kif – Among Equals https://kifkif.info/
Name of implementing organization:	Kifkif
Type of implementing organization:	NGO
Country (region/municipality):	Madrid/Spain
Year of good practice implementation and duration of the best practice (if applicable):	19
Target group aimed at:	LGBT Migrants and asylum seekers
Funding:	Private and public donation
Summary: Kif Kif organization started in 2002, being founded by LGBT immigrants in Spain in order to improve the situation of this community and, specially, the Trans* and the HIV+. They are very active in the defence of LGBT rights in Spain, participating in the network of LGBT organizations. Projects: SERMEDI: Intervention for increasing the social and cultural integration of LGBT migrants and asylum seekers. Colegas +: Health care program for HIV people and Support workshops. Cuídate +: Rise-Awareness about HIV prevention. UDC: Employment Integration for LGBT migrants and asylum seekers.	

2. Short description of the best practice

2.1 National context

They work at a regional level (Madrid) mainly and attend online enquires from all over the world.

2.2 Main goals/purpose of the practice

The main aim of KIF KIF is to provide help and support to LGBT migrants and refugees in Spain, especially people who are HIV+ and to fight for the rights of LGBT migrants and refugees on the legal and political arenas.

To support the LGBT migrant community to meet and socialize with local people and to inform about LGBT rights in Spain, since most of them come from countries without any legal protection or in which there are laws against them.

2.3 Strengths

- Providing with a secure space
- Direct relationship with other migrants and workers from their own country or culture
- Confidentiality
- Professional approach. They are activists and professional workers at their job
- Integral intervention

- Flexibility with regard to the different needs of LGBT immigrants
- They are always active for new information and learning
- Activities and workshops specialized on LGBT issues
- Network connections with other LGBT associations in Spain as well as with the City council, regional authorities and the Ministry of equality and migrants' administration
- Support to find a job

3. Implementation

3.1 Activities

- Social Intervention
- Health care orientation
- Legal advice
- Employment orientation
- Psychological support
- Socialization groups
- Events, campaigns and workshops to rise-awareness of the human rights of LGBT people and reporting hate crimes against them.

3.2 Language and cultural

To organize and develop activities in the different languages of migrants and refugees implemented by social workers of their own culture, having special care for LGBT principles, as well as respectful use of language.

4. Outcomes and results

4.1 Impact

They are attending approximately around 3000 thousand LGBT people per year.

They strive to provide services that meet LGBT migrants and refugees' specific needs which are not covered by other organizations.

Their impact on the HIV+ migrant and refugees' community are remarkable, since they are particularly vulnerable and need a specialized attention.

4.2 Effectiveness

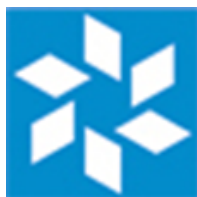
They try to respond to each case in individual terms, giving the people who come to them the information or the resources they need. They make a special emphasis on the capacitation, development, autonomy and self-care of each individual.

5. Weaknesses / areas for improvement

- Financial resources: they need a more stable economy in order to plan strategies and expand to other Spanish regions lacking this sort of service.
- They should work more on the side of the non/LGBT migrant community in order to avoid homophobia

They should provide courses to other organizations which are working with LGBT communities but do not have any knowledge about their specific needs nor the way to deal with them. Very often, social workers of other non-LGBT organizations bear homophobic or disrespectful attitudes.

Partners



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