



Intercultural Trialogues - Bridging Migrants, Youth Centres, and Civic Spaces

Erasmus+: Key Action 2 – Small-scale partnerships in Youth
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The project in brief

The project aims to challenge the exclusion of young migrants, refugees & asylum seekers from youth centres and youth organisations through a youth ambassadors' program, a manifesto for more inclusive youth centres, research and a publication for youth centres to improve their accessibility to migrant communities - ultimately empowering migrant communities to engage within the social, political, cultural and educational opportunities provided by these spaces.

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Introduction to the Comparative Index

on Youth Work with Young Migrants

The comparative index on migrant youth work is a tool which helps us to explore the active involvement of migrants in the youth work sector, how much encouraged they are to participate, how much we are focusing on their empowerment and how much support they actually receive from the sector. Considering the different forms of youth work in combination with the many different settings where it takes place, one single Index that is applicable to all kinds of youth work activities neither exists nor can be constructed, but still it is necessary to try to analyse, compare and contribute to the sector development and assessment.

The index hopes to reflect on the provision of youth work and opportunities specifically tailored for young migrants in the EU. We believe that to invest in migrant youth participation is necessary to guarantee the quality of intercultural youth working and the youth working inclusivity. By that, the index can be a valuable baseline for youth workers, youth leaders, policy makers and civil society in general to start a discussion about the important role of migrants in youth work and the need for migrant oriented solutions to foster an overall inclusive and diverse youth work sector.

This index contains:

- An exploration of the different contexts of youth work, intercultural youth work, and migration within Italy, Cyprus, Germany and Ireland.
- Good practices in the use of youth work for integration of young migrants, 'intercultural youth work'.
- The outcomes of our survey and focus groups.
- Conclusions upon our research and initial recommendations.

How we developed this index

Each partner in this project engaged with young migrants and youth workers, developed the index in the form of a focus group or a survey, and supplemented this with desk research. The desk research was informed by the information received at the focus group/survey stage and is represented in this document. The key outcomes of the focus group are also available, annexed to this document. As the project partners are diverse in terms of geography, focus, and access to target groups, we hope this document is able to compare and contrast emerging youth work sectors with highly institutionalised youth work sectors and to then explore what is working

best for migrant communities in these contexts.

Intercultural Work within the Youth Sector

Youth Work

Youth work covers a wide variety of different types of activities developed by and for young people. The nature of the activities can be either social, cultural, educational, environmental and/or political, and they can be multidisciplinary as well. It is based on

non-formal and informal learning focused on young people and voluntary participation in order to share knowledge and skills (Council of Europe 2022).

According to the Council of Europe: “Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people’s active participation and inclusion in their communities and in decision making” (Council of Europe 2022).

Although youth work across member states is supported by EU-funded programmes, each country sets its own legal framework and policies which leads to different levels of support and expectations from youth work services and programs. In Ireland, youth work is supported by a national legal framework that states the provision of youth work programs and services and recognizes that primary providers of youth work are voluntary organizations. In Italy, youth work is not defined in any national law, rather youth work is supported at the regional or local level and the third sector acquired a pivotal role in managing youth work. In Cyprus, the recognition of youth work is an emerging policy field. However, no legal framework has been set yet and there is a limited understanding of the idea of youth work, with lack of space for its provision or development. In Germany, youth work corresponds to principles laid down in the Constitution and is carried out as part of the child and youth services system. In addition, youth work is organized and financed at the local level.

Intercultural Youth Work

Regarding intercultural youth work, it’s quintessentially a way of working with young people from different cultural backgrounds in order to promote and support social harmony. With proactive engagement from all the sides involved, it ensures the creation of an open cooperation network where respect and understanding are paramount (NYCI n.d.).

The National Youth Council Ireland recognizes 12 steps for good intercultural youth work, namely:

1. **Organisational review** – gather up information about the local intercultural reality and assert what kind of resources the organisation has to engage with different cultures, ethnicities, religions, etc. The organisation should reflect the cultural diversity of the community;
2. **Space and environment** – build a safe, comforting and approachable youth organisations for all;
3. **Staff and volunteers** – attitude and commitment – provide guidance and knowledge about interculturalism to the people involved in the organisation;
4. **Responsibility for Interculturalism assigned in your organisation** – a specific role

one or several people in the organisation should have to promote interculturalism;

5. **Involvement of youth** – guarantee the participation and involvement of young people from different cultural and ethnic groups;
6. **Group contract** – fundamental set of rules to run the youth work organisation;
7. **Activities** – develop adequate activities for the target group;
8. **Networking** - build relationships with local stakeholders;
9. **Policy development** – create a policy roadmap for the organisation to follow;
10. **Resources** – develop useful resources for intercultural youth work;
11. **Monitoring and evaluation** – lead needs analysis and follow-up regularly to monitor what the young people want and need from the organisation;
12. **Mainstreaming** - review of existing youth practices to determine if cultural diversity has been planned for and embedded in all aspects of your groups' activities (NYCI 2011).

These steps work as guidance for any youth service or project aiming to be an inclusive space and service, to reach local young people, and create a welcoming space for them (NYCI 2011).

Good Practice Examples of Intercultural Youth Work

Some good examples of promotion of intercultural youth work are the *Taking the Initiative on Intercultural Youth Work* seminar in 2008, *Ethics Works* project in 2018, the *Intercultural Competence for Youth Workers* between 2019 and 2020, the *Getting ready for the job-market and job opportunities* mentor's workshop in 2019,, *Captain Culture* project in 2010, *JAMMIN: Joint Artistic Methodologies for Migrants' INclusion and INtegration*" KA2 project was run between 2019 and 2021.

The seminar *Taking the Initiative on Intercultural Youth Work* was organised by the National Youth Council of Ireland (NYCI) to mark Intercultural and Antiracism Week and was one of the NYCI's activities for the European Year of Intercultural Dialogue 2008 (NYCI 2008). The objectives of this seminar were to underline the need for an intercultural strategy for youth work and to bring mainstream youth organisations and minority-led organisations to work together and alongside young people. In that way, the participants were able to share their stories, their fears and concerns, and to identify what is there to be done when it comes to intercultural youth work (NYCI 2008).

- **What was learned?** The final report made suggestions for youth organisations to do effective Intercultural youth Work. Under six main categories -training, information sharing, representation, resources, policy and structures-, the report emphasised the cooperation between youth organisations, with the media, with young people from different cultural groups and policy makers
- **What was the innovation?** The seminar included a World Cafe Discussion where youth organisations, minority ethnic- led youth groups, intercultural organisations and statutory bodies gathered and agreed on the main opportunities, challenges and their roles to fulfil to support intercultural strategy on youth work.

Ethics Works was a KA3 Structured Dialogue of the Erasmus+ programme about "Ethical Practices in Intercultural Youth Work" held in 2018, organised by The Institute of Cultural Affairs, Autismo Sevilla, and European Students Forum (AEGEE) in Spain and Restarter from The Netherlands. This project aimed to connect with and form new relationships among youth changemakers and diaspora leaders from the Netherlands and Spain, and to develop a sense of community and social responsibility towards combating unethical practices (ICAI Winds and

Waves 2019).

- **What was learned?** The event introduced a multicultural understanding of ethics, its use and the perception of unethical practices and corruption within youth intercultural work.
- **What was the innovation?** A “Say No” tool kit was created for enhancing ethical practices within democratic life. In addition, a Youth Ethical Hub was made to dialogue about Ethical Practices in Intercultural Youth Work.

The project *Intercultural Competence for Youth Workers* was run a hybrid training for 14 months -between 2019 and 2020- and involved four organisations from Finland, Spain, Belgium, and the Netherlands. It aimed to improve youth workers’ intercultural ability to create spaces where young people feel accepted, safe and not discriminated against. The objective of the project was to use sports and physical education in youth work as a method for increasing social inclusion and intercultural awareness. Thus, youth workers were trained in inclusive methods and intercultural competence.

- **What was learned?** The project recorded and tested activities aimed to teach youth workers and leaders in sports and physical education to be culturally competent, namely, this means to have groups that bring people together, no matter their origin, background, beliefs or economic status . Later, they were bring together in the toolkit “Intercultural Competencies for Youth Workers”
- **What was the innovation?** The project was an opportunity to realise the potential of hybrid training sessions to cover the topics of cultural competence and impact of cultural identity in youth work.

The “*Getting ready for the job-market and job opportunities*” employment mentorship workshop for refugees in 2019 was organised by the European University of Cyprus and was attended by a group of unemployed asylum-seekers and refugees in Cyprus. The main aim of this workshop was to facilitate their integration in the local society.

- **What was learned?** The workshop covered a wide range of topics related to the job application process, including creating a resume, getting prepared for an interview, and how to perform both before and after the interview.
- **What was the innovation?** Young asylum seekers and refugees who attended the program got the chance to share their stories and discuss how to get beyond obstacles to employment. Participants had also the opportunity to talk about difficulties specific to their situation, such as legal and policy limitations on their working rights or their emotions that they are not welcomed at work because of their status, religion, or colour. The goal of these series of workshops was to facilitate their integration in the local society. (UNHCR, 2019)

Emphasys Centre and the Cyprus Refugee Council are implementing a series of *free trainings for refugee and asylum seeker women* in the context of the project ENGAGE co-funded by AMIF. The workshops started in April 2022 and are still ongoing. Also, the workshops' objectives are to promote the development of key employability skills such as soft skills and digital skills, but to also promote the integration of refugees and migrants into the host society. As part of the programme, learners have the possibility to take part in a Job Shadowing Scheme related to their background which will give them the opportunity to gain first-hand experience in the job market.

- **What was learned?** The workshops cover a wide range of topics related to digital and soft skills.
- **What was the innovation?** Apart from the development of key skills, learners have the opportunity to gain first-hand experience in the job market and promote their integration in the host society through various activities.

The *Captain Culture* project in 2010 was created as part of SALTO's TOT – Training of Trainers and was later developed having in consideration the needs of Politistiko Ergastiri (Cultural Workshop) in Nicosia (Cyprus) and its network. The main aim of the training was to empower and train youth workers on how to deal with cultural diversity, as well as on how to discover and work with identity. Furthermore, the training course aimed to encourage youth workers to work with concrete aspects of cultural diversity and its integration into youth work focusing also on how to embrace creativity.

- **What was learned?** Through the training course, youth workers became aware of the importance of culture and the influence it can have on a person's behaviour and identity. The knowledge and competence in key concepts of intercultural learning and life-long learning with young people were also developed. Furthermore, the importance, possibilities, and obstacles of cultural diversity were also discussed as they are all crucial to be aware of when organizing international youth projects or other youth projects involving ethnic minorities. Lastly, youth workers exchanged best practices within a multicultural environment.
- **What was the innovation?** The training course provided the youth workers with tools, activities, and strategies for the improvement of youth work on a local level focused on cultural diversity. An informal network of youth workers and youth leaders between the EU partner countries was also developed having identified common criteria and approaches for follow-up projects and initiatives developed on this training course (SALTO, 2010).

The “*JAMMIN: Joint Artistic Methodologies for Migrants' INclusion and INtegration*” KA2 project was run between 2019 and 2021. The main goal of the project was to develop capacities of youth org and youth workers to work with young migrants/refugees by using arts as a tool for social inclusion and to develop new innovative approaches combining non formal education methodologies with artistic tools (theatre, poetry, storytelling...) in different learning contexts (formal and non formal).

Through this cross-sectoral approach the partners of the project (Italy, Spain, Belgium and Macedonia) aimed at reaching young refugees and migrants and to empower them to be proactive recognized actors in local communities, changing existing negative narratives into positive ones.

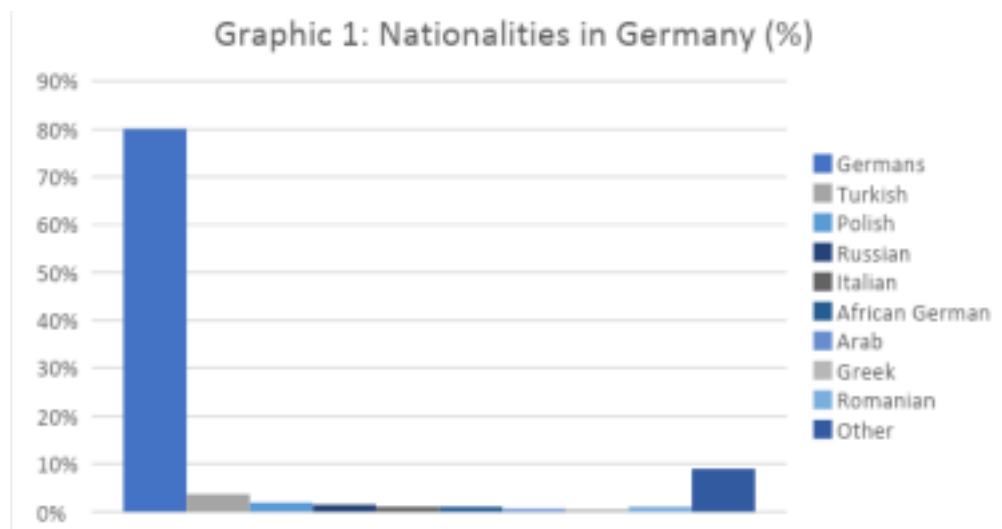
- **What was learned?** The people involved learned to explore the complementarity of arts and NFE tools/approaches and to develop innovative combined tools to support young migrants/refugees integration in local communities and to promote twofold inclusion processes. promote a culture of healing and bringing together communities through arts as methodology that is strengthening the feeling of belonging, progressive values and equality in society/local communities
- **What was the innovation?** The Participants explored and tested the benefits of using art as a tool for social change and for engaging and empowering young migrants/refugees in local communities, schools, youth org./centers, providing them

with the tools to advocate for their rights and their role in the community

Statistics: The Migrant Context in Germany, Ireland, Cyprus, Italy and the programs addressing it

We've discussed what intercultural youth work is and how useful it is for inclusion and cooperation within a community. But how diverse is the German and the Irish population?

According to the Eurostat (2022), in Germany, in 2021, only 16% of the population are children and young people (15-29 years old). Germany has four officially recognized national minorities: the Danes, the Frisians, the German Sinti and Roma, and the Sorbs, which have their own official minority languages (Federal Ministry of the Interior and Community 2017). When it comes to demographic information, Germany doesn't collect information related to race since the end of the World War II, gathering only information related to nationality (Diversity Abroad n.d.). So, as of 2019, German is evidently the biggest nationality in Germany, followed by a smaller percentage of Turkish, Polish, Russian, Arab, African German, Greek and Romanian (See graphic 1) (World Atlas 2019). However, this type of data collection can become a challenge on assessing the country's ethnic diversity (Diversity Abroad n.d.).



Source: World Atlas 2019

When it comes to policies and legislation, Germany has been recognizing immigrant integration as a permanent feature, even though Germany does not position itself as an immigration country (Queens University n.d. a). In 2005 a new Immigration Act was implemented which was the first step towards the creation of various integration policies such as the National Integration Plan (2007) The Integration Programme (2010), that requires migrants to participate in language courses, civic education, and vocational training. However, even if the National Integration Plan seems to be based on interculturality and multiculturalism, it doesn't mention them directly. So, it was amended in 2012 and more specific goals were introduced (Queens University n.d. a).

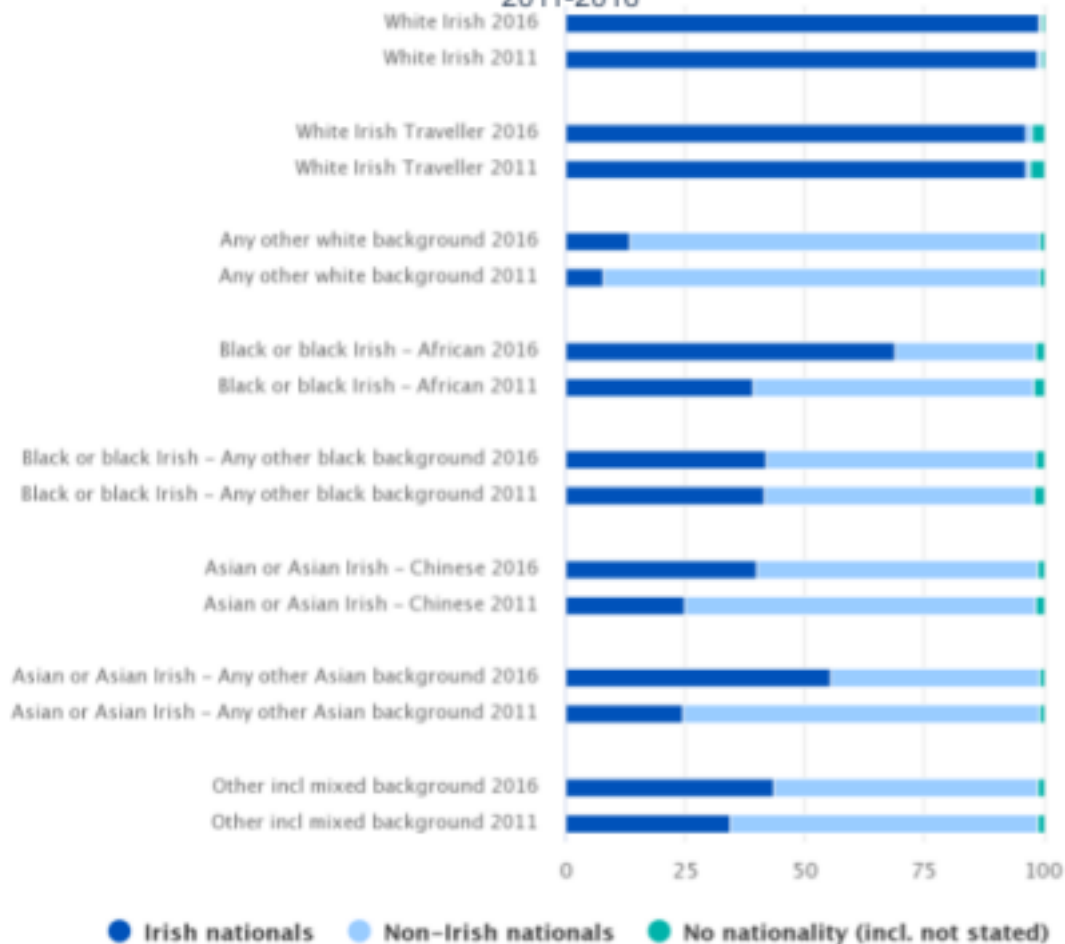
The Integration Summit (started in 2006) "Talking to migrants, not about them", was an important initiative to integrate migrants better in the German community, where migrant organizations come together to draft proposals on several public institutions in Germany (Queens University n.d. a).

Since the start of the Mediterranean refugee crisis, Germany suspended the Dublin Regulation

for Syrian refugees in 2015, and for that the German government faced a lot of criticism. The influx of migrants encouraged the creation of the Asylum Act in 2015 to regulate the legal status of asylum seekers and refugees, as well as the Integration Act of 2016, which includes measures for employment and training opportunities for migrants (Queens University n.d. a).

On the other hand, it is easier to find a lot more information about ethnic diversity in Ireland. According to the 2016 Census (Central Statistics Office 2016), the largest group was “White Irish” with 3,854,226 residents, followed by “Any other White background”, non-Chinese Asian and “Other incl. mixed background”. Irish Travellers made up 0,7% of the usually resident population while Chinese made up 0,4%. For more statistics, see figure 1.

Figure SEQ Figure * ARABIC 1: Ethnic or cultural background by nationality in Ireland 2011-2016



Source: CSO Ireland

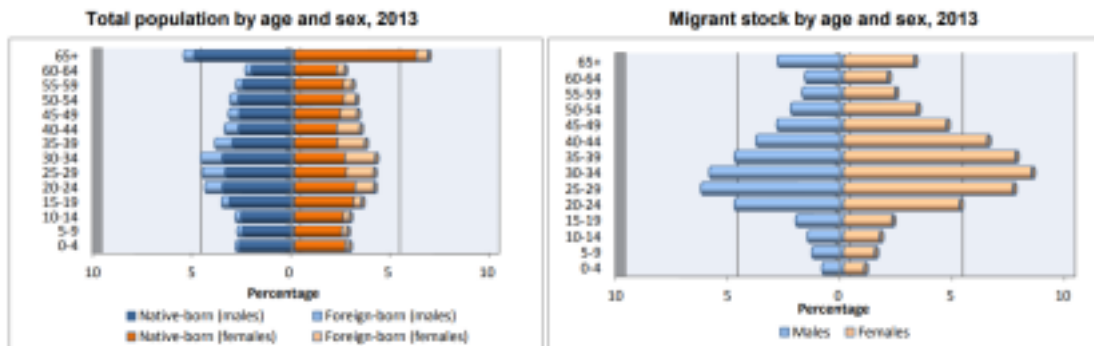
Until 2017, Ireland did not have any formal integration policy, so in that year it was implemented the first Migration Integration Strategy that promotes interculturalism and creating mutual respect. It is a four-year plan to help migrants integrate Ireland in all core areas of policy, and making all the information available in several languages. It also comprises the Communities Integration Fund to support intercultural programmes. (Queens University n.d. b). In Ireland, NGOs and local authorities are a crucial part for integration in the country, involving minorities in policy consultations (although not being binding) (Queens University n.d. b).

CYPRUS:

According to the most recent figures, 23.442 migrants entered Cyprus in 2018, the most

migrants and refugees the island has ever received when the whole population of the country is also taken into account (EUROSTAT, 2020). Therefore, it is essential to concentrate on these individuals' effective integration into Cypriot society.

Based on the Cyprus Immigration Detention Data Profile, the number of international migrants in Cyprus (in 2019) is 191 922, which is less compared to the one measured in 2013 (207 313). The respective graph of statistics from 2013 follows, presenting also the International migrant stock by age and sex:



Source: United Nations Department of Economic and Social Affairs, 2013

A project entitled "Building structures for intercultural integration in Cyprus" was launched on the 25th of June, 2021, by the Council of Europe's Intercultural Cities Programme. It is currently implemented together with the European Commission's Directorate General for Structural Reform Support, and in partnership with the Civil Registry and Migration Department of the Ministry of Interior of the Republic of Cyprus.

The project will assist the Republic of Cyprus in putting its National Action Plan on the Integration of Third-Country Nationals 2020-2022 into action by enabling local government, NGOs, and migrant organizations to participate in the integration process. From June 2021 until June 2023, the project will be under progress.

To address the difficulties of immigrant integration, particularly those linked to developing community cohesion, establishing trust, and managing diversity as a resource, it will apply the conceptual, analytical, and policymaking tools of Intercultural Cities (Council of Europe, 2021).

A new integration strategy has been being developed by the government for the previous several years, but in Cyprus, the first country integration plan was accepted for the years 2010 to 2012 with the goal of integrating migrants generally. The Asylum, Migration and Integration

Fund (AMIF), run by the Ministry of the Interior, has been sponsoring various helpful initiatives and integration programs since 2014.

Due to the start of the Syrian conflict and the resulting refugee crisis, as well as the rising number of refugees coming in Cyprus, especially after 2014, the creation of a national integration strategy for refugees has been urgently necessary in recent years. In order to assist in the creation of a national integration plan, which in turn would aid in the development of policy and practice in this area, the UNHCR Office in Cyprus took the initiative to form the Integration Task Force. The Task Force group is made up of a variety of stakeholders, including members from the business community, civil society groups, government and municipal authorities, and refugee organisations (Integration - UNHCR Cyprus, n.d.).

Lastly, New Channels for Integrations is a collaborative initiative that has been running since 2012 by a consortium of municipalities across Cyprus. Municipalities joined forces to uphold the principles of contemporary democratic pluralistic society and assist in the integration of

migrants at their communities and in the Cypriot society more broadly (Intro – Local Integration, 2020).

ITALY:

Non-EU citizens legally residing in Italy as of 1 January 2021 are 3,373,876, mainly from Morocco, Albania, China and Ukraine (overall 38% of the presences). There is an almost perfect gender balance (men 50.5%, women 49.5%), with significant differences between the communities. The non-EU population in Italy is decidedly younger than the Italian one: there are 744,302 minors, or 22.1% of the non-EU population, compared to 16.2% of the Italian population. The share of minors is highest for the Moroccan (28.8%), Egyptian (34.1%) and Tunisian (28.5%) communities. During 2020, 118,513 citizens of non-EU origin became Italians (4% more than the previous year), mainly from Albania and Morocco - which together cover almost two-fifths of the acquisitions.

Local communities play a leading role in welcoming the migrant. Also in this case, few virtuous experiences, such as that of Riace and Acquaformosa, hardly make up for a bleak scenario. If the "suburbs" in the south of the country are too often prone to mechanisms of exploitation and illegal hiring, the report by Doctors Without Borders has recently shed light on the living conditions of migrants in large urban agglomerations: 10 thousand migrants throughout Italy live outdoors, in occupied buildings or slums.

The inclusive or exclusive potential of local communities, in turn, hinges on two parallel circuits: the labor market and the educational sphere.

The work of foreigners in Italy is often described as heavy, precarious, dangerous, poorly paid and socially penalized. Earning on average 30% less than Italians, only 23% of foreigners declare themselves satisfied with their salary, adding to the category of "working poor" - those who live in poverty despite having a job. 90% of immigrants carry out manual jobs, while the remaining 10% mostly refer to self-employed jobs. Situations of social segregation and "geographical" ghettoization worsen the picture, further limiting the job opportunities of foreigners. In the absence of policies that promote inclusion in the social fabric, Boeri shows that a 10% increase in the concentration of non-natives in the same geographical area reduces the probability of future employment by 7-8%.

Finally, the important game of integration is played at school. With approximately 826,000 students and female students, the number of pupils of foreign origin who attend school in Italy has grown sharply since the second half of the 1990s. The MIPEX report places Italy at the bottom of educational policies in Europe, making it clear that foreign students are often labelled as a "problem group", without careful reflection on individual needs (for example, adapting and differentiating teaching methods for first or second generation children, recently arrived, refugee children, unaccompanied, etc.).

Italy is also among the last places in the policies of access to various types of schools, given that newcomers often risk being inserted at the wrong level in the educational path. Early school leaving among foreigners is dramatically high, 9 points above the European average (22%). The data on failures is equally worrying: the percentage of foreign students not admitted to the next class represents 8.7%, almost four times the number of Italians (2.7%), and immigrants obtain lower educational results in all school grades. Already at the age of 15, the gap in academic achievement is among the widest in OECD countries. In short, the Italian school has lost its role as a social elevator not only for the lower and middle strata of the "natives", but also among foreigners.

Intercultural Education

But what about Germany and Ireland's educational systems? Do they include interculturalism in their programmes?

According to Queens University (n.d. a), the German educational system still presents a curriculum very focused on the fact that the country is a federal parliamentary democracy and the ethnicity and diversity question remains marginalized in the studies of German history, disregarding the migration flows in Germany. However, some schools are becoming more open to diversity and interculturalism.

The reality in Ireland seems to be different: Ireland has seen a rise in interest in intercultural education. In 2006, the National Council for Curriculum and Assessment prepared guidelines for intercultural education, which differentiate multicultural and intercultural approaches. Later in 2010, Ireland developed the Intercultural Education Strategy, that recognizes diversity, and promotes equality and human rights, one of its key strategies being language learning. The Migrant Integration Strategy mentioned above also recognizes the importance of intercultural education for policy development and assessment (Queens University n.d. b).

Intercultural Education on the European Union Level

According to the review and analysis made by Faas *et al.* (2013), the issue of intercultural education has been addressed by the European institutions since the early 90's. The European policies related to intercultural education have been increasing, recognizing the importance of education and its relevance for the European economic competitiveness in the Europe 2020 Strategy. International Organisations and National Governments have been also pressuring to identify benchmarks and indicators that can properly monitor the progress and quality of intercultural education across the European education systems.

It is relevant to mention the fact that education has been officially known as a crucial factor for migrant integration and social cohesion. However, school systems across Europe still struggle with tackling this issue, so the involvement of the EU in the education field through the creation and application of several policies (the authors analysed 30 policy documents) is viewed as positive (Faas *et al.* 2013).

The European Commission recognizes the relevant role that education and culture play in the promotion of active citizenship and common values among young people. Through the opportunities made available by the European Union through Erasmus+, people can study abroad, learn, train and work, or participate in youth activities, which fosters intercultural learning, critical thinking and active citizenship (European Parliament and Council 2021).

“Those taking part in learning mobility activities should get involved in their local communities and engage with their host country local communities in order to share their experiences.” (European Parliament and Council 2021, 5)”.

The *Scholarship Opportunities for Refugees* allow refugees to pursue advanced study,

skills and professional development. The higher education academic or scholarship programmes are verified by UNHCR. The person who's interested in gaining such a scholarship can easily navigate through this platform and look for Scholarship opportunities by field of study: <https://services.unhcr.org/opportunities/>

Focus Group Results

Focus Group in Germany (17.03.22), Erfurt, Thüringen

Culture Goes Europe e.V. and Eurobug Ireland cooperated to run an in-person focus group and kick-off activity in Saline 34, Erfurt. This activity drew in 20 young migrants from Erfurt, from 11 different nationalities, including Irish, British, Spanish, Portuguese, German, Romania, Russian, Ukrainian, Uzbek, French, and Italian young people.

The program included an intercultural networking dinner, and two hours of consultations on migrant civic, social, and political life in Thuringia. We used board games as a tool to break the ice between participants and to open up dialogue on the topic of migration and youth centers.

Findings:

- Language was identified as a key barrier to integration, however some participants with C1-level German still reflected that being in non-migrant spaces left them feeling inauthentic and unable to contribute as fully as they wish due to gaps in cultural knowledge and different approaches to social, civic and cultural life.
- Board games & 'games nights', urban gardening, and arts/dance were identified as a good practice to support migrants with language barriers to participate in activities in youth centres.
- Throughout the focus group it was clear that migrants are not a homogenous group, with some highly integrated within all spheres, even economic life, and some struggling in several spheres of life.
- Organisations with migrant leaders and public figures were suggested as more inviting than some local organisations, and youth organisations in general were more inviting than non-youth organisations.

Focus Group in Italy (27.05.22), Tortona

La Fenice ran a focus group involving more than 10 youth workers from different backgrounds and levels of experience. The session was structured in the following steps:

- First, define intercultural youth work in a way that is relevant for their local experience.
- Second, identify the stakeholders potentially involved in intercultural youth work practices.
- Prioritize the needs of intercultural youth work and the possible raccomandations.

Main findings:

- It's important to foster relationships with international organizations and institutions to

bring global perspectives and best practices to intercultural youth work in Italy.

- Organizations like la Fenice can provide support systems for newcomers and marginalized communities. This may include language classes, counseling services, mentorship programs, or legal guidance to help individuals navigate the challenges they might face in a new cultural context.
- To work more closely with local communities to involve them in the activities. This could include engaging local leaders, organizations, and community members to support and participate in intercultural events. Partnering with schools and religious institutions can broaden the reach of these initiatives.
- Don't be afraid to run events related to religious holidays in order to celebrate and represent different communities.

Survey results

This analysis is based on the 40+ responses run by our partners over 8 months. The data represents individuals' opinions and experiences about the inclusion of young migrants in the youth work sector in their countries and at the European level.

General observations:

In the recent survey we conducted, several patterns emerged regarding the engagement of young migrants in youth work and the existing frameworks that support them. A theme was the lack of awareness concerning regional, national, and international diversity/inclusion strategies aimed at young migrants. Are these strategies non-existent, poorly communicated, or merely inaccessible to the relevant parties? While opinions differed, a portion of participants appeared uncertain about the extent to which young migrants are actively encouraged to delve into youth work in their local contexts. This uncertainty points towards possibly inconsistent or weak encouragement strategies. Additionally, the promotion of migrant voices in youth work seems to be a grey area. There's a discernible call to further include and accentuate their perspectives at both national and European youth work communities.

When discussing professional pathways for these young migrants in the youth sector, the feedback highlighted further uncertainties. Similarly, the information and communication strategies in place didn't seem to clearly resonate with many, hinting at potential obscurities or inefficiencies. Despite some countries boasting of national organizations and governmental authorities dedicated to migrant youth, a broad awareness of these structures remains unclear. Furthermore, the survey indicated only a rough familiarity with diversity policies and practices, emphasizing both the need for inclusion and the challenge against prejudice.

In terms of opportunities within youth work, the narrative was mixed. While some respondents felt that there were opportunities tailored for young migrants, others expressed doubts about their diversity and accessibility. Likewise, sentiments about youth spaces varied,

with experiences ranging from feeling included to feeling alienated.

Suggestions and actions to increase inclusion:

- Drawing from these insights, we suggest: a call to elevate awareness around current diversity strategies, structures, and policies tailored for young migrants. This involves rethinking communication efforts across various platforms frequented by young migrants.
- An key step would be to integrate migrants into decision-making, paving the way for their experiences to shape youth work.
- Push to expand professional opportunities, possibly by forging strategic partnerships across sectors.
- It's important that our communication strategies be co-created to be more appealing and multilingual.
- Training modules for youth workers, emphasizing the dynamics of working with migrants should be accessible.
- An effort should be directed at making youth spaces more welcoming and adaptive to migrant needs. The migrant & YW focus should be supplemented with informative campaigns aiming to foster understanding among the general communities.
- Amplifying funding, particularly at grassroots levels, is strongly needed to support this.

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