PUBLICATION

INTERCULTURAL TRIALOGUES

BRIDGING MIGRANTS, YOUTH CENTRES, AND CIVIC SPACE

CONTENTS

"Young migrant communities that network are autonomous and contribute to the creation of a more pluralistic, diverse and inclusive society that has the power to converge the interests of different groups in the education and training of young people, and which can make youth work more effectively to include marginalized youth.

Active citizens need communities that can support and collaborate with them. That is why we want to leverage existing structures to support and promote diversity and accessibility at every level."

Conclusions of our Focus Group Research

CHAPTER 1

INTRODUCTION TO THE PROJECT

INTERCULTURAL TRIALOGUES

The project "Intercultural Trialogues" took place transnationally in Italy, Germany, Ireland and Cyprus. It aims to challenge the exclusion of young migrants, refugees & asylum seekers from youth centres (YC) and organisations through a youth ambassadors program, a manifesto for more inclusive YC, research and a publication for YC 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. The identified challenges and the needs of the migrant communities do not affect one country as much as most of the EU countries together. Migration is by definition a transnational phenomenon and must be addressed as such. The project seeks to stimulate local and national policy dialogue on youth work, youth organizations, civic spaces and wider accessibility of the youth sector to migrant youth, nurturing processes that facilitate systemic change.

The Intercultural Trialogues Study Tour to Erfurt, Germany in August 2022

ABOUT THE PUBLICATION

The last years have displayed the importance of the topic of migration and the necessity of further research on practically applied and transferable approaches to youth work. We concentrated on sharing new experiences, gaining new knowledge and providing tools to implement new methods, in order to make the lives of practitioners and youth workers a bit easier.

This User's Guide reflects on the range of issues we have taken into consideration that could improve and enrich youth work practice in Europe, as well as support and involve youngsters to become more active and independent. In other words, this User's Guide investigates what approaches and methods can ease the access of community centers to young people and vice versa, and which methods are particularly effective and simple to implement in the local realities.

We hope that you will find it useful. Considering the Europeanization of migration policy and policies related to youth work and youth empowerment of the last decade (European Youth Work Agenda, Bonn Process, transnational Civil Society actors, importance of youth work in the CoE's Youth Strategy 2030), it is not enough to analyze and propose a reform without adopting an equally transnational approach that gives the project results in greater credibility in the transnational policy and practice space.

Moreover, cooperating transnationally brings more value than it would bring by operating confined to a local/national context. When barriers between migrants and civic opportunities within their local community are common, then we can act together transnationally to overcome the shared challenges.

Where barriers differ among local communities, then valuable learning opportunities emerge that can enrich this project and its outcomes. A concrete example: barriers to civic engagement and reduced Community resilience are barriers to inter-community dialogue and collaboration (whether interfaith, interethnic, intercultural, intergenerational or other).

Each partner, in its local context, will face the same general challenges in terms of bringing the migrant communities to civic engagement, participation and social inclusion. However, the national and local contexts of each partner will have specific differences in what communities can be involved and the respective obstacles they face.

Therefore, the project has brought together diverse organizations to explore the opportunities and challenges that young people with migrant and/or refugee backgrounds experience when trying to access community youth centers from different angles.

As well as to draw on best practices of youth work to create targeted solutions and "bridge" cultures, communities and generations. The main goal of this publication is to present a simple and coherent guidebook that will describe the context, needs and goals of migrant youth in the youth centers, and a detailed description of the barriers/challenges and pedagogical approaches identified as best practices.

It was designed with the idea to create a visually appealing and easy-to-use toolbox for both educators and youth workers in partner organizations and for operators/staff in youth centers and spaces across Europe. We hope the created guidebook will support and inspire youth workers and educators to use the workshops on their migrant youth work.

THE CONSORTIUM

All partners of the consortium are led by young people with cross-cultural backgrounds who are actively involved in creation of targeted solutions and bridging cultures, communities and generations with their actions.

APS LA FENICE ASD

La Fenice was born from the expertise and experiences of young people growing up through YiA projects, volunteering, the national civil service and the Youth Centre OFF. Their aim is to promote culture, youth participation and NfE.

EUROBUG
INTERNATIONAL YOUTH WORK TRAINING AND COLLABORATION LIMITED

All partners of the consortium are led by young people with cross-cultural backgrounds who are actively involved in creation of targeted solutions and bridging cultures, communities and generations with their actions.

CITIZENSACT
CENTRE OF ACTIVE CITIZENS FOR SUSTAINABLE DEVELOPMENT

CitizensACT is a non-profit organization based in Nicosia, Cyprus. Their aim is to help vulnerable entities, promoting active citizenship among all citizens regardless of their age, gender, race, religion, ethnicity, language or abilities.

CGE ERFURT E.V.
CULTURE GOES EUROPE - SOZIOKULTURELLE INITIATIVE ERFURT E.V.

CGE is a migrant-led non-profit, non-governmental organization based in Erfurt, Germany. It was founded in 2005 and run by young professionals, who are designing, implementing and evaluating local/ international projects.

DEFINITIONS USED IN THE PUBLICATION

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EMPOWERMENT

EMPOWERMENT WITH YOUNG PEOPLE: CRITICAL LOOK ON POWER RELATIONS BETWEEN ADULTS AND YOUNGSTERS
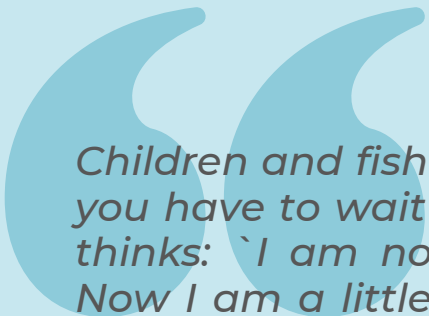
Why do we have to talk about EmPOWERment of young people? Usually, young people are brimming with energy, are curious and want to learn more. Being young and having no power or energy to participate is actually a symptom of something that is not right.

You can search for the reasons in youngsters themselves. Still, sooner or later you will recognize that in most cases, it is not something about them that makes them unmotivated, bored, passive, frustrated or uninterested.

The reasons for young people to lose their power mainly lie in the world that surrounds them, as well as in the relations they have with adults. In this world of adults, it is very often that they are not taken seriously or even considered. Most of the time they have to adapt to the rhythms, structures, values and norms of adults, which are often contrary to their needs or desires. In addition, there is a lack of space for children and youngsters to move freely. And last but not least, they are structurally excluded from decision-making processes from the very beginning. So, they learn very soon that adults have power OVER them and that in order to be recognized, they have to adapt to the rules of adults and fulfil their expectations. In this kind of power relation, youngsters have to subordinate their feelings, ideas, dreams and needs quite often, and that – as Janus Korczak observes - is "just boring".

We think it is important to have these socio-cultural circumstances in mind when we talk about the Empowerment of young people in Europe because it makes understanding of the position of youth in our society easier. A lot has already been done in order to give young people a voice and opportunities for action.

But there is still a lot more to do, especially with youngsters that are affected by social exclusion because of their gender, origin, race, sexual orientation, social status or physical/psychological/mental constitution.[1]

"
Children and fish have no voice. Your time will come, you have to wait until you are big´ [...] And the child thinks: `I am nothing – but adults are everything! Now I am a little older and still nothing. How many years should I still wait? If I only was an adult...´ The child waits and lives to him/herself, he/she waits and is not able to breathe freely, he/she waits and expects something, he/she waits and swallows saliva. Beautiful childhood – no, it is just boring.

—— Janusz Korczak
2012

EMPOWERMENT
CONCLUSION

We need spaces where they are respected for who they are, not for what they have done where they are listened to where adults and young people are on the same level and where youngsters have responsibilities with possibilities to choose freely and make decisions where you can learn while doing and where it is allowed to make mistakes where you can have fun where youngsters are respected as persons and where they feel confident where it is possible to create profound relationships between adults and youngsters, and where you can feel the passion of sharing experiences together where they have the liberty to explore and express their needs and goals where they can feel self-confident.

By defining Empowerment in this broad and comprehensive way, it is relevant to underline that we, as a consortium, understand Empowerment as a process that occurs in people's lives and at the same time, we see it as an outcome of professional interventions that encourage such measurable processes.[2]

EMPOWERMENT
OUR DEFINITION

Empowerment is a very broad term that has no exact definition and is applied in different fields, such as psychology, education, international development or management. At the beginning of the project, we realized very soon that every partner organisation had its own understanding of the meaning of Empowerment. So the first step was to share our approaches and find a short and concrete definition of Empowerment.

After some negotiation and exchanging views, we all agreed on the following definition of Empowerment that guided us during the project:

Empowerment is the process of raising a person's sense of belief in their ability to make decisions and to solve their own problems as well as the development of critical consciousness, either directly by those people, or through the help of empowered others. It also includes actively blocking attempts due to systemic obstacles to deny this process. In this transformation, people learn to give their experience a name and to speak in their own language; they understand their situation of powerlessness and systematic forces that oppress them. Their power expresses itself in a translation of this consciousness into action with others. The process of Empowerment focuses on effecting stronger and more active participation, which needs a voluntary commitment of the individual.

PARTICIPATION
BASIC DEFINITIONS AND APPROACHES

Youth participation, in general, has many forms and definitions, where one can observe various practices, approaches and theories. One reason for this diversity is that people who work with youth participation have different backgrounds, directions and experiences. For instance, people who work in local authorities, academics, youth workers, government officials or policymakers. They all work in different fields, and their motivations to work in the area of youth participation is often very different too. Some people are motivated to build vibrant and democratic civil societies, whereas others are motivated to help young people develop or improve their position in society. That is why this long-lasting debate about what illustrates youth participation is still an ongoing one.

One definition by the revised European Charter on the Participation of Young People in Local and Regional Life states that youth participation and active citizenship are about having the right, the means, the space and the opportunity and the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society. This definition goes beyond the simple understanding of youth participation as political or social participation and moves on to an idea of influence and responsibility for certain actions that can affect the lives of youngsters. As a matter of fact, it indicates that they are seen as active participants in social life and responsible actors with great talents and motivations.

Another way to describe youth participation is to refer to the term as a right. For instance, youth participation is defined by the UN as a basic human right and underlined children's right to participate in its UN Convention on the Rights of the Child. A similar approach has also been pursued by famous scholar Roger Hart, who stated that one of the fundamental rights of citizenship is participation because this is the way to learn how to become a citizen. [3]

The Council of Europe has also referred to youth participation as a basic right of young people "to be included and to assume duties and responsibilities in daily life at the local level as well as the right to influence the processes of their lives democratically". [4]

Obviously, this connotation of youth participation as a basic right also means that youngsters have all the basic rights and they can exercise them without discrimination. It is also important to indicate that one precondition for young people to be able to participate is to empower them. [5]

As we have seen from the previous section on Empowerment, this involves developing the skills and competencies of young people, like boosting their confidence, improving their communication skills, and helping them discover and develop their own talents.

This signifies that youth participation is not an action pre-arranged and ordered by others, but an incentive which should generate opportunities for youngsters so that they can develop and improve their skills in a natural way.

It means, that the impulse has to come from below, from youngsters themselves, as a way to learn how to identify and seize an opportunity. [6]
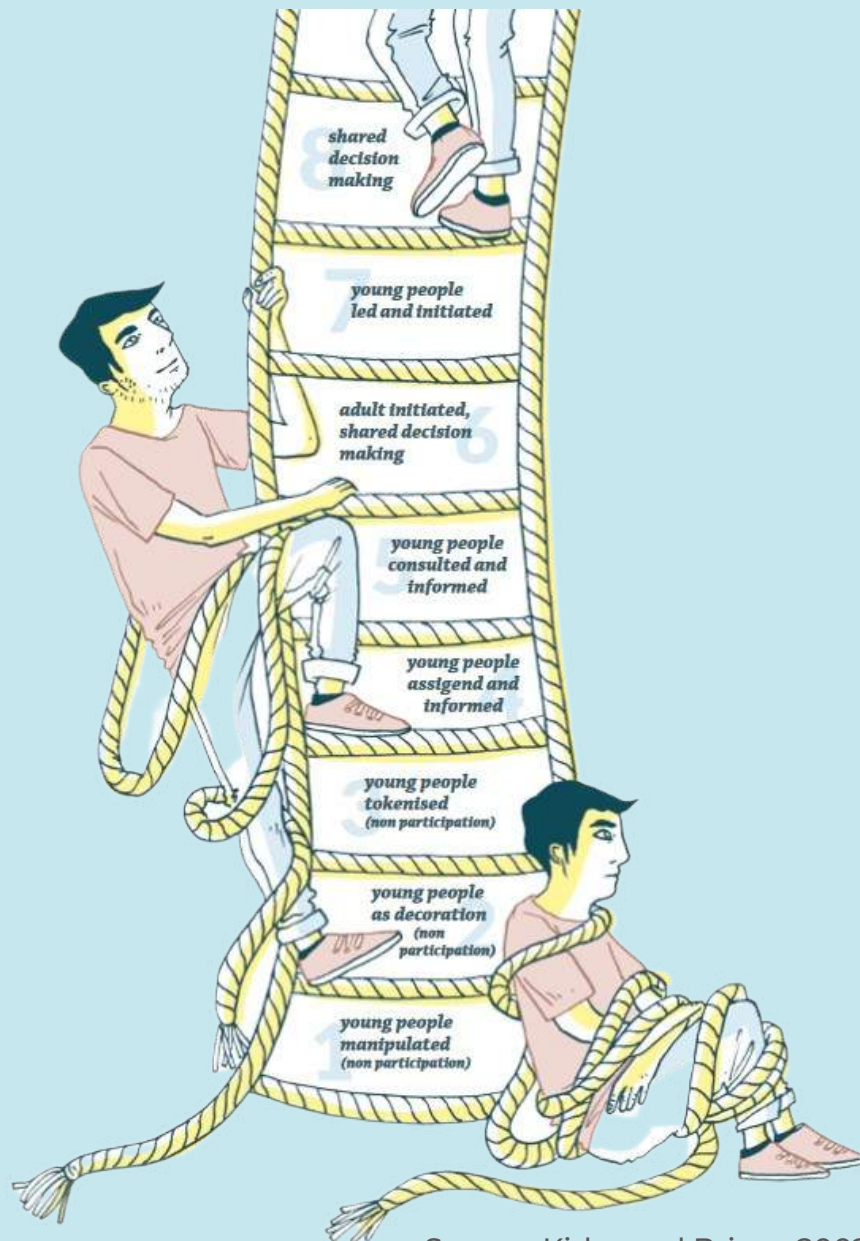
PARTICIPATION
DEGREES AND PRINCIPLES OF PARTICIPATION

As we have mentioned earlier, youth participation has many different forms and various approaches. But there is also another distinct way to understand youth participation. It is to look at youth participation from the perspective of degrees. There are numerous degrees to which youth can be engaged, because simply indicating whether youth participated or not, does not give the full picture of the level of involvement. In order to clarify this issue, Hart has suggested a different model called the "ladder of participation", where he introduced 8 degrees of youth participation.[7]

Each rung of the ladder is a separate degree of participation, so the higher the rung gets, the more the young person is involved. This illustration (on the next page) shows that at the first three rungs, there is only an imitation of youth participation. After rung 4 and higher there is a growing degree of youth involvement, which culminates with rung 8 where youth are making equal decisions together with others. Normally, the higher the youth participation is, the better the benefits to society. Nevertheless, there is also a possibility that participation can bring a negative impact when it is dealt with in an inappropriate way in the lower rungs, as Kirby and Bryson suggest.[8]

This model is a very useful tool for people who are involved in youth participation to identify the level of youth involvement in their activities, communities and projects. It also allows them to assess the impact of their activities on youth. However, it is important to keep in mind that this model is only a reference to a general degree classification of the youth participation concept, so the degree to which young people are involved also depends on many other circumstances and factors, such as the environment surrounding youngsters, their goals and objectives, experiences, and many others.

Source: Kirby and Brison 2002
Adapted from Hart, B. (1997)

8

Several other aspects need to be taken into consideration using this model, such as the degree of youth participation can also evolve over time, where one level can change to another, or where the clear line between the rungs is blurred and hard to separate from one another. It is also necessary to remember that this tool does not represent the whole population simultaneously, but each specific young person consecutively.

One way to comprehend and include the individual aspect of participation in our understanding is to look at the three principles of youth participation proposed by Marc Jans and Kurt De Backer.

The three principles participation should be based on are:

CHALLENGE **CAPACITY** **CONNECTION**

- The "Challenge" means a certain topic or an issue that is directly related to that young person and which should be attractive.
- The "capacity", on the other hand, is an ability to fit the capabilities of youngsters and provide them with the right skills and knowledge.
- "Connection" is simply to let young people know that they are not alone and that they can count on others.

This model of three principles provides another perspective for people who work with youth and another way to evaluate their work, their impact and results.[9]

CONTINUOUS ENGAGEMENT

What does continuous youth engagement mean?
Youth engagement is the result when young people are involved in responsible, challenging actions to create positive social change. This means involving youth in planning and in making decisions that affect themselves and others.
Youth engagement happens in youth-adult partnerships that are structured so that both groups contribute, teach, and learn from each other.

Why is youth engagement important?
Youth engagement is a central principle of youth development. According to the ecological perspective of human development, young people are agents of their own development. Youth are more than passive recipients of external influences; instead, they are actively involved in shaping their development by interacting with the people and opportunities made available within their environments. Through youth engagement, communities can do a better job of creating the services, opportunities, and support that young people need to develop in healthy ways.

Youth engagement offers community leaders the expertise and partnership of young people, helping adults fully understand what it is like to grow up in a rapidly changing world. From a political point of view, youth engagement is important because young people deserve the right to represent their own interests. Youth civic engagement is also critically important to prepare young people to be active citizens in a democracy.[10]

What are the benefits of youth engagement?
Youth engagement is a win-win proposition.

Young people benefit by gaining skills, knowledge, self-esteem, and connectedness.

Adults benefit by enhancing their own competencies, learning to better understand and value youth, and increasing their commitment and energy to their organizations.

Organizations benefit by improving their programs, gaining community recognition, and attracting funders.

Communities benefit by improving quality of life, coordinating youth services, and authentically embracing diversity by representing young people.

Effective youth engagement leads to positive outcomes for young people at three levels: 1. The Individual level: e.g. increased personal skills, healthy choices, and sense of identity.
2. The social level: e.g. stronger positive connections with friends and adults, and a larger support network.
3. The system level: e.g. greater civic engagement, policies and programs responsive to the needs of young people, and new creative ways to govern.

INCLUSIVITY TO MIGRANTS

What is an accessible and inclusive youth centre?

We tried to summarize the reflections of the stakeholders involved in the project into five definitions. It is described as an organization, which removed barriers, eliminated discrimination and acted inclusively.
A possible action plan to make community centres more accessible and inclusive could be:

Actively eliminate barriers and discrimination

Improve services to existing supporters/consumers

Enhance organizational image

Reduce the likelihood of complaints being made

Increase the likelihood of being able to successfully defend complaints

Increase the likelihood of avoiding costly legal action

Allow for a planned and managed change in services

Attract new supporters/consumers

An action plan to promote a more inclusive environment within and outside of the organization can be as simple as answering the following six questions:

What activities does your organization do?

What barriers might prevent young people with fewer opportunities from being included in these activities?

What can you do, through a policy or program, to eliminate these barriers?

Who will be responsible for ensuring the application of these policies or programs?

How will you measure whether these policies or programs are successful?

How will you tell people about this Plan?

In a small organisation, you might find that it is simple to eliminate barriers. That organisation can eliminate the barriers without developing a formal Accessibility and Inclusion Action Plan. In a larger organisation, the barriers, policies and programs might be more complex. This situation calls for a more formal Plan, which might cover several years.

The best way to develop an effective Accessibility and Inclusion Action is to use a co-design process. Co-design means working with young people together to develop a plan for how your organisation.

ACCESSIBILITY

Accessible youth and community centers for migrants aim to provide a safe and welcoming space for young people and families from diverse cultural backgrounds. These centers offer a range of services and programs tailored to meet the specific needs and interests of migrant communities.
According to a report by the Council of Europe, accessible youth centers should have the following features:

- "Geographical accessibility" - the centers should be located in areas where migrant communities are concentrated, making them easily accessible for young people and their families.

- "Cultural accessibility" - the centers should be designed and staffed to create a welcoming and inclusive environment that is sensitive to the cultural and linguistic needs of migrants.

- "Social accessibility" - the centers should facilitate social interaction and foster a sense of belonging among young people from migrant communities.

- "Programmatic accessibility" - the centers should provide a range of programs and services that address the specific needs and interests of migrant communities, such as language classes, employment assistance, and social and cultural events.

- "Financial accessibility" - the centers should be affordable and provide services free of charge or at a low cost to ensure that young people from low-income families are not excluded from participating. [11]

Accessible youth and community centers for migrants typically offer a range of services and programs to support the integration and well-being of migrant youth and their families. These centers often provide a safe and welcoming space where young migrants can socialize with their peers, access educational and vocational support, and receive assistance with navigating the host society's cultural norms and institutions.

One key aspect of accessibility for these centers is their location. They are typically situated in neighborhoods with high migrant populations, making them easily accessible to those who need them. They may also be located in community spaces such as libraries, community centers, or schools, further increasing their accessibility.

Another important aspect of accessibility is the availability of multilingual staff and resources. Centers may employ staff who speak the languages of the local migrant community, or they may provide interpretation and translation services. This helps to ensure that all visitors can access the services and resources available at the center, regardless of language barriers.

In addition to language support, centers may offer a range of programs and services tailored to the needs of migrant youth and their families. These can include language classes, homework clubs, mentoring programs, career counseling, and cultural events. By offering these services and resources, centers can help young migrants to feel more connected to their new home and better equipped to navigate the challenges of integrating into a new society.[12, 13]

Here are some recommendations that could improve the accessibility of youth and community centers for the migrant community:

1. Make sure that the centers are located in areas that are easily accessible by public transport, or alternatively, provide transportation options to and from the centers. This is especially important for migrants who may not have access to private transportation.

2. Ensure that the centers are staffed by people who are culturally sensitive and trained to work with the migrant community. Staff members should be able to speak the language of the migrants and have a good understanding of their culture, values, and beliefs.

3. Provide information about the centers in the languages spoken by the migrant community. This could include brochures, flyers, or other informational materials.

4. Make sure that the centers are physically accessible, with ramps, wide doorways, and accessible bathrooms.

5. Offer a range of programs and activities that are relevant to the needs and interests of the migrant community. This could include language classes, job training, cultural events, and other activities that promote social inclusion.

6. Provide childcare facilities, especially for women with young children who may otherwise be unable to attend the centers.

7. Partner with community organizations and local businesses to provide additional resources and support for the migrant community. [13, 14]

CHAPTER

3

ANALYSIS OF CASE STUDIES
IDENTIFYING CHALLENGES

MIGRATION IN THE YOUTH WORK CONTEXT
UNDERSTANDING CHALLENGES AND OPPORTUNITIES

Migration is a complex and multifaceted phenomenon that has been shaping societies for centuries. Today, with the increasing globalization and interconnectedness of the world, migration has become more prominent and more visible, affecting individuals and communities on a global scale. In this context, youth work has an important role to play in addressing the challenges and opportunities presented by migration, and in creating more inclusive and equitable societies.

Youth work is a field of practice that involves working with young people to support their personal, social, and educational development. It encompasses a wide range of activities and initiatives, including youth clubs, youth exchanges, youth-led projects, and non-formal education programs. Youth work is an essential part of the social infrastructure of many communities, providing a safe and supportive space for young people to explore their identities, develop new skills, and connect with others.

In the context of migration, youth work can play a critical role in addressing the challenges faced by migrant youth, such as social isolation, discrimination, and marginalization. It can also provide opportunities for migrant youth to connect with their peers, build their skills, and participate more fully in their communities. However, working with migrant youth also poses unique challenges for youth workers, requiring them to be aware of the diverse needs and experiences of young people from different cultural backgrounds, and to be able to navigate complex legal, political, and social issues related to migration.

One of the main challenges faced by youth workers in the context of migration is the lack of access to resources and services for migrant youth. Migrant youth often face barriers to accessing education, healthcare, employment, and social services, which can lead to social exclusion and marginalization. In this context, youth work can provide a valuable support network for migrant youth, providing them with access to resources and opportunities that they may not otherwise have.

Another challenge faced by youth workers is the need to be aware of and sensitive to the cultural differences and experiences of migrant youth. Youth workers need to be able to recognize and respond to the diverse needs and experiences of young people from different cultural backgrounds, including issues related to language, religion, and cultural traditions. They also need to be able to create a safe and welcoming environment for all young people, regardless of their cultural or ethnic background.

In order to effectively address these challenges, youth workers need to be equipped with the skills, knowledge, and attitudes required to work with migrant youth. This includes a deep understanding of the issues and challenges faced by migrant youth, as well as an awareness of the legal, political, and social frameworks that shape migration policies and practices. Youth workers also need to be able to build strong relationships with young people and their families and to work collaboratively with other professionals and organizations to support the needs of migrant youth.

Despite the challenges, youth work also presents many opportunities for supporting the integration and inclusion of migrant youth. Youth work can provide a space for young people to express their identities, build their confidence, and develop their skills. It can also provide opportunities for young people to connect with their peers and learn about different cultures and perspectives. Youth work can also be a powerful tool for promoting social justice and human rights, and for challenging discriminatory attitudes and practices.

In conclusion, migration is a complex and multifaceted phenomenon that presents both challenges and opportunities for youth work. While working with migrant youth requires a deep understanding of the issues and challenges faced by young people from different cultural backgrounds, it also presents opportunities for supporting the integration and inclusion of migrant youth in their communities. By equipping youth workers with the skills, knowledge, and attitudes required to work with migrant youth, and by creating safe and supportive spaces for young people to connect and learn, youth work can play a critical role in creating more inclusive and equitable societies for all.

CHAPTER 4

ANALYSIS OF CASE STUDIES

Improving the outreach and open call of youth and community centers to invite migrants can be done in several ways, including:

1. Partnering with community-based organizations that serve migrant populations can be an effective way to increase outreach and make sure that the community is aware of the services offered by the center. This can include working with immigrant-serving organizations, advocacy groups, and other relevant community organizations.

2. Creating multilingual outreach materials, including flyers, brochures, and social media posts can help to reach a broader audience. Providing information in the languages that migrants speak can make it easier for them to understand the services offered by the center and encourage them to participate.

3. Building trust with migrant communities is important to encourage participation. This can be done by having staff who speak the language of the community, providing culturally appropriate services and activities, and ensuring that the center is a safe and welcoming environment.

4. Hosting community events that are open to all, such as cultural festivals or sports tournaments, can be a way to attract migrants to the center and introduce them to the services offered.

5. Working with local media outlets to promote the center and its services can be an effective way to reach a broader audience. This can include placing advertisements in ethnic media outlets, being featured in local news stories, or hosting a radio show or podcast that focuses on the center's activities.[15]

In order to improve the outreach of the centres, we conducted a case study on the initiatives chosen by each partner as best practices, which can be implemented or serve as inspiration to the community centers around the Europe.

These initiatives were already implemented, which gave us a chance to measure the qualitative impact from interviews of the participants or organizers of those initiatives, which is described in the category (reflection).

ROOTS OF THE FUTURE

Type of Activity	Program European Solidarity Corps funded by European Union
Country	Czech Republic
Description	The 12-month-long project involves 2nd generation immigrants by encouraging them to be curious about their family history and cultural origins. By using oral history methodologies it aims to collect the stories and life experiences of their parents and close ones. By sharing these stories and insights with the society it foresees bridging intercultural, intergenerational and social divides. The project wants to change the reception and integration of refugees and migrants and create an inclusive society through active citizenship and cooperation.
Link	roots.of.future
Analysis	**What was Learned?** • There was a recognized need for learning about immigrants' historical background and cultural identity. • Czech people haven't completely integrated immigrants because they still hold stereotypes and discrimination against them. • The second generation of immigrants grew up under the influence of 2 cultures, they have in common struggles with finding their cultural identity and sense of belonging.

ROOTS OF THE FUTURE

Analysis (cont.)

- There is will and enthusiasm for self-development and contribution to the society.
- Sharing stories would lead to cultural appreciation and the discovery of different identities in the Czech Community and the Czech narrative.

What was Innovative?
- The project promotes equality by fostering trust, understanding, culture exchange and active citizenship by using Oral history methodologies, intercultural and intergenerational dialogues

Source: instagram.com/roots.of.future

SPORTS AGAINST RACISM IRELAND

Type of Activity	Not-for-profit organisation with charitable status
Country	Ireland
Description	Sports Against Racism Ireland (SARI) was founded in 1997. It uses the medium of sport to tackle racism and discrimination in Ireland. Working with schools, Direct Provision centers, as well as local community centers, SARI aims to provide engagement opportunities for both new communities of migrants and native Irish people. SARI delivers anti-discrimination educational workshops, intercultural sporting events and a Young Leaders youth development and employability programme collectively creating opportunities for all.
Link	www.sari.ie/
Analysis	Over the years, SARI has noted that intercultural sports programs not only allow for integration and promote cultural understanding but create a sense of confidence in the participants. Taking part in sports programs gives participants team-building skills, confidence and the ability to problem-solve under pressure.

SPORTS AGAINST RACISM IRELAND

Source: SARI.ie

THE GALPAL COLLECTIVE

Type of Activity	Arts/Media Collective
Country	Ireland
Description	The GALPAL Collective is an arts and media collective dedicated to the celebration and curation of art and media by young women, people of colour and queer folk. Working specifically with marginalised and unrepresented communities in arts and media, GALPAL aims to mobilise and inspire said communities to get into the field.
Link	⬡ thegalpalcollective
Analysis	The GALPAL Collective discovered that peer-to-peer learning and mobilisation helped create opportunities for marginalised groups who wouldn't have them otherwise. They also noted that having a team consisting mostly of minorities created a free and safe working environment in which all ideas were valued and created a sense of understanding. This is the only Collective of its kind in Ireland, choosing to have a multi-media focus. Unlike other content creation collectives, GALPAL has a specific focus on community outreach and is now transitioning from a social enterprise to an NGO. GALPAL is an example of young people coming together to demand better opportunities for themselves as opposed to waiting for someone else to take them for them.
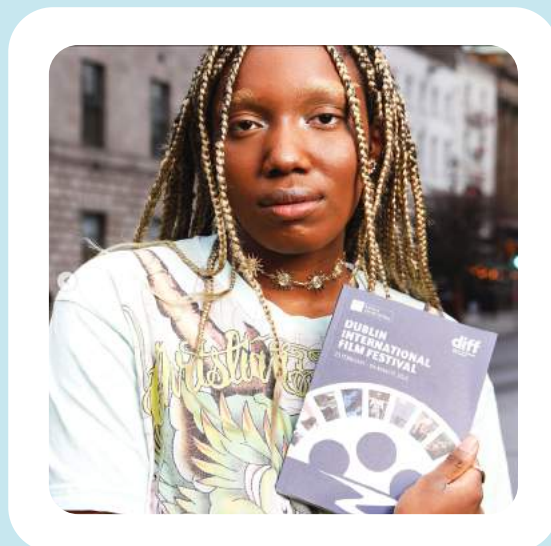
THE GALPAL COLLECTIVE

MY COUNTRY TALKS

Type of Activity	International platform for political dialogue
Country	Germany
Description	My Country Talks is an international platform for political dialogue launched by Zeit ONLINE and a group of international news outlets. Its purpose is to help societies around the world to connect over the issues that divide them. There is a software that puts together people with different opinions who have never met into a 1:1 conversation about controversial political topics. On the software, at first, the readers can see only one question with the answer 'yes' or 'no', like "Should all European Countries introduce an unconditional basic income?". Then, they are redirected to a whole questionnaire and in the end, received an explanation of the project and an opportunity to have a conversation with someone they have never met in a safe space. My Country Talks have more than 200,000 participants from over 30 countries. The events have matched more than 70,000 pairs of political opposites.
Link	www.mycountrytalks.org/

MY COUNTRY TALKS

Analysis

What was Learned?
- The one-to-one conversation is a way to overcome polarization and find common ground, which increases empathy and helps to reduce stereotypes.
- Create a community to restore trust in news media.

What was Innovative?
- They give people the opportunity to be heard in big national media outlets and represent their voices.

It's like a "Tinder for politics": journalists created an algorithm that matches people with different opinions.

Source: www.mycountrytalks.org/

GLOBAL BIO GARDENS

Type of Activity	Program European Solidarity Corps funded by European Union
Country	Germany
Description	The group was originally created during the beginning of the COVID-19 lockdown. A group of international students from the University of Erfurt and the Willy Brandt School came up with the idea of a garden where people could do something productive and become more food secure during a time when resources were limited. It was also significantly more difficult for international students and new residents of Erfurt to get used to life in Germany and find a community for social exchange. From this, they wanted to learn more about food security and sustainability, and the need for an inclusive, international community.
Link	⬛ globalbiogardens
Analysis	The motivation for this project stems from the desire to improve inter-community solidarity and intercultural understanding. Consequently, one of the goals is to achieve of confronting racism in their local community. As a group consisting of both international individuals and locals, it aims to stimulate dialogue among people with different backgrounds, reducing tensions and intolerance for migrant communities in Erfurt.

GLOBAL BIO GARDENS

Analysis (cont.)

From the beginning of this project, it became clear that it could be much more in the city of Erfurt where international collaboration projects such as this one are lacking. By bringing together diverse perspectives, a multitude of experiences, and countless out-of-the-box ideas using the medium of a community garden, our community can challenge the issues of loneliness and "otherness" that many migrants in Erfurt feel.

A strong community can contribute to the solutions to multiple societal problems, from promoting tolerance and inclusivity to protecting the environment. This project has the objective to tackle these things in a simple, yet meaningful way. Communities become stronger through collaborative work, by supporting integration processes through something as simple as community gardening.

Source: www.mycountrytalks.org/

GAMIFYEU

Type of Activity	Online games on the topics of European values and identity
Country	Belgium (YEU) Italy (La Fenice) Bulgaria (ABS) Estonia (Sauga ANK) Portugal (DYPALL)
Description	In 2020, European Youth Foundation supported gamification in youth work and human rights education through a work plan format. Vagrant Sketchbook and This is my story are telling the story of someone that could be any of us. Many lived it and unfortunately, this chapter is not closed. Being a refugee or a migrant means having your world completely upside down with many tough decisions along the way. One is certain – life will never be the same. These two stories/games are inspired by the storyline developed by the participants and the team of the Hero's Journey training course YEU implemented in Belgium in 2017 as well as the project called JAMMIN - Joint Artistic Methodologies for Migrants' inclusion and integration.
Link	www.gamifyeu.org/games

GAMIFYEU

Analysis

1. Hands-on approach: Instead of giving the knowledge, youth work and gamification both take a learning-by-doing approach.

2. Simulations: Roleplaying and simulating specific situations and conditions, creating and improving skills, habits and behaviours, initiating the independent thinking process, problem-solving ability and creativity, which are at the core of soft skills provided in youth work practice and also can easily be done through gamification.

3. Creativity: Youth work, same as the gamification model, encourages creativity, especially when it comes to problem-solving and planning. In the case of young people, it eliminates the fear to express, enhances initiative and allows creativity to inspire more.

4. Feedback: Different methods can be borrowed from games to give meaningful feedback on the task done and motivates us to do even better. It allows us to visualise the progress and get a sense of accomplishment.

5. Social component: The goals can be reached in the collaboration with others and new things learned by simply discussing in a team. Although there are many games and youth work practices that take an individual approach, it is still conditioned by some kind of interaction which then builds specific skills and attitudes in young people.

GAMIFYEU

Analysis (cont.)	The whole initiative is really innovative since it includes different aspects of gamification that make it really interesting for youth to participate and without understanding it, it can be really educational and constructive. The graphics used are youth-friendly and keep the games and the content in such a way that is not boring for young people to spend time on them.

Source: gamifyeu.org

CULTURE IN A TIN

Type of Activity	Erasmus+ Exchange
Country	Belgium
Description	"Culture in a TIN" was an exchange aimed at using theatre as an inclusive tool to integrate refugees. During the week a final show was prepared, step by step, doing some activities. This whole process was super inclusive since it gave enough time for participants to take unanimous decisions. During this process, some refugees shared their stories which were really touching.
Analysis	Participants learnt that involving creativity in decision-making processes is really effective in creating inclusion since the dialogue is generally really open and people are keener to respect other people's tastes. It was the first time participants saw theatre being used to create inclusion. "I think that giving an aim to a group, most of the time will make that group work together overcoming differences. In this precise case, the aim was to prepare a performance altogether. Accepting our differences had a huge impact on the activities and on us, making it easier to accept and understand the differences between us without even realizing it."

SPRACHCAFÉ

Type of Activity	Intercultural language café
Country	Germany
Description	Sprachcafé is an initiative started by Erfurt locals in 2015. They are all working on a volunteer basis. The main idea behind this initiative is to have a place where people can get to know and learn from each other & practise German in a relaxed atmosphere. They have different activities such as playing games, cooking together, having theme nights about different home countries etc. It used to be organised every other Tuesday but now that summer is here and people have more free time, they decided to organise it every Tuesday.
Link	sprachcafe.erfurt
Analysis	Migrants in Erfurt lacked the opportunity of learning and practice German in a relaxed atmosphere, without formal language lessons. Here is where Sprachcafe steps in, offering migrants the opportunity to meet with each other and with German locals to practice their German. It isn't easy for migrants to get integrated into the local community and make connections with locals. So Sprachcafe offered a place where such networking is possible.

SPRACHCAFÉ

Analysis (cont.)

Sprachcafe started with 5 students from Fachhochschule in 2015. They saw the need for such an initiative and decided to fill in the gap. Later on, the initiative attracted more volunteers. At the beginning of the university, but later on non-students with different nationalities
They decided to start this even if they don't make money out of it and continued to do so until today

This initiative offers the perfect place for migrants and locals to connect, socialise and have fun. They often have different 'themes'- movie night, bbq, bringing a national dish with you etc. which keeps things interesting.

Source: instagram.com/sprachcafe.erfurt

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CHAPTER

INNOVATIVE METHODOLOGIES DEVELOPED FOR THE MOBILITY

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One of the innovative methods in intercultural education, suggested by partners of the consortium, was to use lego as a tool to introduce the importance of communication and cooperation between cultures.

By defining Empowerment in this broad and comprehensive way, it is relevant to underline that we, as a consortium, understand Empowerment as a process that occurs in people's lives and at the same time, we see it as an outcome of professional interventions that encourage such measurable processes.[2]

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