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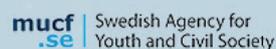


B.P.E: BECOMING A PART OF EUROPE PROJECT

How youth work can support young migrants, refugees and asylum seekers

COMPENDIUM OF PRACTICES

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- The translators of the practices
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While compiling the compendium, we have made all possible efforts to keep trace of organisations and youth workers' contribution. In case you will find any omissions, let us know and we will be pleased to correct them.

1. Executive summary

The BpE¹ project has been conceived by a Consortium of Erasmus+ National Agencies on Youth with the purpose “to valorise and transfer Youth Work experiences and practices to satisfy the need for a better integration and inclusion process, to enhance the quality of non-formal learning activities, and to prevent radicalisation and conflicts²”.

One of the main actions, undertaken by all partners, was to identify and collect youth work practices in the field of integration of young migrants, refugees and asylum seekers (YMRA), by building a constructive dialogue both at national and European level.

In 2017, BpE partners collected 107 practices. Eighty-six of them have been summarised and translated into English in an online Compendium, for a better valorisation and dissemination at European level of the youth work with young migrants, refugees and asylum seekers.

All practices, together with online questionnaires, life stories, interviews to youth workers, have been at the basis of a European level research³, elaborated by Prof. Alvaro Ribeiro and Prof. José Palhares - Department of Social Sciences and Education - Institute of Education of the University of Minho in Portugal.

The practices have been published in the BpE website⁴ by title and in alphabetical order. To guide the readers in the identification of the practices, their main themes, fields of action and intervention, places of delivery, we have elaborated a synoptic table that is available online together with the practices.

¹ BpE: Becoming a part of Europe: How youth work can support young migrants, refugees and asylum seekers.

² As from the project description, pag n.42

³ The European level research is available online – www.bpe-project.eu/resources/

⁴ www.bpe-project.eu/resources/

The BpE Compendium represents the collection of significant youth work practices, dealing with social inclusion and integration of young migrants, refugees and asylum seekers in nine EU Member States⁵.

All practices underline that youth work brings a relevant contribution to the inclusion processes of young migrants, refugees and asylum seekers in a very diverse way (depending on the context, on the approaches and methodologies, on the youth population and their life stories).

All practices use an inclusive approach in their activities and/or services, an approach that aims to provide a safe space for expression, a constructive environment for community development, a place in which individuals can further develop their personal and professional competences.

Among the methodologies, non-formal learning is the most used in combination with other complementary approaches and methodologies deriving for instance from coaching and counselling. In most of the practices, peer learning is an excellent instrument to allow young people to establish significant relationships with their peers and with the hosting communities.

Youth workers, in fact, despite the roles they play and the activities they run, give priority the relationships they forge with YMRA. They support young migrants, refugees and asylum seekers to experiment and feel a new sense of belonging to the hosting community, and contribute raise the awareness of locals on the life stories and experiences of the new comers.

The practices show also that YMRA, thanks to possible relations and interactions with other young people, educational institutions, service providers, NGOs, local associations, have the opportunity to develop their own social capital, which has a positive impact in their employability, in the community relations, in poverty alleviation.

As stated in the European level research, “youth workers adopt a dialogical

⁵ Belgium, France, Germany, Malta, Italy, Portugal, Slovenia, Sweden, The Netherlands

approach in their effort to co-create inclusive communities. The results highlight the unique role of youth workers in bringing different young people, local and young migrants, refugees and asylum seekers together, and creating a context that is conducive to association and inclusion, rather than division and exclusion... Within the youth work context, borders shift and morph as multiple identities interact and engage in communicative practices. New identities, personal and collective are transformed, across multiple cultural spaces.”

At the same time youth workers face challenges in their daily work, which is increasingly demanding and complex. They need to work on a new system of means to communicate thoughts, information and feelings, redefining the use of signs, sounds and gestures and their meanings together with YMRA and with local communities. In the inclusion processes, everyone is involved in an intercultural learning process, which should facilitate ways of living together, valorising the diversities and providing equal opportunities to everyone.

Before looking into the practices, you may want to have an overview on the BpE project and on the process, which led the partnership to collect experiences, practices and life stories. If so, we suggest you to have a look on the following pages that aim to introduce the work done so far.

If you want to have an in-depth view on the analysis of all materials collected in the first year of our project, we strongly suggest you to have a look at the European level research in www.bpe-project.eu/resources.

Hope to provide food for thoughts about youth work and YMRA, we wish you an inspiring journey into the BpE practices!

2. Shortly about B.P.E project

BpE stands for “*Becoming a part of Europe: How youth work can support young migrants, refugees and asylum seekers*”, a project co-funded by the Erasmus+ programme, KA3 support for policy reform, social inclusion through education, training and youth. The project is promoted by a partnership of nine Erasmus+ National Agencies⁶ on Youth and nine associated partners and it is implemented from December 2016 to December 2019.

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

The specific objectives are:

- To identify best practices of youth work in the field of integration and social inclusion of young migrants, refugees and asylum seekers;
- To give value to youth work as an instrument for the integration of newly arrived migrants, using informal and non-formal education activities;
- To design innovative models and practices of youth work in the field of integration and social inclusion of young migrants, refugees and asylum seekers to build up new capacity and enhance youth workers' skills and competences;
- To formulate policy recommendations about integration and social inclusion, involving the main actors in the field of youth work.

⁶ The partnership is coordinated by ANG, Italian National Agency on youth. The partners are: JINT from Belgium Flanders, Agence Erasmus+ France Jeunesse & Sport/Agence du service civique France, Jugend für Europa Germany, European Union Programmes Agency Malta, Agencia Nacional Para A Gestao Do Programa Erasmus+ Juventude Em Açao Portugal, Movit Slovenia, Swedish Agency for Youth and Civil Society (MUCF) Sweden Nederlands Jeugdinstituut, Nji The Netherlands. The associated partners are: Interkulturelles Zentrum - Austria - Agencija za Mobilnost I Programe Evropske Unije (AMPEU) - Croatia- Archimedes Foundation - Estonia - Centre for International Mobility (CIMO) - Finland - Agency for International Programmes for Youth - Latvia - National Agency for European Educational Programmes and Mobility - Republic of Macedonia - Agencia Nacional Española de la Juventud - Spain - IUVENTA - Slovak Youth Institute - Slovakia

The expected results are:

- National expert groups (NEG) to collect practices and share methodologies and methods in youth work supporting young migrants, refugees and asylum seekers' inclusion;
- European-level research that considers and gives value to the existing practices, life stories of young migrants, refugees and asylum seekers involved in local, national and European projects and initiatives;
- Capacity building activities for youth workers;
- Recommendations for improving policies related to young migrants, refugees and asylum seekers' inclusion and supporting the recognition of the role of informal and non-formal learning in that area.

3. Why a Compendium of practices?

The BpE Compendium of practices aims to give visibility to 86 practices, collected in 2017 by the partnership during the National Expert Groups' meetings, to inspire other youth workers and other contexts, to stimulate reflections and critical thoughts on "how youth work can support young migrants, refugees and asylum seekers".

Those practices, together with some other documents and materials, have provided food for thoughts and consistent information to the researchers that have elaborated a European level research about existing youth work activities and services with and for young migrants, refugees and asylum seekers, success stories and challenges⁷.

The Compendium is a collection of practices, which we hope will be enriched by other stories and experiences within the project life cycle. All those interested to bring a contribution to the project, can contact the partners through the project website: www.bpe-project.eu.

⁷ Cfr. European Level Research – Final Report www.bpe-project.eu/resources

4. The practices

Among the 107 practices collected in 2017 during the National Expert Group Meetings in the partners' countries, 86 have been translated into English in order to be disseminated to a wider public. The remaining practices are available in the original language and can be requested to the project general manager⁸.

The partnership identified a practice as "every project implemented within the context of Erasmus+ youth in Action Programme, other EU programmes and/or local funds and sponsors which promotes the use of youth work for migrants, asylum seekers and refugees' inclusion".

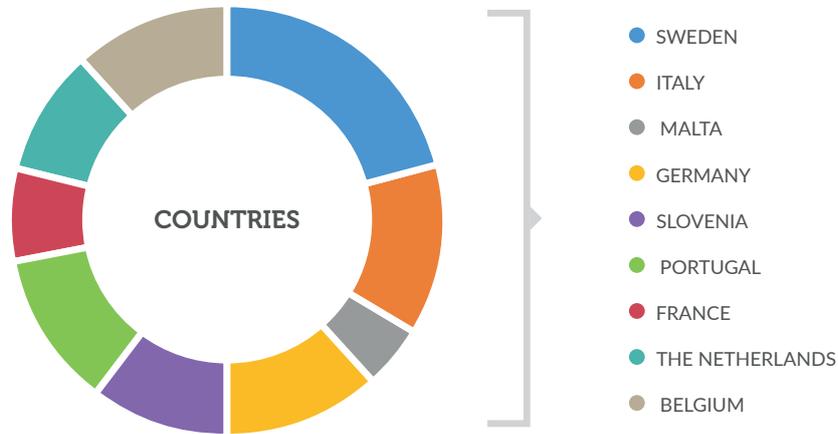
The practices that are part of the Compendium respect three or more of the following criteria:

- Use non formal learning methodologies/approaches
- Are youth work related
- Are already implemented/tested/and -or evaluated
- Are transferable
- Show the positive aspects of the work done (under ERASMUS + or other EU -National programmes)
- Have a positive impact on local communities and on young migrants
- Are sustainable
- Have clear links with Paris Declaration

⁸ s.volpi@agenziagiovani.it

4.1 Practices' context

As for the provenience, the practices⁹ have been promoted and/or implemented in the following countries:



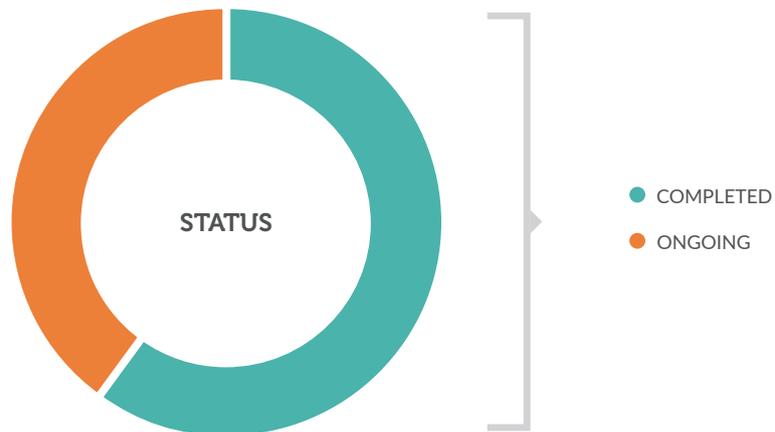
The graphs shows that, among the practices collected in the Compendium:

- **21%** of them have been implemented in Sweden and/or promoted by Swedish organisations
- **12,7%** of them have been implemented in Italy and/or promoted by Italian organisations
- **11,6%** of them have been implemented in Portugal and/or promoted by Portuguese organisations, another 11,6% in Belgium and another 11,6% in Germany
- **10,5%** of them have been implemented in Slovenia and/or promoted by Slovenian organisations
- **9,3%** of them have been implemented in The Netherlands and/or promoted by Dutch organisations
- **7%** of them have been implemented in France and/or promoted by French organisations
- **4,7%** of them have been implemented in Malta and/or promoted by Maltese organisations

⁹ We refer to the 86 practices, translated into English, and part of the Compendium.

4.2 Practices' state of the play

for the provenience, the practices⁹ have been promoted and/or implemented in the following countries:



The graphs shows that, among 86 practices collected in the Compendium, 57% of them can be identified as completed projects (already closed, evaluated and reported), while 43% of them are ongoing projects and initiatives (not yet closed, evaluated and reported and/or permanent activities of youth centre, schools and/or reception centres).

4.3 Practices' Funding

The practices have been implemented thanks to a variety of funds:



The Graphs shows that:

- **30,3%** of the practices have got Erasmus+ programme funds;
- **16,3%** got funds from local and/or regional authorities;
- **15%** got funds from National Governments and another
- **15%** got funds from a mix of donors and programmes;
- **11,7%** got European funds different from Erasmus+ programme;
- **4,7%** got funds from International Institutions and organisations;
- another 4,7% got funds from Foundations, Companies and religious organisations;
- **2,3%** did not use funds and benefitted by the volunteer work of the staff.

4.4 Practices' categories

The practices have been identified in the *synoptic table*, using the following categories:

MAIN AREAS OF INTERVENTION	<ul style="list-style-type: none"> • Media, culture and arts activities • Free, sport and leisure time activities • Health and sexual education activities
MAIN KINDS OF ACTIVITIES	<ul style="list-style-type: none"> • Workshop and/or training course for young people • Training course for youth workers • Campaigns, Events, Camps • Volunteering (local and international) • Intercultural youth exchanges/learning activities • Networking activities • Research
MAIN KINDS OF SERVICES	<ul style="list-style-type: none"> • Coaching, mentorship, emotional and mental support for young people • Internship, employment activities and services • Advocacy initiatives and services
PLACE OF DELIVERY (WHERE EXPLICITLY MENTIONED)¹⁰	<ul style="list-style-type: none"> • Youth work at school/in cooperation with schools • Youth work at reception centres or similar centres • Youth work at youth centres

¹⁰ In most of the cases, where the place of delivery was not mentioned, we can assume the activities and services were implemented by NGOs and with NGOs premises.

Most of the practices collected in the Compendium, and especially those funded by the Erasmus+ KA2 programme, are combined initiatives, in which a variety of activities and services coexist.

In each of the practices, under the title, the reader may find indications related to the main activities, services, working areas, place of delivery of the activities and services (if explicitly mentioned by the promoters), in blue colour.

› Main areas of intervention

Forty-two practices have implemented **media, culture and arts activities**.

New media are used by youngsters to interact and strengthen the relationships with their peers. The same applies to young people with a migrant background, in consideration of the fact that they are young and not only migrant. A significant **practice from Sweden, “IT Guide”** illustrates how IT is a tool, which facilitates inter-generation dialogue and support young migrants to make links with locals and local community.

More precisely, the “IT Guide” activities involve young migrants, refugees and asylum seekers and local seniors. Youths, using their abilities in IT, teach IT to seniors at internet cafés. While they learn and practice the Swedish language, senior Swedes learn IT. With this practice, it was established a win to win action, in which both locals and migrants got their own goals, both youths and seniors increased their abilities and relationships. Young migrants felt more self-confident and able to tie contacts with local society.

In addition, while analysing the practices, **cultural, intercultural activities, intercultural youth exchanges** appear to be essential activities to stimulate dialogue, contrasting the fear for the unknown, opening a space and providing a time for interaction and mutual understanding. In this case, youth workers actively contribute to the creation of a positive environment in which both locals and migrants can interact and learn from each other, establishing authentic relationship and building up meaningful community actions.

For instance, in **“Initiative für Flüchtlinge”, a practice from Germany**, it is visible how the access to cultural initiatives, can create the opportunity for young people (locals and migrants) to interact, to learn and have fun together. The idea and intention behind the practice is simply bringing young

people together, organising activities in the theatre, in museums and in sport institutions. The practice aims to bring students and refugees together via different ways and initiatives, e.g. with different and creative events. Thus, the promoter wants to support refugees and students, which are maybe new in the city to get to know each other in an easy-going way. The fact that refugees and young migrants can easily participate in these events contributes to making them citizens.

Among practices promoting arts as a tool to work with young migrants, refugees and asylum seekers, it has to be said that the story telling and the digital story telling techniques are very much used.

Through those techniques, young people can recuperate their life stories and make them visible to the locals and to the new community in which they are living. For example, **“Act for peace”, a practice from Belgium** underlines that participants learned by listening to each other’s stories, dancing, eating and acting together that humanity is a very important concept. By "wearing somebody else his/her shoes", the participants opened their view on their own situation, but also on the situations of the fellow participants. By learning to relativize, they learned to be less selfish and more self-conscious.

Thirty-six practices have implemented activities related to **the free, sport and leisure time**. As said in **“Global”, a practice from Belgium**, the implementation of free and leisure time activities corresponds to the core business of youth work. Young people with a migrant background are primarily young persons that are eager to play, hang out, and simply being allowed to be a kid or an adolescent. “Global” practice succeeded to lower the gap for the young people to do this. In fact, volunteers acting in the reception centres of Lint and Dendermonde and in the local groups of young refugees, organised more activities for their free and leisure time and made sure there was a positive atmosphere. Furthermore, on a national level, the promoter tried to inspire other organizations, other volunteers and other employees of reception centres to do the same. They showed policy makers that the youth work sector is concerned about this target group.

“Don Bosco Rijswijk”, a practice from The Netherlands, underlines how free and leisure time activities are useful tools to create links between young people and more specifically between locals and refugees. The promoter

states in fact that, through the experience, they achieved two main goals: “On one hand, the children they worked with only knew about asylum seekers from what they heard from their parents or in the media. However, because the young refugees did activities with them, they got to know them in “real life” and heard their stories. That changed the way they looked at them. On the other hand, the young refugees gained more self-confidence and were proud on what they were doing”.

Furthermore, in **“Refugees”, a practice from Italy**, it is clearly stated that among the different activities implemented by volunteers, “sport was a glue for social inclusion of migrants. The volunteers and migrants made sports together. This activity was the way to create a good friendship and relation between them”.

Among the eighty-six practices, only one refer explicitly **to health and sexual education** activities for young migrants, refugees and asylum seekers: this is **“Youmo”, a practice from Sweden**, that foresees the implementation of a multilingual website, making available quality assured information about sex, health, rights and gender equality.

› Main kinds of activities

Fifty-four practices have implemented **educational activities** for young migrants, refugees and asylum seekers and/or for youth workers, working with this specific audience.

The educational activities are mainly referring to workshops or training course that foresee the use of non-formal learning, peer learning, outdoor and human rights education approaches and methodologies.

“Roadshow”, a practice from Germany, illustrates how much the non-formal and peer-learning approaches were useful to allow local communities and pupils opening their views on the situation of refugees.

Moreover, some practices were implementing **coaching and counselling** activities to support young migrants, refugees and asylum seekers to establish links with the local community, to get information about the new reality and context and to develop a feeling of belongings to the new environment.

“The Creative environment” a practice from Sweden, demonstrates how

coaching in event producing led to several funded cultural events and media exhibitions initiated by the participants.

“The New at home” a practice from The Netherlands, shows also that a “buddy project helps to learn about cultural differences and similarities in two directions. The newcomers learn about Dutch culture and the local students learn about other cultures”.

Some other practices pointed out the importance to let young migrants, refugees and asylum seekers, experience to be volunteer in a local organisation. Volunteering resulted to be a unique opportunity to contribute to the local society, to use own potentials and competences, to get in contact –on a daily basis – with locals and to establish links, gaining self-confidence and self-esteem.

“Development and promotion of volunteer work among youth”, a practice from Slovenia, underlines how the **volunteer work** can help “young people with migrant background with social activation, personal development... The initiative was based on the needs of youth – how to get better opportunities for professional and personal development, building of competencies and social skills...”.

Speaking about volunteering, **“Make it happen”, a practice from Portugal**, shows how important is the European **Voluntary Service** with vulnerable young people. In the initiative, “the mission was to promote the social inclusion of children and young people and active individuals from vulnerable socio-economic contexts, aiming at equal opportunities and strengthening social cohesion; also promoting activities and the involvement of participants in an environment conducive to the development of skills and capacity building of skills. It was also intended to develop multilingualism, which plays a prominent role in the acquisition of skills, in the sense of preparing individuals for the job market. The lack of language skills that are not often acquired in the school environment is a barrier to the personal development of young people”.

“The Refugees”, a practice from Italy, states also that volunteers are like a “bridge” of connection between refugees and the local community. Through the volunteers, the local community had the possibility to know better their stories, their troubles and their challenges.

Other practices and experiences point out how important it is to work with

young migrants, refugees and asylum seekers and with local community, establishing and supporting the creation of **links and networks**.

Networking activities foresee the **cooperation with schools, companies, local associations, citizens**, in order to create the grounds for an environment ready for intercultural dialogue and social transformation.

“CoCoRa”, a practice from France, reveals how important it is to involve the entire community in the inclusion and anti-radicalisation processes. CoCoRa project provides an innovative approach to the European prevention scene by developing and implementing a community-based prevention strategy, built on the active involvement of local communities and the systematic linking of prevention and empowerment to active citizenship on democratic terms.

To demonstrate how much a strong partnership can support sustainable youth work initiatives with young migrants, **“Youth Upbeat”, a practice from Malta**, the authors argue that:

“In future projects, one element of the project should be to involve policymakers as part of the project and include an advocacy element to ensure that interventions would be sustainable by influencing the development of policies and practices that approach integration in a sustainable way”.

Finally, among the practices, one was dedicated to the **research “Ghinni Nidol”, from Malta**, and it shows that initiative “brought more awareness to the education community as to the needs of Third Country National (TCN) students/families and what schools can do to support their integration”. The project brought local and foreign residents together and established new networks and support systems. It also provided a space where TCN’s felt valued, their voice was respected and their culture was celebrated.

› Main kinds of services

Among the different practices, not only youth work traditional educational activities were implemented, but also some activities that belong, in the common understanding, to the vocational or career guidance/employment field or even to the advocacy field.

The **“Mentorpower” practice from France**, for instance, had the aim to facilitate the development, piloting and dissemination of an engagement

mentoring model with a specific focus on migrant youth. The mentoring model should increase the migrant youth social inclusion, their empowerment, and their entrance in the labour market. The mentorship was also meant to foster the mentee immigrant youth to gain life skills, useful for personal and professional development.

The “Project integrated”, a practice from Malta, underlines that “It may be defined as a good practice as it seeks to understand the barriers that exist to integration in Malta and puts in place programmes that help to overcome some of these barriers. For instance, through the provision of educational/vocational courses that prepare people for entry into higher educational institutions or make them more employable”.

In some practices, internships, vocational training courses, language training course, career guidance activities were mentioned as essential to foster young migrants’ inclusion. Especially for the youth population living in the hosting countries for more than two or three months.

More in details, **“The Sprar”, a practice from Italy** mentions as key factors of its success: the socio-occupational inclusion of young migrants through the activation of professional trainings; the use of young skilled workers through continuous training initiatives and the involvement of youth groups (sports and cultural associations) in the socialization activities envisaged by the project.

Furthermore, **“Skhuna - World cuisine the Slovenian way”, a practice from Slovenia**, underlines that the status of individuals were not of primary concern in the project. What was important was their willingness to participate and freely express themselves. Differences were respected and used to demonstrate how rich we are as humanity. Differences were taken to be a source of strength rather than a weakness. The initiative succeeded to support young migrants to develop their talents and to create their own business and/or being employed, at the end of the training courses.

4.5 Practices' Approaches & Methodologies

In most of the practices, the used educational approaches refer to non-formal education and to peer learning core principles. Non-formal and experiential learning methods are used very often, in order to limit verbal communication and to provide space for other communication channels. In this sense, especially newly arrived migrants, that are not necessary fluent in the language of the hosting country, can easily access the activities and interact with their peers, overcoming one of the initial barrier to inclusion.

Learning by doing is also underlined as a useful approach in all practices promoting internship and employment initiatives and services. To let young migrants, learn by doing as several meanings:

- It allows them to use different channels to communicate and interact with locals
- It allows them to use and improve their competences
- It allows them to feel useful and to contribute to the local context
- It allows them to develop a sense of belonging to a new context

Some practices have used also a human rights approach to the work with young migrants, refugees and asylum seekers. For example, the “Initiative kick Racism”, a practice from Slovenia, demonstrates that simple football tournaments including young people with a migration background, were useful indirectly to increase the interaction among young people. And, as well to increase the sensitivity to “topics like discrimination, racism, human rights and raise awareness on accepting diversity”.

As mentioned in the previous chapters, the practices reveal also to adopt methods from other fields of action, such as vocational education, advocacy, counselling, mentorship and coaching.

4.6 Challenges in practices implementation

In the eighty-six practices implementation, youth workers faced some challenges. The recurrent ones are the following:

- **Language:** barriers and/or misunderstanding between youth workers and young migrants; between young migrants and the local communities; among young migrants.
- Ability to **reach, motivate and engage** young migrants, refugees and asylum seekers (especially women)
- **Cultural and social diversity**
- **Fear of the unknown/other/different**
- **Resources and support** (especially financial)
- **Cooperation and interaction with schools**
- Changes in migration **laws and policies**
- Difficulties to get **VISA** (especially for mobility activities)
- Technical, organisational and logistical **management** challenges and difficulties
- **Stakeholders** involvement
- **Volunteers and/or youth leaders recruitment**
- Ability to deal with **post-traumatic** experiences
- Ability to deal with **uncertainty** of young migrants (especially those that are waiting for being transferred)
- **Resistance to change** (both in local communities and among young migrants)
- **Adults resistance** towards youth led initiatives
- Taking on board the **expectations and needs** of young migrants
- **Undefined roles and responsibilities** in the inclusion and integration processes
- **Pressure on youth workers**

5. Lessons learnt

While compiling the BpE compendium of practices, we had a clear confirmation that **youth workers already support the inclusion of young migrants, refugees and asylum seekers**. Despite the fact that their work is regulated in a very different way in different European countries and despite the fact that their profession is described in very different ways, they are key actors in bridging YMRA with local communities, using traditional and innovative tools, in the search for a better place to live together. Furthermore, from practices, we learnt that:

- Youth work has the power to create knots with different stakeholders in order to develop sustainable networks and cooperation for an effective YMRA inclusion.
- Youth work activates important relationships, with locals and with YMRA, caring for their personal development and for the community wellbeing.
- Youth work is asked to play a variety of roles in different contexts and environments to foster YMRA inclusion process.
- Youth workers need support for the multiple roles they play and especially supporting and empowering YMRA, while acting as agent of change in local communities
- Youth work competences need for a frequent update especially while working with newly arrived young people.
- Youth workers, working with YMRA, need supervision and care about their emotional health.
- Youth workers cannot replace other professionals, for instance in the reception centres, but they can be complementary to other roles.
- Youth workers need to be easily identifiable by the YMRA and the community as such: their roles and actions should be enhanced.
- Youth workers should support the development of an intercultural society, by promoting and fostering active participation and sense of belonging of YMRA in a new living environment.



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