

# YOUTH ACTIVITIES FOR ALL!

TOOLKIT FOR IMMIGRANT  
COMMUNITIES/ORGANIZATIONS

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YOUTH  
INCLUDED

## **Coordination Organization**

CIVIS PLUS (Athens, Greece)

[civisplus.gr/](http://civisplus.gr/)  
[www.facebook.com/civisplus/](https://www.facebook.com/civisplus/)

## **Partner Organizations**

IYACA- International Youth Activities Center Association  
(Talas, Kayseri, Turkey)

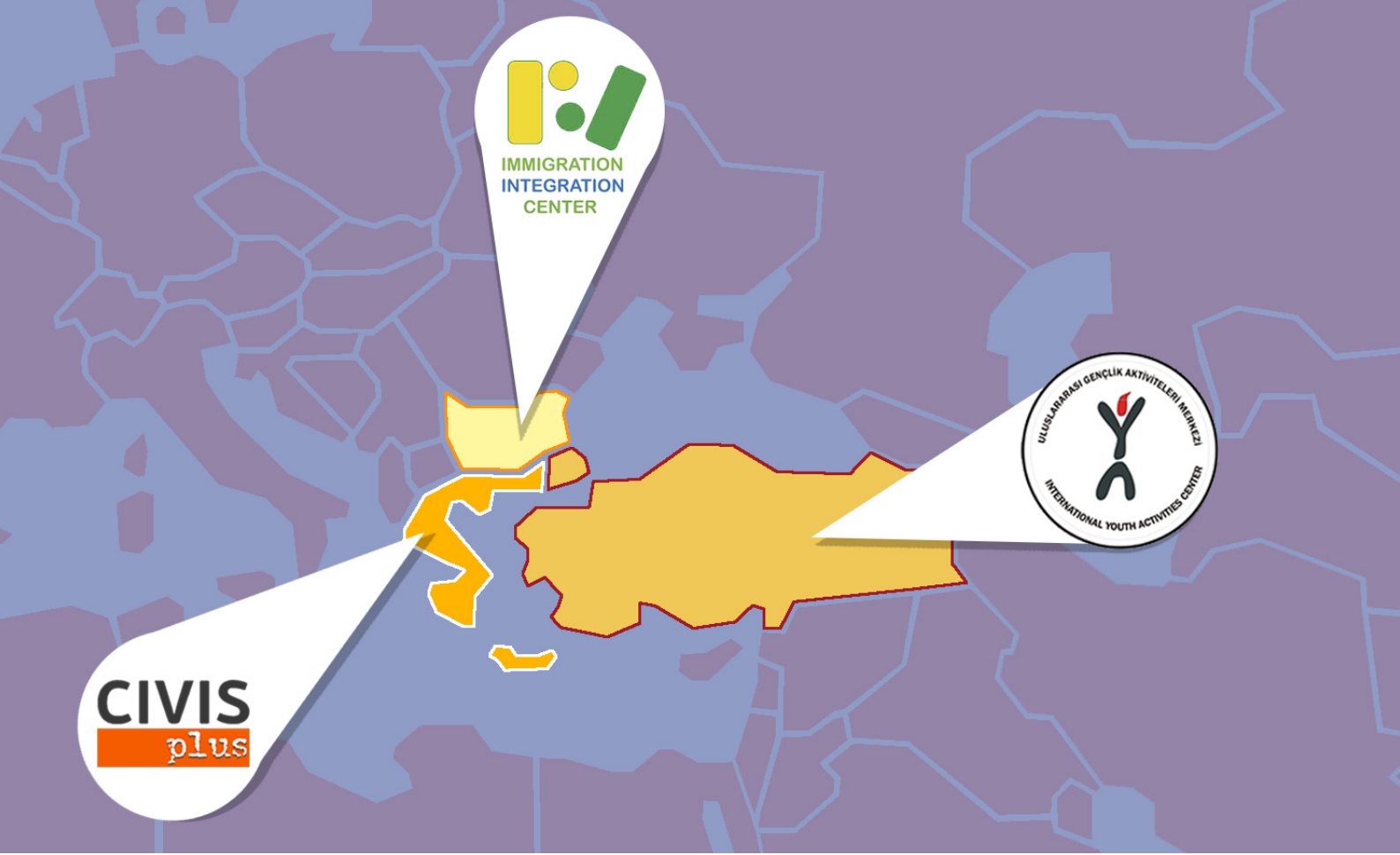
[www.iyaca.org/](http://www.iyaca.org/)  
[www.facebook.com/iyaca/](https://www.facebook.com/iyaca/)

Centre Immigration and Integration (Sofia, Bulgaria)

[cii.gateway.bg/en/](http://cii.gateway.bg/en/)

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The project “Youth Included” is a strategic partnership in the field of youth in the context of the European program “Erasmus Plus” and which lasts from December 2014 till February 2016. The project is being implemented by 3 organizations from Greece (NGO CIVIS PLUS), Turkey (ULUSLARARASI GENCLIK AKTIVITELERI MERKEZI DERNEGI) and Bulgaria (CENTRE IMMIGRATION AND INTEGRATION). Its overall aim is to facilitate the inclusion of third country nationals in European societies by increasing their participation in youth activities. Specifically it aims to discover and record good practices across Europe for the participation of third country nationals in youth activities, to strengthen the abilities of those active in youth work on the organization of joint activities and managing teams with a strong element of diversity, to strengthen the abilities of immigrant communities on motivating their members for more participation and to organize joint youth activities and finally to increase and promote the cooperation between youth organizations and immigrant communities / organizations.

The project included three main activities which resulted in the current guide:

- 1) A bibliographic research on the guide’s topics was conducted in the first stage.
- 2) Questionnaires were sent to youth and immigrant organizations throughout Europe.
- 3) Workshops and focus groups were implemented in each participating country during which youth workers and representatives of immigrant communities and organizations had the opportunity to discuss the topics in question and create new tools and activities.

# INTRODUCTION

Immigration and inclusion of new populations in host countries is an issue that has often merited our attention. Political instability, economic exclusion, poverty, military violence and religious oppression continue to plague many regions. Moreover globalization having linked nations together closer than ever before, makes events in one country have detrimental effects all around the world.

This guide is an attempt to comprehend and to tackle some critical issues related to including foreign populations young nationals of third countries in their new social environment. Specifically, we will focus on the problematic facets of young immigrant and refugee inclusion. These issues stem from two distinct features of their identity: being young and being nationals of third countries . The main premise which we examine is how to improve immigrant and refugee youth integration and inclusion in youth organizations which in the long run can contribute to their inclusion in the european societies.

The information contained in this guide originates from three sources: Firstly, from an extended bibliographic research. We studied various guides addressing either immigrant and refugee or youth related issues. We then tried to understand and portray the correlation between the issues faced by these two separate groups. The main focus of this guide is on how immigrant and refugee communities can encourage their members in participating in youth organizations and activities, how can they encourage native participation in their organizations and activities how culturally diverse groups can be successfully managed and how can these two different types of organizations better approach each other and work together.

Secondly for the needs of this project we created two questionnaires, one directed to immigrant and refugee organization and communities

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and one directed to youth organizations. Through these questionnaires we wanted to gain direct information and insight on the topics at hand which would help us structure practical tools and principles of good practice aiming at addressing problematic elements of young immigrant inclusion. Namely we asked immigrant and refugee organizations as well as youth organization to share their perspective on issues regarding cultural tension within diverse groups and about the possibility of these types of organizations working together.

Thirdly, each of the organizations implementing this project organized focus groups and workshops with representatives of people working in immigrant organizations and communities and in the youth field. By holding these events we attempted to bring into the spotlight different elements of this multifaceted issue. During their realization, participants explored in depth the principle topics dealt with in the guide. Emphasis was given particularly in questions concerning how to ameliorate the cooperation between native and foreign youth within a group or an organization and on how to encourage participation of young immigrants to youth organizations and native youth to immigrant organizations.

Structurally the guide is divided in two sections. The first one briefly depicts the main obstacles commonly faced by young immigrants in their endeavor to adapt to the host country's traditions and socio-economic life and to participate therefore in institutions and organizations such as youth organizations.

This list of barriers is of course only indicative since an extended list of all potential problems in immigrant and refugee integration and inclusion throughout Europe would greatly surpass the frame and limits of this project. For the needs of this project we focused mainly on problematic elements concerning linguistic and cultural obstacles which according to relevant bibliography are the most widespread.

We then explain how these obstacles can lead exclusion from various spheres such as the labor market or the social sphere inhibiting thus

young citizens of third countries from partaking in youth related organizations and activities.

This part is key to engage in a fruitful dialogue among relevant stakeholders. Immigrant organizations and communities represent the youngsters facing these issues. Therefore, they have a first hand account of the most important obstacles faced by the young nationals of third countries. However it is important to present these issues so as to demonstrate to the immigrant organization and communities that problems they may face in their communities can be shared by immigrant communities in other regions. In this way they can identify similarities and differences regarding obstacles they may face and therefore can effectively decide what practices can better support their particular organization.

This part is also fundamental for effectively understanding and interpreting the success of some good practices rather than others in integrating and including immigrant youth . For youth organizations as well as any other relevant group or association that wished to become involved with immigrant youth related issues it is indispensable that they have a good handle of the basic problems and issues faced by their target group.

The second section is divided in the following chapters . We start the first chapter by analyzing the above information concerning the potentially problematic aspects of young citizens of third countries accessing services and activities to derive relevant principles of good practice. In particular we describe principles of good practice immigrant communities should take into consideration when trying to increase the number of their members involved in youth activities and organizations.

These principles of good practices have been divided in the following categories: becoming informed on youth organizations and activities to which young immigrants can participate, encouraging young

## Introduction

nationals of third countries to participate in youth activities and organizations and how can culturally mixed groups work successfully together.

In the following chapters we will present primary source material gathered for the needs of this project: Firstly we present the results of the questionnaires we send to relevant European organizations and secondly the information gathered through workshops and focus groups conducted by the participating organizations.

The principle aim was to understand issues such as potential problems stemming from managing culturally mixed groups and ways for youth organizations to become approachable. Moreover the workshops and focus groups resulted to good practices regarding the successful management of culturally mixed groups enabling them to carry out successfully potential activities.

Finally we present successful good practices from European countries of activities appropriate for culturally mixed groups that can support the inclusion of the participating young citizens of third countries.







# PART ONE

Although migration is not a new phenomenon formal and informal structures in European countries continue being well-equipped to support their inclusion.

There is a plethora of factors that have increased the inflow of third country nationals in Europe and immigrant and refugee groups have come to represent a category highly in risk of poverty and social exclusion.

According to research conducted by the European Commission in 2015 more than 1.8 million immigrants from non-European countries reside in Europe and are at risk of being marginalized. More than 11% of them are in immediate risk of poverty.

More recently, the tragic events that have taken place these last months in Syria are the latest proof that an organized and coordinated policy in a European level is more

needed than ever. Refugees and asylum seekers are constantly arriving to European countries through legal or illegal roots. The primary European goal should be to ensure their physical safety and psychological well-being.

It is therefore more important than ever to develop new ways of helping groups of foreign population adapt, integrate and become included in the social, economic and political life of the host country.

**More than 1.800.000 immigrants from non-EU countries are at risk of being marginalized.**

**11% of them are in immediate risk of poverty**

## Part one

### International migration

The term mainly but not exclusively refers to migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

*(International Organization for Migration, IOM)*

Concrete measures need to be taken regarding the immediate recollection of refugees and asylum seekers. However, such measures in order to be effective cannot be isolated attempts. The collaboration of all European countries, institutions and organization both European and global is essential since no individual country can undertake the enormous task of accommodating such a great number of foreigners.

European policies concerning migration are shaped based on many factors. Each country takes into consideration its economic potential and needs, the prevailing political sentiment, the possibility of social tension and the historical particularities that have formed its structures and institutions.

Therefore, immigration

policies, social norms and NGO actions have come to vary greatly between European countries. Countries such as Germany and Finland have state organized structures through which immigrants can seek assistance in order to become integrated in the labor market and social life of the receiving country. These structures can offer a variety of services from language support to individual planning consultations for employment or educational opportunities, vocational training or even help creating social relations. Participation in these services can be either mandatory or optional and may even be tied to the opportunity for financial support.

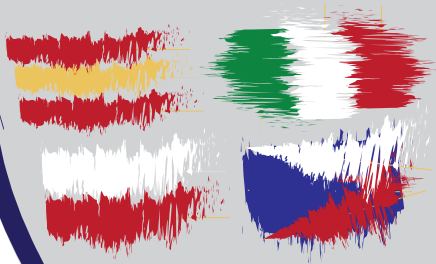
### Asylum seeker

A person who moves across borders in search of protection without necessarily fulfilling the strict criteria set by the 1951 UN Convention granting him/her protection. Refugee is the term used to describe a person who has already been granted protection.

*(UNESCO)*

## EXAMPLES OF SUPPORTIVE STRUCTURES FOR IMMIGRANTS IN EUROPE

Official provision of help depending on difficulties faced, not on ethnicity  
(Sweden, UK, Netherlands)



No centrally organized support systems  
-substitution by NGOs, CSOs, communities, the church-  
(Spain, Italy, Poland, Czech Republic)

State organized structures addressing immigrants' specific needs

(Finland, Germany)



Other countries have different approaches. The United Kingdom, the Netherlands and Sweden for instance, do not promote national policies specifically directed at immigrants and refugees as such. In the UK for example, immigrant and refugee groups are supported from the institutions and structures addressing socially vulnerable groups. By combining strong antidiscrimination policies, justice principles and

the promotion of self organization such countries offer support to immigrants and refugees facing difficulties on account of the types of difficulties they face rather than their ethnicity.

Southern European countries as well as central European countries such as Italy, Spain, Poland and the Czech republic, which do not have a long history at receiving immigrants and refugees in such bulk also do

## Part one

not have centrally organized sufficient support systems. However NGO's, social services and other relevant groups and communities, an important amount of which are related to the church, make an effort to replace the lack of an official governmental policy.

Moreover states have policies which immigrant and refugee populations need to follow either on a voluntary or on a mandatory basis. Germany, Austria and

### Assimilation

Adaptation of one ethnic or social group – usually a minority – to another. Overall assimilation aims for a minority group to become socially indistinguishable from the other members of the society.

*(International Organization for Migration, IOM)*

Denmark for instance offer some mandatory courses before the right of residency and access to welfare and social benefits is granted. In France such sessions take place on a voluntary basis. However if nationals of third countries sign up to participate and then fail to do so, it may count negatively for their further residency requests.

## CHARACTER OF PROVISIONS IN STATE ORGANIZED STRUCTURES

Mandatory courses and then provision of social benefits  
(Germany, Austria, Denmark)



Provision of voluntary courses (France)

Furthermore there are policies targeting immigrant and refugee populations in general and as well as policies specifically addressing populations coming from third countries.

Many countries for instance have settlement-packages attempting to tackle most of the major issues faced by immigrants and refugees. However this type of aid is not easily accessed by everyone.

Additionally, policy making is influenced by whether a country is orientated towards assimilating immigrants and refugees or towards creating the societal structures necessary for a multicultural environment.

Specifically, a multicultural society is built on the idea that social cohesion can be achieved with a number of different

**A multicultural society is built on the idea that social cohesion can be achieved with a number of different ethnic, cultural and religious minorities of equal stance who enrich the native majority**

### Multiculturalism

It emphasises that acknowledging the existence of ethnic diversity and ensuring the rights of individuals to retain their culture should go hand in hand with enjoying full access to, participation in, and adherence to, constitutional principles and commonly shared values prevailing in the society.

(UNESCO)

ethnic, cultural and religious minorities of equal stance who enrich the native majority. A society aiming towards assimilation on the other hand stresses the importance of migrant communities making an effort to adjust to the social norms and culture of the majority and even to adopt it themselves. Most countries incorporate elements of both these approaches to structure a method that better suits their needs. These notions to an extent influence policymaking and the expectations set for immigrant and refugee youth by underlying the decision making process regarding relevant issues.





# Obstacles and exclusion

In their attempt to adjust to their host country young immigrants may face a series of obstacles. These are closely linked to each other and if not dealt with effectively may enhance the risk of exclusion and marginalization. The same obstacles discourage foreign youth from participating in youth organizations and activities. To identify new tools and to understand why are some youth organizations' practices succeeding better in including foreign youth both directly in their activities and indirectly in the broader social milieu, it is necessary that we have a good handle on the most common and important obstacles that young foreigners face.

**Learning the host country's language is fundamental because it's the first step to social inclusion. Language is a necessary requirement for the young person to successfully enter the educational system or labor market**

Firstly, young immigrants and refugees need to undertake the enormous task of learning the host country's language. This constitutes a major barrier that young immigrants and refugees need to tackle in order to participate in various types of organizations such as youth organizations. Learning the new country's language is fundamental because it both



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opens the door to inclusion and is a necessary requirement for the young person to successfully enter organizations in the youth field, the labor market or the educational system.

Additionally understanding the new language apart from facilitating the young nationals of third countries integration in practical terms, is a keystone for their cultural inclusion. Language is a dominant means through which cultural norms and ideas are developed and transmitted. By learning the host country's language the young immigrants and refugees are taking their first step towards partaking in the host country's social and cultural life. In the same way, a gradual cultural adaptation is fundamental for the foreign youth successful cooperation with their native peers within the context of a group.

Moreover, an attempt to understand and talk in the host

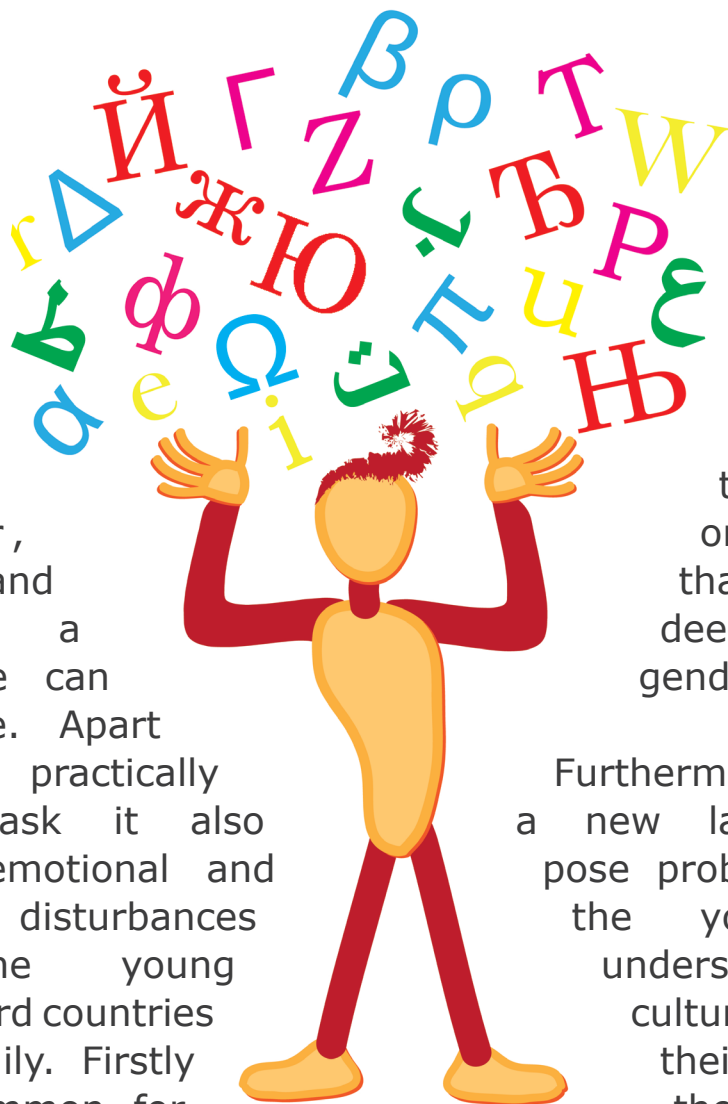
country's language is important for the good relations between immigrant youth and the native population. The native citizens of the host country appreciate the effort young nationals of third countries make to learn their language. Not only because it facilitates their day to day interaction but also because it is interpreted as a gesture that the immigrant population is ready to meet the native population half way into creating a common ground where both groups can coexist on equal terms. The same positive shift takes place

### **THE IMPORTANCE OF KNOWING THE LANGUAGE OF THE HOST COUNTRY**

**education**  
**labor market**  
**resolving practical issues/everyday life**  
**participation in social & cultural life**  
**political participation**  
**building relationships with the native  
population**

within the dynamic of culturally mixed groups.

However, the learning and acquiring of a new language can be a challenge. Apart from being a practically demanding task it also may cause emotional and psychological disturbances between the young nationals of third countries and their family. Firstly it is very common for young people to master the new language faster or easier than their parents or other older family members and caregivers. This may cause an unbalance of the power relations within the family. The young people are called to assume a parental role and be the ones asked to communicate with local authorities, potential employers, accompany their parents to various appointments or even through the day to day contact with the native population. Additionally they



may need to have access to information concerning their parents or the family that may not be deemed age or gender appropriate.

Furthermore, learning a new language may pose problems on how the young people understand their cultural identity and their relation with their heritage and their country of origin. As we already mentioned language is an important factor of shaping and preserving one's culture. By becoming bilingual there is a shift in the way the young immigrant and refugees perceive their host country's culture. When young immigrants thus, learn the language of the host country they also tend to become more receptive of its culture. This though may alarm their parents, caregivers or other members of the family that have not managed yet to learn

## Part one

### Acculturation

The process of making someone fitting in the rest of society. Nearly all concepts of acculturation implicitly assume, that 'native' members of a host country already share the same traits which the immigrants still have to attain. Acculturation inevitably aims at reducing cultural diversity.

(UNESCO)

the new language and norms. They may be concerned that it is the first step towards their children severing ties with their heritage. The young immigrants are therefore asked not only to manage their own emotions on the matter but to balance their parents' and caregivers' fears as well.

In addition to language related issues, cultural differences and misunderstandings may impede efforts made to help immigrant youth feel included. This is because there are many core values which have severe practical implications in our everyday lives, that shape the way we think or what we deem important.

An example of such values is individualism which is a dominant feature of western culture and considers the individual as the main social unit in western countries. Nonetheless it is a concept not universally shared and may be rejected by members of a different culture who give greater value to family and community bonds. In practical terms this means that young immigrants or refugees may not wish to participate in youth organizations, projects or activities if they feel it will come to the expense of their family or community. That is to say that even if a youth organization implements projects and activities that can greatly help and support young immigrants and refugees individually, they

**The term “youth” has different definitions and connotations in different cultures. Therefore, being young is associated with different kinds of responsibilities in different cultural environments.**

may reject such efforts is it comes in any way at the cost of them meeting family obligations.

Secondly, the very idea of youth as a distinct transitioning period in a person's life is not universally acknowledged. In western societies we recognize these years as something distinct. We believe that a person may be in need of guidance and support while trying to define a coherent identity, his/her relations with family and society as well as future goals. However, there are other cultures in which belonging this age group does not have these connotations and people are used for instance to undertake such types of responsibilities from a much younger age. This may make young nationals of third countries or their families feel reserved towards such initiatives at the beginning.

The above mentioned obstacles are a couple of many which may lead to exclusion of young immigrants and refugees not only from the community they live in but from youth organizations and activities as well. Exclusion however

### Exclusion

The denial of civil, political, social, economic and cultural rights.

It results from a combination of linked problems such as unemployment, poor marketable skills, low income, poor housing, bad health and family breakdown. Immigrants and refugees are indicated as a vulnerable group to exclusion.

(UNESCO)

should not be perceived as a dichotomy distinguishing insiders and outsiders in a clear cut manner. On the contrary it is a multifaceted phenomenon which can take many forms.

One of the most prominent and severe types of exclusion is the one related to the labor market and has largely to do with the problems faced by immigrant and refugee youth is securing employment. Firstly, the degree and the rate in which immigrant youth adapts and becomes integrated to the labor force and the educational system depends on many factors such as the particularities regarding their experience in changing countries and if they have had any previous professional or educative experience. If not, then the challenge they will

## Part one

**Not only do they need to adapt to foreign and complicated systems and structures but also they need to adjust to the very idea of participating in a working or learning environment that demands a particular type of discipline**

face is twofold. Not only do they need to adapt to foreign and complicated systems and structures but also they need to adjust to the very idea of participating in a working or learning environment that demands a particular type of discipline. In addition the difficulty for local institutions and potential employers to recognize the working and educational credential that young nationals from third countries have obtained from third countries is as well a significant obstacle.

Furthermore there is a remarkable paucity on foreign youth's employability related

data that hampers the efforts made to conduct relevant researches. This is closely related to the fact that a large number of young immigrants and refugees are forced to work illegally, in sectors that are accompanied by a minimum set of work related rights and insurance or in any job that will allow them to comply with countries' regulation that only give residency to employed foreigners.

Successfully entering in the labor market is undoubtedly instrumental not only for integration in a new country but also for inclusion in youth organizations. It is indispensable for enabling the young immigrant or refugee to provide for everyday necessities. If young nationals of third countries are struggling with everyday problems and economic obstacles it is very unlikely that they will prioritize and value potential participation in youth organizations and groups. Additionally it is often through employment that young people will cultivate a positive image of themselves, will



become independent and will feel productive and useful. Young immigrants however in order to fully profit from the benefits of working, need opportunities to seek employment or training in all types of professions based on their merit. Unfortunately though, stereotyping and discrimination often confine them within the spectrum of manual labor or low paying jobs.

Exclusion from the labor market is often linked or may lead to many other types of

exclusion that threaten people of a migrant background such as social exclusion, spatial exclusion, civic exclusion and cultural exclusion. Their distinction is important because not all types of exclusion have directly, easily observable and measurable effects as does exclusion from the labor market.

Social exclusion, for instance is more commonly understood in relation to other fields such as the workplace or a school or university. Although commonly experienced within the context of the working place or educational institution, social exclusion is related to the social relations governing them or any other structure and is distinct from exclusion from the labor market. In other words exclusion from the labor market may represent the negation of physical access to the workplace or educative institutions on a formal or informal basis. Social exclusion though represents the exclusion of young immigrants and refugees from the social norms and relations that take place in the workplace or other such institutions. A person

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may experience the sentiment of such exclusion by either not being allowed to participate into the social life of a structure or institution from the start or to be at any point driven out.

Social and labor market related exclusion are closely linked through a causal relation. A continuous exclusion from a particular set of social structures may lead the young immigrants excluded to subsidize the rejecting social relations with alternative options. Thus, they may choose to form their own social structures within their own ethnicity and culture and to seek inclusion to the labor market only within this context.

Additionally, discriminatory behavior and exclusion can be manifested during face to face interaction and can take the form of relational exclusion. Individuals largely base and construct their identities through the recognition of the others. Identities are both a product and a reflection of power relation and social relations and are made real by been performed. This in other words,

means the way other people see us and address us is important to how we see and understand ourselves. When others do not recognize in us constitutive elements of our identity that we consider fundamental, they undermine and alter the way we see and understand ourselves. Many young nationals of third countries thus internalize the negative descriptions that are used by the local population to refer to them.

This negative image and characteristic ascribed to them, prevents therefore young citizens of





**When young immigrants are related to negative images and stereotypes and are not addressed in manners they deem respectable, their identity can be significantly affected**

third countries from taking full advantage of potential opportunities. When young immigrants and refugees are related to negative images and stereotypes and are not addressed in manners they deem respectable, their identity can be significantly affected.


This is the case even if discriminatory behavior stems from ignorance of the appropriate ways to commute and is not reflecting consciously racist beliefs. Subtle manifestations of such types of exclusion along with lack of knowledge can create tension and mutual hostility between immigrant and native youth within the context of a society and of a youth group.

Moreover, exclusion can often be spatially manifested and reflected in a city's urban structure. This type of spatial exclusion sets a visible barrier between insiders and outsiders and is particularly common in large cities, the Paris banlieues (\*) being one of the most well-known examples.

One of the major drawback of ethnically defined neighborhoods characterized by poverty, are the limited recourses available to its members. Apart from young nationals of third countries personal educational and professional opportunities or material wealth, poor community and local recourses such as an inadequate school system or public transport system can directly influence their opportunities. This is directly related to the ability of a youth organization to approach young nationals of third countries. Spatial parameters of this kind are fundamental and need to be taken into consideration by youth organizations which aspire to include immigrant youth because they may lead to concrete impediments.

*\*The term refers to the low-income suburbs of Paris in which mainly immigrants and French of foreign descent reside.*

**Spatial parameters**  
**need to be taken into**  
**consideration by youth**  
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**to include young immigrants**  
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**concrete impediments**



Finally an ethnically and culturally segregated city can structure in a tangible manner the areas within which, immigrant youth socializes, works and lives. This creates substitute enclaves of support and inclusion for the young immigrant and refugees. However as any substitute, they may prove to be counterproductive for the immigrant youth's integration and inclusion both in the main social body and in organizations and groups.

In conclusion, so far we have examined some economic, social and cultural conditions shaping the resettlement experiences of young nationals of third countries. We observed

the disequilibrium of solidarity between native and immigrant population in comparison to solidarity exhibited within the immigrant community. This leads immigrant youth to seek inclusion within their ethnic communities.

This practice of seeking an alternate source of social bonding and relations as well as employment hinders not only their long term inclusion in the broader social milieu but also their inclusion in potentially supportive structures such as youth organizations and activities. Particularly the rejection of the main social body is linked to marginalization but also to immigrant youth accepting and actively sustaining their own self exclusion. In this way, young nationals of third countries feel as if they regain control over their lives





# PART TWO

In the first part of this guide, we briefly explored some of the most common obstacles experienced by young nationals of third countries in their attempt to become included to European societies. In this way we specified some key factors impeding them from participating in youth organizations. Therefore immigrant and refugee communities and groups can identify from the above mentioned, the issues that their members face.

In this second part we will focus on measures immigrant and refugee communities and organizations can take in coordination with measures taken by youth organizations in order to promote an increase of participation of nationals of third countries in youth organizations.

# Identifying the youth organizations and activities that suit you

The first step immigrant and refugee communities and organizations need to do is to identify local youth organizations implementing activities and projects suitable for the need of their members and target group. There are many options from which immigrant and refugees can choose depending on the most important problems faced by their young members, on the type of support they require and on their demographic characteristics.

Young nationals of third countries may face problems regarding their inclusion in various positions of the labor market or educational institutions, their spatial inclusion, and the establishing of social bonds. That is to say that young nationals of third countries may be at risk in different ways. Young foreigners may have for instance already become successfully included in their host countries and

need support, guidance and mentoring as do their native peers.

However, there are young nationals of third countries that face incredible difficulties in becoming included in their new European societies. These young immigrants can face obstacles and prejudices that manifest themselves from discriminatory and racist behaviour to verbal and physical abuse. These obstacles do not allow the young nationals of third countries to participate in youth organizations. In this case, it might be useful for the young immigrants and

**It is important that young immigrants and refugees approach a youth organization or a youth activity that is suited to their specific aims**



*\*Let's be friends*

refugees to seek activities and youth organizations that specifically aim at mitigating the impact of these obstacles.

Youth organizations implement activities and projects that can benefit participants in multiple ways. It is important therefore that young immigrants and refugees approach a youth organization or a youth activity that is suited to their specific aims.

Additionally, young immigrants and refugees should take into consideration

that youth organization often implement activities directly aiming at the inclusion and support of young nationals of third countries. However, these types of activities are not the only options. Other activities, even if they are not aiming directly at the inclusion of young national of third countries can significantly contribute to young nationals of third countries establishing bonds of solidarity.

Moreover, immigrant and refugee groups need to approach youth organizations keeping in mind that not all youth

## Part two

**Youth workers and the members of youth organizations might not know how to successfully address or include young nationals of third countries in their activities.**

organizations have experience in accommodating immigrant youth. That is to say that the youth workers and the members of youth organizations might not know how to successfully address or include young

nationals of third countries in their activities.

The way in which young immigrants and refugees are received by their native peers may be greatly affected by both the way they perceive young natives of their host country and by the way they are perceived by them. Such perceptions may stem from misinformation, prejudices and even events unfolding in the host country or the young immigrants' countries of origin.



# Approaching youth organizations

Approaching youth organizations can be a daunting process at the beginning. Firstly, young nationals of third countries can feel discouraged from reaching youth organizations if they do not feel they have a sufficient command of the native language.

Although the language barrier may be a significant obstacle it does not need to be prohibiting. There are many steps that young immigrants take to help bridge any communication barriers.

To start with, young nationals of third countries that do not yet speak the host country's language can ask assistance by members of their communities that have had time to learn it. Members of immigrant and refugee communities who are comfortable with both languages can serve as interpreters either participating in the youth activities themselves or simply by attending in the activities if they do not feel comfortable to take part. However, the



## Part two

above is not an option for all immigrant youngsters interested in participating in youth organizations. In this case, young nationals of third countries can if the youth organization cooperates or if it is willing to do so, cooperate with a translator who can facilitate communication.

**Young nationals from third countries need to feel free to require that conversations are held in a simple version of the host country's language and that any paper forms needed are written in a straightforward and uncomplicated manner.**

Also, young nationals from third countries need to feel free to require that conversations are held in a simple version of the host country's language and that any paper forms needed are written in a straightforward and uncomplicated manner. Such request are very much expected

and youth organizations will be happy to respond to them to the extent of their ability.

A second obstacle that young refugees and immigrants often face in their effort to approach youth organizations is the location and the time in which the activities and sessions are held. Youth organizations' facilities can be in a location which is inconvenient, far or somewhere where potential participants, particularly female may feel insecure about going. Young nationals of third countries also often have to dedicate time in family or religious responsibilities. Immigrant youth should not hesitate to explain these needs and ask if they can be addressed. Youth organizations wanting to involve immigrant youth are very likely to accommodate a group's particular needs concerning the time and the place where activities are carried out. This goes even more if there is more than one individual interested.

If a group of young nationals of third countries wish to participate they can collectively

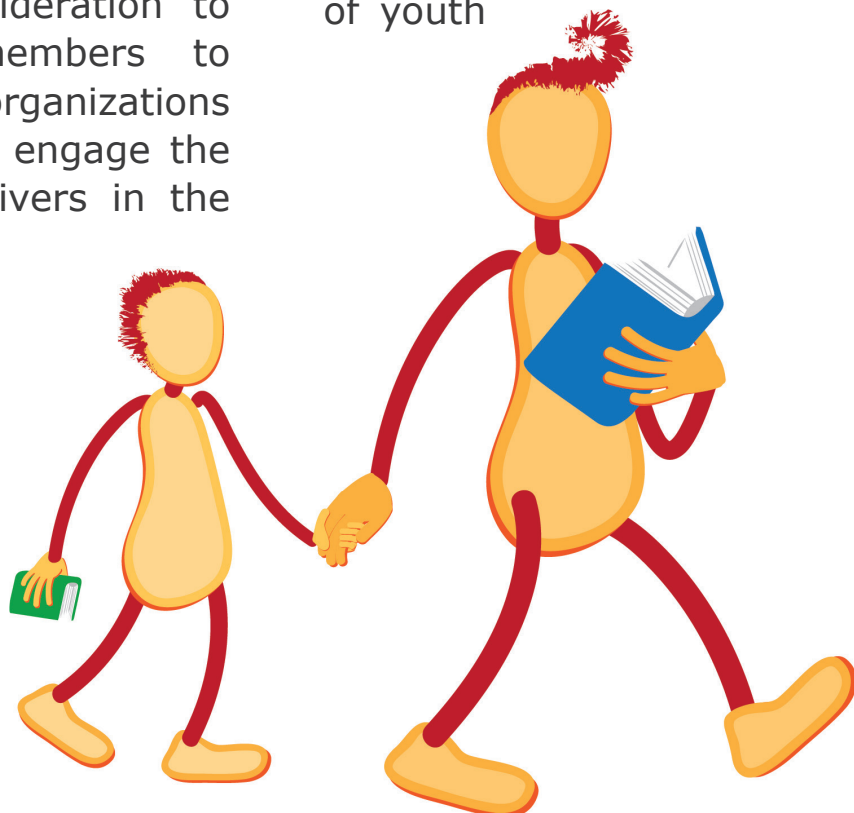
come up with practical ways to deal with such difficulties. If the facilities that youth activities are being implemented are in an inconvenient location which makes the young refugees and immigrants feel uncomfortable or unsafe then they can agree upon a meeting point and go together with other participants immigrant or native. Alternatively they can organize a carpooling rotation either within their community or in cooperation with the youth organization.

The most pivotal factor that an immigrant community needs to take into consideration to encourage its members to participate in youth organizations and activities is to engage the parents and caregivers in the conversation. Family structures and relations are a decisive factor and the parents trust and respect is instrumental for the young nationals of third countries

**Family structures and relations are a decisive factor and the parents trust and respect is instrumental for the young nationals of third countries to participate in youth organizations.**

to participate in youth organizations.

Workers in immigrant communities and groups therefore can function as a mediator explaining the utility of youth



## Part two

organizations and activities, the benefits it can bring to young participants and the positive effects it can have on their social and educational opportunities. Parent and caregivers of young immigrants and refugees may have many trepidations regarding their young family members inclusion in such types of activities. They may be concerned their children will lose touch with their heritage, that they will be unable to meet their family obligations or that their family bonds will somehow be strained. Workers in immigrant communities and groups which already enjoy the trust of parents can address those fears and provide valuable information to the community.

Moreover the workers in immigrant and refugee communities can be the intermediary with the youth organizations and help their communication in practical ways. They can for instance collaborate in running sessions for parents in the youth

organizations involving them thus in the process and gaining their approval. A successful approach on behalf of immigrant community workers is one showing that immigrant youth participating in youth activities will not be required to give up their values and traditions. Even if the youth organization includes a majority of native participants upholding different values, young nationals of third countries will be able to maintain their own and engage in a fruitful cultural exchange without losing their cultural identity.

Finally though it is necessary to keep in mind that young immigrants and refugees wishing to participate in youth activities and organizations might also have to make concessions from simple factors regarding time and location or activities and sessions to the way later are conducted and the principles by which they are governed.

# Networking

The ability to network is instrumental for both immigrant and youth organizations to enhance their effectiveness and productivity and to provide tailored support and assistance. A solid networking system moreover can be beneficial not only to the relevant organizations in regard to their efficiency and the development of their employees' capacities but also for their target group.

The first way in which networking can support either type of organizations is the acquiring and sharing of refugee and immigrant related data. There is a lack of a reliable and trustworthy database which organizations can use to structure their research or activities appropriate for the

immigrants' needs. This is even more prominent in the case of undocumented immigrants. In an attempt to collect data a collaboration between relevant NGOs, local authorities, training agencies or any other stakeholder can be beneficent for everyone, both organizations and their target groups alike.

Such networks once created and sustained can provide various types of support which are not limited to the exchange of information. Apart from demographic related information, a network of immigrant and youth organizations can exchange good practices and experiences. A smooth cooperation between relevant organizations, groups and local authorities can help

*\*With over a decade of promoting the rights of undocumented migrants, PICUM the Platform for International Cooperation on Undocumented Migrants, has witnessed how the term 'illegal migrant' strongly impacts the perception that undocumented migrants have no rights and that migration is a criminal activity.*

*With the slogan "Words Matter!" PICUM launched in 2014 a leaflet on accurate terminology when referring to undocumented migrants including reasons why not to use the term 'illegal migrant' and instead the recognised 'undocumented' or 'irregular' migrant as well as providing a lexicon with translations of the latter terms in all EU languages.*

## Part two

identify any gaps or problematic areas in the service provided to young immigrants. On top of that, networking may prove to be pivotal in the attempt to acquire further financial support.

Moreover, a solid network of immigrant and youth organizations of various sizes can help support both larger and smaller scale activities and projects. Smaller scale organizations tend to have a closer overview of immigrant youth's issues. They can disseminate the information and the insight they acquire to larger scale organizations which have the means to make a bigger impact. Organizations, particularly the ones engaged in

activities implemented at a local level can even exchange staff members ameliorating thus their employees skills.

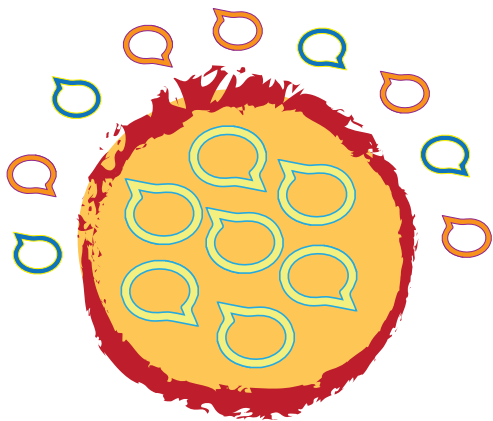
Finally, networking with immigrant and refugee communities and youth organizations will increase the chances of immigrant youth participating in youth activities since it can simultaneously make the organizations in question more approachable. Some good ways for immigrant and youth organizations to become involved and establish a nexus of reliable partners are for the later to visibly and actively take part in events within the immigrant and refugee communities, address schools or other establishments with a high participation rate of third countries' nationals and strive towards maintaining good relations with community leaders. Therefore actions such as the above have a twofold benefit. They increase young citizens' of third countries participation while creating a solid network of relevant stakeholders.

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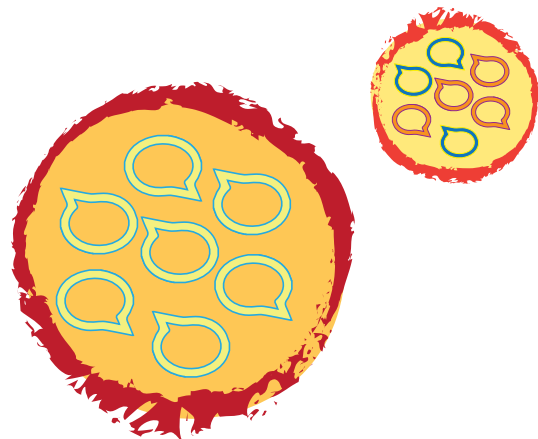
# Managing mixed groups

Managing culturally mixed groups can prove itself a challenge at the beginning. Even more so, if the groups participating and holding the sessions were previously monocultural. The native participants may not be prepared to accommodate foreign newcomers. Immigrant

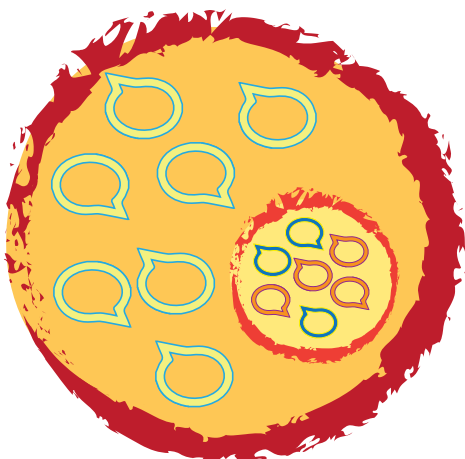
youth participating in youth activities and youth organizations can face the same type of discriminatory and excluding behavior they encounter within the broader community as we have presented. It is therefore up to the youth workers and the organization to ensure



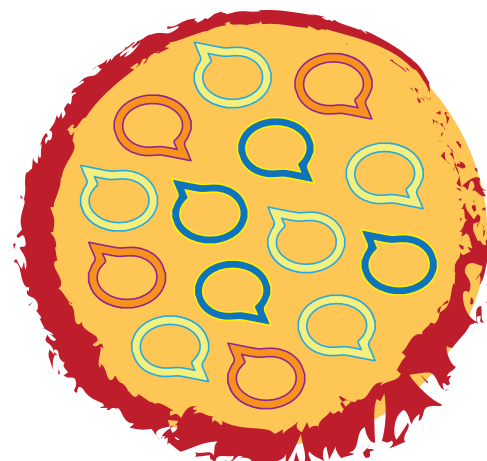
**EXCLUSION**



**SEPARATION**



**INTEGRATION**



**INCLUSION**

## Part two

that the native and immigrant youth develops team spirit when in mixed groups so they can work harmoniously. To this end, immigrant participants and immigrant communities and groups need to cooperate in vocalising any needs or problems their members face facilitating thus the youth workers to accommodate them.

Firstly, young nationals of third countries wishing to engage in youth activities should keep in mind that native youth used to participating in monocultural groups may need time and preparation to adjust to the group being multicultural. Young natives may have concerns regarding potential shifts in the dynamics within the group, the concessions they will need to do, or even questions regarding the appropriate way to address and socialize with their foreign peers. Ignorance on culturally ambiguous important moral issues may create tensions among the participants which may lead to resentment and anger. These emotions if not dealt with can manifest themselves through discriminatory and

**For young nationals of third countries to be included and not just integrated in youth organizations and youth activities, it is vital to be present in group activities and projects but also to be encouraged to equally participate**

racist behaviors. To tackle such questions, it is a good practice for a number of preparatory sessions to be dedicated in deconstructing negative stereotypes or concerns. The contribution of the immigrant participants and the immigrant communities is fundamental.

Moreover, for young nationals of third countries to be included and not just integrated in youth organizations and youth activities, it is vital not only for them to be present in group activities and projects but also to be encouraged to equally participate. In other words, it is pivotal during youth activities



To help an individual fit into a group, to fit into what already exists.

To help the individual adopt the common rules, values, views of the group.

To help the individual adjust to the adaptations of the group/in the group.

Integration of the "different" finally leads to reduced cultural diversity.

To help all members of the group equally

To change the group/society in order for it to support every individual/member of the group and address the individual needs of everyone.

The full participation of the "different" into the group.

Inclusion facilitates cultural diversity.

**INTEGRATION**

**VS**

**INCLUSION**

and projects that young nationals of third countries feel entitled to participate to an equal extent and on equal terms with any other young native citizen.

For youth workers to ensure this type of participation of

immigrant and refugee youth within a group, a good practice is for young nationals of third countries to talk about their life stories. By doing so, multiple advantages can be had. Youth workers gain a key insight on the cultural and

## Part two

emotional sensitivity that may be required for them in order to provide meaningful support. Moreover, youth workers gain the necessary understanding to develop the best ways to address the needs of immigrant youth within the group and to effectively coordinate and manage it.

Secondly by narrating their life stories young nationals of third countries can better come to understand the

emotional and psychological strengths and attributes they have gained through their life experiences. In many cases the experience of having to migrate can leave devastating emotional consequences which to a significant extent shape the relations immigrant youth has with its native peers and the way they view each other. It is therefore important to attempt to shift the focus on the positive traits young nationals of third countries develop which in turn will also alter the relations between immigrant and native youth within the group.

Finally, by narrating parts of their life stories, young nationals of third countries can greatly benefit their native peers participating in the group or activity. Native participants gain an understanding of cultural norms and ideas that they may not be familiar with and that could have been a potential source of tension. Furthermore by listening to a first hand narrative, native participants increase their empathy towards their immigrant peers and develop



their cultural sensitivity while in the same time having the opportunity to clarify any possible questions.

Having briefly explained the importance as well as some of the potential problems of

effectively managing culturally mixed groups, we will now present the most important outcomes of the workshops concerning good practices and practical tools for facilitating the cooperation between diverse groups.



# PRIMARY SOURCE MATERIAL

## Focus groups and workshops

A fundamental element of this guide is the intellectual outcomes of a series of focus groups and workshops implemented by the participating organizations. Through these events new ideas for good practices and practical tools were conceptualized. These events were planned and realized in each of the participating organizations' countries. The result of each workshop and focus group reflected the diversity of each country's socioeconomic and political background. In the following section we will briefly describe them and present their most important outcomes.

In each of these events workers in immigrant and refugee groups and communities, in the youth field, as well as representatives of relevant NGOs and institutions participated. The main objectives of the focus groups were to identify principles, practices and practical tools for successfully managing culturally mixed groups.

To begin with, throughout the realisation of these events, the participants pointed out the significant benefits that both young nationals of third countries and native youth can enjoy from mutually participating in youth activities and organizations. Mainly, they underlined how youth organizations and activities

## Primary source material

can greatly serve young nationals of third countries in their attempt to become included to the broader social milieu of their host country.

This is to say, as workers in immigrant and refugee groups had the opportunity to point out, that many young people and particularly young immigrants face structural, social, political and economic challenges and obstacles as well as psychological, mental and emotional difficulties and changes. Without the proper support systems to mitigate their detrimental effects these obstacles may become overwhelming. The obstacles hindering participation in the host country's society are directly related to the problems they face in attempting to approach youth organizations. Therefore enabling them to participate in youth organization can in



the long run support them in becoming included in the new social environment.

In particular, both the participating youth workers and the immigrant organization workers, strongly held the belief that young people of an immigrant background by participating in youth activities and organizations can develop aspects of their identity and personality. Thus, they can further both their ability and their will to notably





**When young citizens of third countries participate alongside with their native peers, the youth workers must have the appropriate tools to successfully mediate the group sessions**

contribute and participate in youth organizations and in the future, in their local society given the opportunity. To do so,

it is pivotal that immigrant youth can find a nexus of people and structures to which they can address. An adept network of people or groups alongside with appropriate social structures and institutions can prove to be instrumental in nurturing and cultivating the youngsters' capabilities and keenness to become active members in society. This is why it is vital that when young nationals of third countries participate in structures such as youth organizations alongside with

## Primary source material

their native peers, the youth workers have the appropriate tools to successfully mediate the group sessions.

The methodology used in these focus groups was largely oriented towards small group discussion combined with research and creative activities. This gave the participants the opportunity to contribute to a fruitful interactive discussion which allowed each of them to express and exchange different

**The participants carried out activities such as the “problem tree” in which they visually represented the elements of their discussion**

views. Also by having Internet access, participants had the chance to verify information and continuously stimulate the conversation. Additionally, the participants carried out activities





such as the “problem tree” in which they visually represented the elements of their discussion. Such practices stimulated their creativity and helped them conceptualize solutions for the topics at hand.

Firstly in order to identify principles and practices of managing culturally mixed groups, the participants began by trying to understand potential issues and tensions that may occur within such a group. They were therefore asked to contemplate on possible elements that could cause hostile behaviour between native and immigrant youngsters.

To begin with, the language barrier was acknowledged as one of the most significant obstacles creating tensions between young immigrant and native members of a group. By language issues the participants identified both communications problems and a lack of sufficient language support.

Moreover, participants recognized the difficulties immigrant youth face regarding their cultural inclusion. Young

immigrants and refugees embody cultural norms that may conflict with elements of the dominant culture within the group. This can refer to different understanding of issues such as resolving conflict, time management and how tasks are carried through.

**They hold that  
young citizens of third  
countries fear of losing  
their distinct culture  
and ethnic based identity  
in their attempt  
to become included**

Based on the answers given, the participants hold that young nationals of third countries fear of losing their distinct culture and ethnic based identity in their attempt to become included. This results to young immigrants and refugees often feeling discouraged in expressing elements of their identity within group activities and projects.

Most importantly though, a major factor impeding the good relations between native and

## Primary source material

immigrant youth the emerge of negative stereotypes and the discriminatory behavior to which they may lead. Such negative images cultivate mutual distrust and hostility and result to young immigrants and refugees being treated unfavorably within a group rendering thus the effective completion of tasks difficult.

Concerning this problem of stereotyping, participants were asked what is the first thing they associate to young immigrants and refugees. A number of participants had associated immigrants to the "other" emphasizing on the element of cultural differences. Other

**I m m i g r a n t s**  
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**difficulties**

participants focused on the political element of immigration associating immigrants with people been driven out of their country due to political instability, people who were trying to escape various types of oppression and violence and to seek a better life elsewhere, with a particular emphasis given to the Iraqi and Syrian refugees due to recent events. Immigrants were also associated to war, prosecution, physical and psychological violence, people being in a vulnerable position who are in need of help and support to overcome their current difficulties.

These stereotypes can be intensified by the above mentioned linguistic and cultural difference as well as from different religious beliefs and can significantly affect their ability to socialize and establish friendly relations with others. There is therefore a need to address the deeply problematic tendency both immigrant and native youth have to generalize examples of negative or illegal behavior of an individual and attribute those negative



**Syrian refugees  
are commonly viewed in  
Turkey as indifferent and  
reluctant to enter the  
local labor market**

stereotypes to the whole of his/hers ethnic, cultural or religious group. For instance Syrian refugees are commonly viewed in Turkey as indifferent and reluctant to enter the local labor market.

It is necessary to keep the above in mind in order to understand how relations are formed between local and immigrant individuals within groups. Relations between individuals are heavily influenced by perceptions one has of the other. To address therefore the source of potential problems that may arise and create tension between native and immigrant youth participating in group activities we need to be familiar with the dominant stereotypes responsible for misconceptions and negative images.

# Practical tools in managing mixed groups

Having conducted the above discussions, the participants concluded that often native youth is not sufficiently equipped to work smoothly alongside their peers from third countries. Mentors, youth workers and youth organizations may need to address the above issues and to find ways to facilitate cooperation. To this end, the participants of the workshops came up and shared experiences of practical tools and activities that can be applied into improving

the effective management of mixed groups.

As the participants pointed out and as the questionnaires

**To mitigate the consequences of insufficient knowledge and cultural sensitivity there is a number of learning activities youth workers can utilise**





also indicated, a main source of conflicts among culturally diverse groups in youth organizations is the lack of knowledge and preparation on behalf of the participants and especially the native youth. To mitigate the consequences of insufficient knowledge and cultural sensitivity there is a number of learning activities youth workers can utilise.

The following examples aiming to facilitate the management of multicultural groups, focus on strengthening the bonds of respect and trust among the participants, enable them to express elements of their cultural heritage. Additionally it will help the participants become familiarized with issues related to cultural sensitivity,

discriminatory behaviour and privilege and increase their empathy towards diverse groups and individuals.

The majority of the activities described below were selected having in mind to use as little material as possible in order to keep a low budget and to be easily carried out by as many groups as possible.



# ACTIVITY 1



You will need a ball of twine  
20-30'



The participants stand in a circle. One of them holds the end of the twine and shares with the group a funny story showing a side of their personality that the other group members may not know. When the first participant is done sharing she/ he keeps the end and tosses the ball of the twine to another person in random within the circle. The second person shares a relevant funny story. When he/she is finished, he/she keeps holding a part and throws the ball of the twine to a third person in random. This continues until all the participants have had the opportunity to share a story. The group members can now observe the shape that they have created with the twine and how they are all connected through it.



This activity is an effective and fun way for the participants to get to know each other. It offers them the possibility to share their stories through which they can relate to each other and through which they can focus on the common experiences they have. The youth worker/ facilitator needs to ensure that the stories shared are appropriate for the environment, the group members and the nature of the organization and that all participants share within the context of a judgement free environment.

## ACTIVITY 2



no materials

required

15-20'



The participants take a seat forming a circle.

The youth worker/ facilitator enables them to take turns and each share three elements of their culture of which they feel proud and which express a value that they endorse and one element that troubles them and that they feel does not represent their beliefs.



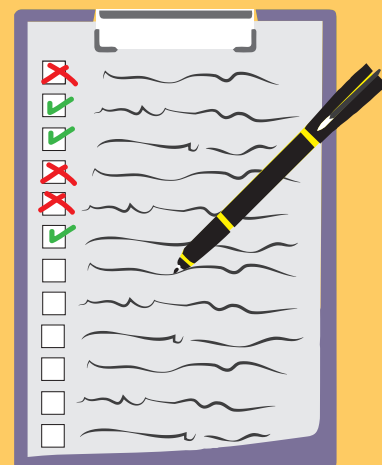
The participants have the opportunity to become aware of cultural diversity within their group. Each has the opportunity to express positive elements that might have been previously unknown to the rest of the group. In the same time though by expressing a cultural element that troubles them they also demonstrate an understanding of their culture's normative contingency. That is to say, they show that they feel proud of their cultural heritage and the way it influences their thoughts and behaviour. However they also understand that their culture can also contain some ideas and traditions that are problematic and that it is possible to reject them in favor of other ideas.

## ACTIVITY 3

You need a printed sheet of the questionnaire for  
each of the participants



20-30' it can depend though on the  
size of the group



- Distribute the below questionnaires to the participants and allow them 5 to 10 minutes to complete them in silence.
- Read each question out loud and call for participants who have responded "true" to go to the left and participants who have responded "false" to go to the right.
- Make sure to underline that respondents should only stand up if they feel comfortable and that they always have the option of passing any question they want. The list below is indicative. Youth workers should feel free to adapt it to the particularities of their communities.
- Engage on a discussion on all or any of the following topics:

- ★ What is the importance of culture?
- ★ How does culture influence our behaviour?
- ★ How can people from different cultures work together?
- ★ Can we judge other cultures practices?
- ★ If we are accepting of other cultures is there a danger of losing our own?
- ★ Is culture connected to race?



## Questionnaire on Basic Concepts (True or False)

- 1) One's culture includes beliefs, values, customs and behavior
- 2) Culture is inherited not learned
- 3) Ethnic groups are subgroups in a larger society
- 4) One's race can always be determined by physical characteristics
- 5) People usually belong to one cultural group
- 6) Ethnocentric people use their cultural standards to judge the beliefs and behaviors of others from differing cultures
- 7) Becoming more culturally aware and responsive requires that one practices cultural relativism
- 8) Stereotypes are based on generalizations about members of a group
- 9) White privilege is a term that refers to Whites having privileges because they work harder than other ethnic groups
- 10) Appreciating cultural diversity is really the same thing as tolerating those who are culturally diverse



The workshops and focus groups conducted revealed stereotyping, prejudice and lack of knowledge as the main dangers that can hold back multicultural groups from progressing towards effective and meaningful cooperation. It is possible that many of the participants have not had the chance to engage in such a dialogue, to express their opinions and concerns and to have their prejudices challenged. Therefore by facilitating and encouraging a dialogue through which participants can express their opinions and concerns, youth workers and facilitators can prevent tensions stemming from misconceptions and lack of cultural awareness by discussing such instrumental notions.

## ACTIVITY 4

You will need a sheet of paper depicting a main circle with as many satellite circle as you want



20–30' depending on the size of the group



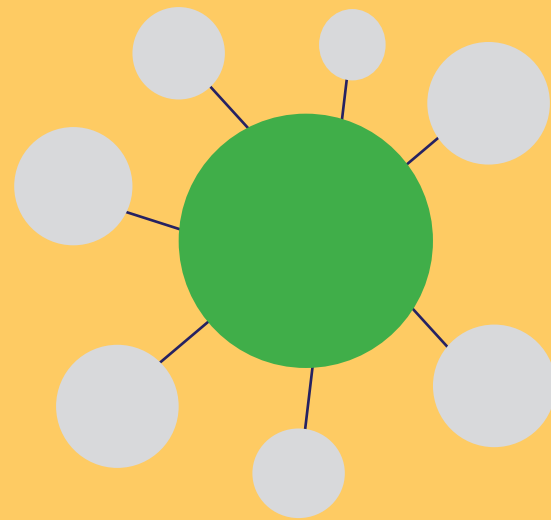
- Instruct each of the participants to fill in the central circle with their name. Then, ask them to fill in the remaining circles with features of their identity they feel are constitutive. These include but are not limited to: race, ethnicity, gender, age, class, religious beliefs, class, sexual orientation.

- Divide the participants into pairs. Have them share an occasion where they have felt proud and an occasion where they felt discomfort in being associated with that particular feature.

- The participants will then note in their sheet of paper a stereotype which is associated to each of the features they identify with but which does not represent them e.g. "I am Muslim but I am also a feminist" or "I am a Christian but I am not conservative"

- Have the participants form a group again. Invite them to share what they have written. Make sure no one feels pressured to do so. If the participants feel uneasy it might be helpful for the youth workers to share their own experiences.

- Discuss the negative effects of stereotypes and prejudice. Allow the participants to contemplate on issues such as the following:



- ★ How are the elements of your identity that you chose to share similar or different to the ones of the other participants ?
- ★ Are these elements surprising to other participants?
- ★ What stereotypes are associated to you based on what you filled in your sheet?
- ★ Where do you think they stem from?



This activity is particularly useful for two main reasons: Firstly, it presents the group members with the opportunity to express features of their identity that are important to them but that also make them self-conscious since they can be a source of negative preconceptions. That is to say, it gives the participating youth the chance to recognize that there are negative stereotypes connected to elements of their identity and to explain why this is not an accurate description of them in particular and of that feature in general.

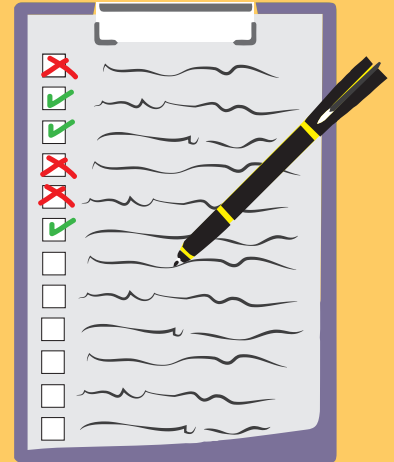
Secondly it is an effective way to introduce a fruitful and necessary discussion on the source and meaning of stereotypes. Such discussions are instrumental to create an environment of acceptance that will allow the full inclusion and active participation of both native and foreign youth alike and will prevent possible conflicts and tensions.

## ACTIVITY 5

You need a printed sheet with the questionnaire for the participants to fill in.



20–40' depending on the size of the group.



- Ask the participants to complete individually and in silence the questionnaire. The goal of this questionnaire is to put forward the issue of ethnocentrism and of privilege. Namely, the goal is to enable participants to gain an insight of issues other groups may face which will increase the participants empathy towards each other, their understanding for other groups' behaviours and to increase their cultural acceptance.

- The questions which are put forward here are only indicative. Each organization should feel free to adjust the list to the specific needs of its demographic and target group.



The aim of the activity is to facilitate the smooth cooperation between individuals representing different cultural, religious and ethnic backgrounds. By helping the participants understand how intersubjective dynamics shape their relations to each other, what privileges some groups enjoy and how other groups have to overcome additional barriers they will be better equipped to accept diversity. Addressing such issues increases the participants' understanding and accepting of different behaviours and therefore become more capable of cooperating and working as a team.

## **Challenging your privilege**

- ★ when I go to a restaurant or a supermarket i can easily find products that fill my dietary preferences**
- ★ when I open the TV, go to the movies, open a magazine I can easily find people who I identify with**
- ★ when I go to clubs, groups, organizations at least half of the participants look like me**
- ★ I have no problem wearing symbols of my religion in public**
- ★ I can go to any hairdresser's and they will know how to cut my hair**
- ★ people do not assume I am not educated or that I belong in a particular social class because of how I look**

## ACTIVITY 6

You will need clay in various colours, enough for all of the participants



25–30' depending on the size of the group



- You distribute clay to the participants and you ask them to make with it something that expresses an important element of their self or a belief they hold strongly or a future goal. This could be linked, but not limited to something representing concepts such as family, religion, education or their culture.

- Once all participants have finished, ask them to work with the person next to them in pairs and instruct them to try and guess what each other made.
- Then ask each of the participants to present what they made to their pair and explain why it is important to them.
- After this, the youth worker managing the session calls the main concepts with which the participants have been working. If there are participants who have not identified their creations with one of the categories already called, ask them if they would like to present their creations. Throughout the process make sure you explain that the participants can abstain from any question they do not feel comfortable sharing.

- When all participants have had the opportunity to present and explain their clay creations ask the group to contemplate on questions such as the following:

- ★ Which participants created representations from which categories?
- ★ Were the results surprising?
- ★ Did your pair make what you expected?



This activity allows for a fruitful discussion on stereotypes to take place. It enables each participant to share and express elements of their self only to the degree they feel comfortable since the categories being referred to allow different degrees of expression.

This activity gives to the participants the opportunity to get to know each other while examining possible stereotypes characterizing different cultures and people. The participants will challenge their own preconceived notions and have the chance to appreciate the complexity and the controversies within a person's identity. Moreover, they will have the opportunity to see how people of different cultural and religious backgrounds can have multiple elements and goals in common to which they prescribe great value.

## ACTIVITY 7

You need paper and pens for all of the participants. The group should have already established a level of communication and respect.



Depending on the size of the group and the amount of questions you wish to pose



- The youth worker facilitating the conversation has prepared a list of possible identities in which the participants may belong and write a category on a blank piece of paper. These categories can vary from vegetarians and metal fans, to christians, muslims, atheists, men, women, young people, white, hispanic etc.
- The youth worker passes the papers around and each of the participants writes on the papers negative stereotypes associated to the respective categories
- After the participants have finished, the youth worker collects the papers and calls out each of the possible identity features. When they call out a feature they ask for the participants who identify with this characteristic to step forward. Don't forget to mention that the participants have the right at anytime to remain seated without responding to the question. The participants must self identify with the categories in question. It is not up to other group members or the youth workers to tell the participants with which feature they identify.
- When the participants have stood up identifying with a particular category, the youth worker reads the stereotypes the participants had written in respect to this category.



- Ask for the participants to look at each other and think about how the process is making them feel. Ask them to resume their seats. After all categories have been addressed you can engage with the following questions:

- ★ **Did you identify with any of the categories that were called?**
- ★ **Did you feel uncomfortable standing up?**
- ★ **Did you know any of the people that stood up?**
- ★ **How did it make you feel standing up?**
- ★ **How did you feel sitting back down?**
- ★ **How do you feel about the stereotypes to which you were associated?**
- ★ **How did you feel about the stereotypes associated to other group members?**



This activity as we mentioned is better suited for groups in which a non-judgmental environment has already been cultivated. This is because it demands a certain level of trust that would allow for the group members to fully participate.

Through this activity the participants will become more empathetic to the other group members' life stories. They both observe and experience a first hand account of the negative psychological effects of stereotyping.

Moreover, the participants will become aware of the fluid nature of the dynamics within a group and of the overlapping lines of exclusion. A problematic aspect of managing culturally mixed groups is the creation of mainstream and marginalized norms within its context. By visualizing how group members belong in more than one categories which can have negative connotations they become aware of the intersectionality of sources leading to discriminatory behaviours.

## ACTIVITY 8



You will need tape or rope to create a circle on the floor large enough to fit inside all of the participants standing up



20–30' depending on the size of the group



- The circle on the floor represents the comfort zone. That is, it refers to the participants feeling at ease whilst performing a certain activity.

The outside of the circle represents the discomfort zone. That is a zone referring to the participants feeling a level of emotional/ psychological challenge while performing certain activities.

- Each of the group members states a particular aspect of the activities or projects in which they have been participating (e.g. talking about themselves, learning a new skill, playing a new sport, talking in front of other people). The group member that has the floor invites all participants to stand either inside or outside the circle depending on how that made them feel. Each participant has the opportunity to share the aspect they want and each time all other group members take their place inside or outside the circle accordingly.

- Every time the group members have the opportunity to observe what makes other participants comfortable and what makes them uncomfortable and how that is similar or different with the elements that cause comfort or discomfort to their peers



The participants have the opportunity to get to know each other better. By getting to know what causes comfort and discomfort to their group mates each of the participants can better understand their behaviour and increase their empathy. They can increase their cultural sensitivity by observing common threads of behaviour among their fellow participants while having the opportunity to observe and appreciate each group member's individuality.

# ACTIVITY 9

You will need a pen and a card per participant



30–45' depending on the size of the group



The participants sit together in a circle and write their name on top of the card. They hand the card with their name clockwise to the next person. This second person writes a positive comment for the person whose name is on the card. When everyone has finished writing, they all hand the paper to the next person again moving clockwise. This third person also writes a positive comment for the person whose name is on the card and then passes it on. This process continues until everyone has had the opportunity to write on every other group member's card. Each group member is given back their own card. It may be a good idea for the facilitator having collected all the cards to check them before giving them back to make sure that all the comments written are of an appropriate nature. The facilitator can then call upon volunteers to read their card out to the group.



This activity presents to the group a possibility to enhance their bonds of friendship and respect. It is a process better suited for groups and teams which already have been working together for an amount of time which would allow them to write meaningful comments to each other. However it is also a great way for the team members to get to know each other in depth.

Both native and immigrant youngsters have insecurities that affect their participation in groups. Particularly youngsters representing cultural, ethnic or religious minorities within a group may feel even more inhibitions and self-doubt when participating in a group project. This activity by enabling the participating youth to recognize their team mates' positive traits and to listen to the positive elements attributed to them helps them increase their confidence, self-respect and respect towards others.

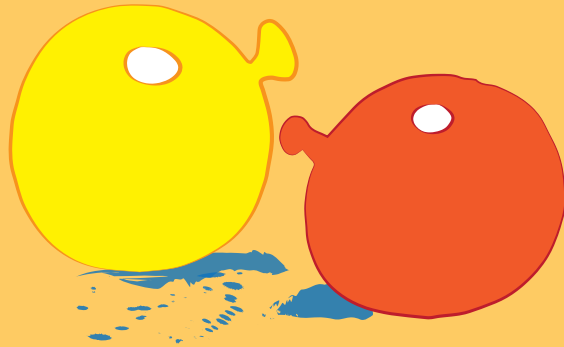
## ACTIVITY 10

You will need 2 large t-shirts, 2 pieces of rope or alternatively 2 belts and water balloons. You will get wet !



(to be played outdoors)

90'



The facilitator divides the group in two teams. In each team, a volunteer is asked to put on the large t-shirt. His/ hers team-mates tie the rope or the belt around the volunteer. When the volunteers and water balloons are ready the team proceeds to stuff as many water balloons down the volunteer's large t-shirt. When the volunteer is carrying as much weight from the water balloons as possible his/ her team mates take turns and one at a time runs towards the volunteer while the volunteer tries also to run towards them. Upon collision the team member and the volunteer hug each other. The object is to burst the water balloons by hugging and therefore to free the volunteer from the extra weight. The first team to burst all the water balloons wins.



This activity aims to increase the team's cooperation and to allow them to bond while having fun. The element of human touch helps the team members to feel comfortable and feel closer to each other and blow of steam.

Moreover since this is a physical activity it helps the participants learn to respect their own and each other's boundaries.

This activity entails physical contact that could make some of the participants uncomfortable. If you feel that this is the case or if you do not have easy access to an outdoor space, there are alternative ideas that will allow your group to bond, improve their communication and have fun.

# ACTIVITY 11

You will need a a banana for each group, toothpicks, thread, tape, a knife and a table upon which the teams will work



30-40'



The youth worker divides the group into teams of 3-4 people. The team cuts the banana in pieces. The object of the game is to re-assemble the banana using the toothpicks and the thread or the tape. Feel free to introduce additional material to help put the banana back together.



The group learns how to work together as a team and to complete tasks more effectively while having fun and getting messy. The youth worker can then facilitate a conversation regarding the negative impact that our words and behaviour can have on other group members. It was easy to cut the banana in pieces as it is easy to have a hurtful and disrespectful attitude towards other participants' beliefs. However the process of repairing the banana is significantly more challenging as is the process of re-establishing bonds of trust, respect and confidence.

**Youth organizations need activities such as the above that will strengthen bonds of solidarity and of trust between group members of a diverse background. As we have extensively discussed in this guide, youngsters may approach other young individuals from a different background having preconceived notions and stereotypes in their mind. These may lead not only to discriminatory behavior but can also foster an environment of mistrust which will impede the smooth cooperation of the group members**



# Questionnaires from Europe

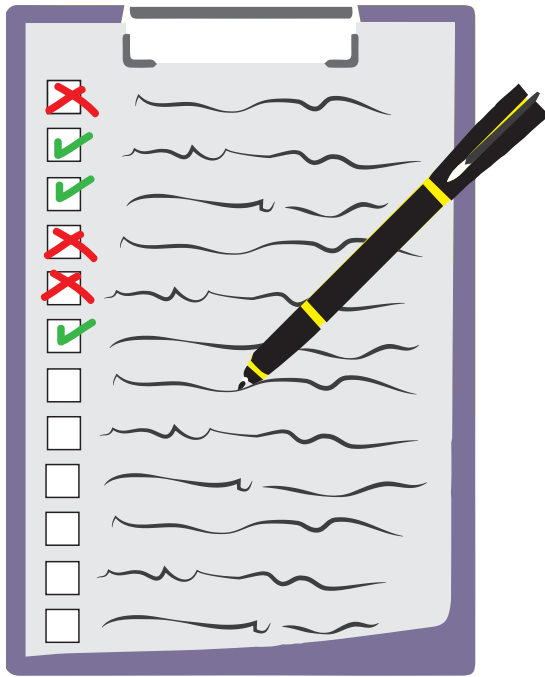
For the need of this project, two questionnaires were formed. The first, addressing immigrant and refugee communities and groups consisted of nine questions of both open and closed type. Its goal was to examine the cooperation between youth organizations and migrant communities/organizations as well as the participation of young immigrants in youth activities. The second questionnaire, similar to its structure, was sent to youth organizations. The following analysis has been based on results from both questionnaires.

Considering the structure of the questionnaires, the responding communities and groups began by briefly describing their mission and projects they implement. The

**Two questionnaires were formed.**  
**The first, addressing immigrant and refugee communities.**  
**The second, similar to its structure, was sent to youth organizations**

organizations then informed us if their participants also take part in youth activities carried out by other organizations and if they involve native youth in activities their organization implements. Moreover, we inquired on their collaboration, actual or potential with youth organizations and possible benefits that could originate from it. Finally we asked them about the practices they use to manage mixed groups, if they have experienced any problems doing so and how they proceed to solve potential problems and tensions of this kind.

Similar questions were posed to youth organization in an attempt to obtain an insight on their point of view so to have a more complete understanding of the issues at hand.



The conclusions we were able to draw were particularly interesting and illuminating on the relations between youth and immigrant organizations.

**The overwhelming majority of the responding youth organizations already involve young nationals of third countries in their organization and activities**

Some of the results of the questionnaires were consistent with our research and some indicated troubling elements in the way we understand the needs of young nationals of third countries and their relation with the native participants

in organizations active in the youth field.

Firstly, it is important to know about the participation of young nationals of third countries in youth activities implemented by other organizations. A significant percentage of the responding immigrant communities replied that not only do their organizations involve native youngsters in their activities but that they also have members who take part in youth projects.

This was confirmed also by the responding youth organizations of which the overwhelming majority already involve young nationals of third countries in their organization and activities. There were cases indicating a participation of immigrant youth of over 60% or less than 10 %. However both of these cases combined represented less than 20% of the total of the respondents' answers. In the vast majority of the youth organizations, the immigrant youth represented 10-24 % of their participants.

## Primary source material

**Immigrant and refugee communities first and foremost feel they can greatly further through youth activities their abilities to socialise.**

Although both immigrant communities and youth organization involve each other's' members in their activities to an extent, both types of groups confirmed they would like for this participation to increase. The responding immigrant communities show that they know the potential numerous benefits they can enjoy from participating in youth activities. In particular, immigrant and refugee communities first and foremost feel they can greatly further through youth activities their abilities to socialise. Structures aiming to establish bonds of friendship and solidarity are instrumental for the inclusion of young immigrants. Many of the immigrant and refugee communities and groups we contacted, greatly value their

members socializing with native youth. However many of the organizations do not have the means to support such initiatives. They can therefore greatly benefit by youth organizations taking initiatives towards this direction. This is the case even more so for organizations including young unaccompanied minors.

Additionally, immigrant and refugee organizations expressed a great interest in increasing their collaboration with youth organizations in order to exchange practices and ideas about activities they could implement. More than that, youth organizations can serve immigrant and refugee groups by creating a network system and information relevant to them which would be hard for them to obtain through other means.

However, the immigrant organizations' interest in participating in youth activities is not always clear to youth organizations. Firstly, youth organizations hold that young immigrants and refugees often



YOUTH ORGANIZATIONS INCLUDE YOUNG IMMIGRANTS IN THEIR ACTIVITIES

IMMIGRANT ORGANIZATIONS INCLUDE YOUNG NATIVES IN THEIR ACTIVITIES

YOUTH ORGANIZATIONS WANT MORE YOUNG IMMIGRANTS TO PARTICIPATE

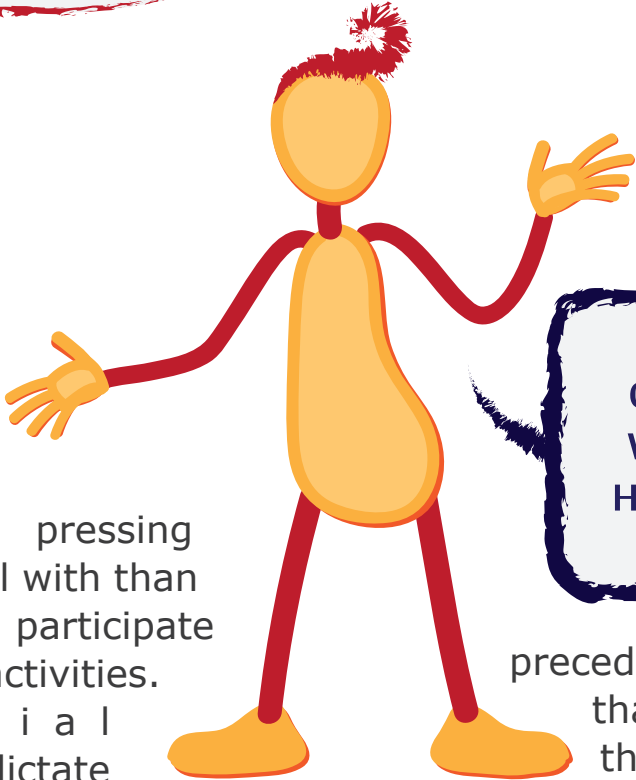
IMMIGRANT ORGANIZATIONS WANT MORE YOUNG NATIVES TO PARTICIPATE

YOUTH ORGANIZATIONS THINK IMMIGRANT ORGANIZATIONS ARE NOT INTERESTED IN SOCIAL ACTIVITIES

IMMIGRANT ORGANIZATIONS WANT THEIR MEMBERS TO FURTHER SOCIALIZE

YOUTH ORGANIZATIONS DON'T KNOW HOW TO APPROACH IMMIGRANT ORGANIZATIONS

IMMIGRANT ORGANIZATIONS LACK INFORMATION ON YOUTH ACTIVITIES



**BOTH ORGANIZATIONS WANT THE SAME, HOW CAN WE HELP COLABORATE?**

have more pressing needs to deal with than trying to participate in youth activities. Financial difficulties dictate that activities related to seeking employment or furthering education take

precedence over activities that are considered by the target group as furthering socialization.

Secondly, apart from not being

## Primary source material

**Many young immigrants and refugees do not have access to information related to youth projects and activities or are prevented from participating due to lack of necessary legal documents**

highly prioritised, participation in youth organizations and activities is often impeded by many other factors. As the youth organizations conveyed to us, they understand that many young immigrants and refugees do not have access to information related to youth projects and activities or are prevented from participating due to lack of necessary legal documents.

This is indicative of youth organizations thinking that immigrant and refugee groups have an interest in participating in their activities and projects. These youth organizations

understand that young nationals of third countries are willing and understand the ways they would benefit by youth organizations. The impediments discouraging therefore young nationals of third countries in partaking in youth activities are therefore external.

However we need to note that there was also a part of the responding organizations albeit smaller that believe the lack of participation on behalf of young immigrant and refugees is due to their lack of interest.

This distinction is extremely significant because it severely alters the youth organizations' understanding of the measures they need to take to include young nationals of third countries. That is to say, youth organizations' plans of action to include young immigrants will depend on their perception of the reasons for which foreign youth does not participate in their activities. Namely their approach would depend on if they need to facilitate the inclusion of young citizens of third countries at a practical

**There's a deep problem of youth organizations not having the tools to make information on their activities and projects accessible to young nationals of third countries**

level or if they also believe that they need to explain or persuade young immigrants about the potential benefits they could enjoy by participating in youth activities.

Based on the responses, there are many youth organizations which perceive immigrant youth to be indifferent. Some of these youth organizations also believe that young citizens of third countries do not face problems of social inclusion. Alternatively other youth organizations do not believe that young nationals of third countries understand the problems they face as being related to inclusion. This indicates the deep problem of

youth organizations not having the tools to make information on their activities and projects accessible to young nationals of third countries.

A second important issue we addressed with the questionnaires was related to how youth workers oversee sessions between culturally mixed groups. This elucidates a crucial point concerning the relationships formed between members of mixed groups. Out of all the responding organizations, both youth and immigrant, the staggering majority of problems based on cultural diversity came from youth organizations. On the contrary, immigrant and refugee groups and communities seem to face close to no such problems.

The most probable reason behind this contrast is that firstly, the native youth coming to participate in immigrant and refugee communities do so with the understanding that they will be cooperating and socializing with young nationals of third countries. In addition to this, their reception by their

## Primary source material

immigrant peers also seems to be particularly smooth. This could be related to the fact that as representatives of the local population, native youngsters are perceived as being entitled to participate.

However, the same cannot be said about the reverse situation. As was shown by the responses of the youth organizations involving young nationals of third countries in their activities, culturally mixed groups in youth organizations often face tensions. Young nationals of third countries are to an extent not prepared and may not accept immediately the presence of young immigrants as people entitled to the services of youth organizations.

There are different approaches that youth organizations follow to mediate potential differences and tensions that may occur. Based on the results of the questionnaires, more than half of the responding organizations believe the best way to manage potential disputes is to ensure all the participants enjoy a

friendly, accepting, judgment free environment. More than that, responding organizations also valued equal participation among participants within a group. This goes to show that these organizations do not only wish to deal with tensions when they occur within a group. Their aim is not only to accommodate young immigrants in their sessions without it causing disturbance to the group's existing cooperation but to



**Some approached the problem of conflicts among culturally mixed groups by dealing with them when they occur. This method though may not be the most effective**

include them and enable them to become group members in a meaningful and substantial way.

However, there was a significant amount of responses given by youth organizations indicating that they prioritize preventing and dealing with conflicts. This shows that these organizations are not necessarily familiar with the the idea of formal and informal learning structures and the need of an environment that cannot only involve young immigrants but also include them.

On the contrary, a number of them make an effort to prevent potential conflicts without though specifically

understanding and aiming at young nationals of third countries' inclusion in the group. There was a significant percentage of responding organizations that approached the problem of conflicts among culturally mixed groups by dealing with them when they occur. This method though may not be the most appropriate or the most effective. Dealing with tensions stemming from cultural differences after they have been manifested can not bring results of the same depth. The results of the tension can be mitigated but the latent negativity fostered is harder to deal with. This is can be verified by the fact that from the responding organizations the ones that prefer dealing with conflicts after they occur are the ones facing the largest amount of issues.

Another factor verifying the importance of having a preconceived plan to create an environment of inclusion and a participation of equal stance is that immigrant and refugee groups and communities did not report having culturally based tensions in their sessions with

## Primary source material

the native participants they include in their activities. The accounts of the immigrant and refugee communities and groups informed us that according to

their experience, the majority of the native youth taking part in their activities exhibit exceptional cultural sensitivity and respect.







# INCLUSION ACTIVITIES

## Key examples of good practices

This final chapter of the youth guide is dedicated in presenting examples of good practices implemented in European countries by various types of organizations and institutions aiming to the inclusion of young immigrants and refugees. Such activities can serve as examples for youth organizations wishing to include foreign youth in their projects and activities.

These activities as we will see are relevant to the main obstacles we have already identified concerning the inclusion of foreign youth in youth activities. There are activities which try to include foreign youth through addressing particular obstacles faced by young nationals of third countries such as language support, networking, social inclusion. However most of the activities given the reality of limited resources faced by youth organizations and other relevant NGOs and institutions

aim at addressing multiple targeting points simultaneously.

As the examples of such good practices are many, it is not possible to present each of them in detail. Therefore we have elected some practices based on their creativity, successful results and their addressing multiple obstacles impeding foreign youth inclusion. More examples of successful practices are referred at the end of the guide.

## Mentoring foreign youth

A significant percentage of youth organizations wishing to include young nationals of third countries implement activities aiming to build the latter's knowledge and abilities at the host country's language.

[www.meis.ee/eng-kultuur-ja-noorsootoo](http://www.meis.ee/eng-kultuur-ja-noorsootoo)

[www.meis.ee/mentorship-service-for-new-immigrants](http://www.meis.ee/mentorship-service-for-new-immigrants)

[www.jmk.ee/en/keskusest](http://www.jmk.ee/en/keskusest)

[www.e-teenus.blogspot.com](http://www.e-teenus.blogspot.com)

The Johannes Mihkelson Centre with the support of the Integration and Migration Foundation in Estonia has been successfully implementing a wide range of projects regarding immigrant and refugee cultural inclusion and youth related activities.

The organization focuses many of its activities and resources into supporting immigrant minorities in maintaining and introducing their language and culture to the estonian society, to cooperate and network with other organizations and to organize language support activities. These are orientated around the promoting of democratic principles.

A particularly successful activity was the "Mentoring Service for New Immigrants" which ran from August the 1st 2012 to November the 30th 2013 and offered support to more than 60 young immigrants and refugees from third countries in particular.

The success of this project was due particularly to the fact that it was able to provide individual support. This included information on educative or employment opportunities, language support courses, other activities been implemented by the organization, familiarizing

them with aspects of the Estonian society, support services such as linguistic and interpretive support etc. By paying attention to the needs of each young immigrant the organization was able to maximize the desired results. The people carrying out the project undertook the appropriate training so they would be able to respond to the needs of the third country nationals who have either recently arrived in Estonia or have been residing to the country for three or less years.

Moreover, apart from individually tailored services, this project offered support in language training and accessing the labor market and educative institutions introducing significant cultural and organizational norms of the Estonian society as well as informing young nationals of third countries on the projects implemented by their organization.



To provide further support, the Integration and Migration Foundation has created an e-assistance platform containing critical information about various aspects of becoming included in youth organizations and the Estonian society regarding for instance the registration in health care services or the unemployment insurance fund, how to get free legal assistance or how to get a driving license

# Time Bank

Plans regarding mentoring and tailoring services to individual needs have been implemented in London by the TimeBank, a nation wide charity over the last 15 years.

In 2009 the organization implemented the "Time Together: Mentoring for Daily Life" project. Its aim was to help refugees and immigrants overcome linguistic obstacles and problems of social exclusion. Volunteers dedicated their time into accompanying third countries nationals to various activities introducing them to aspects of everyday life which could be difficult or overwhelming while in the same time diving them the opportunity to improve their English. During its implementation, this project has aided more than 2.500 refugees and immigrants adapt to life in London. The programme was so successful that it lead to the refugee Council adopting it.

[timebank.org.uk/refugees-into-teaching](http://timebank.org.uk/refugees-into-teaching)

[citiesofmigration.ca/good\\_idea/time-together-mentoring-for-daily-life](http://citiesofmigration.ca/good_idea/time-together-mentoring-for-daily-life)

Youth organizations could also greatly benefit from adapting such an initiative to the needs of their own communities. Members of youth organizations can volunteer and participate to training sessions on the principles of mentoring by youth workers. The volunteering youth organization members as well as the interested young nationals of third countries would provide the organization with their profile and needs. The youth workers can then match the young immigrants and refugees with appropriate volunteers.

The volunteers could then accompany foreign youth in becoming familiarized with the life in the host countries and most importantly become introduced to activities, projects and benefits of youth organizations. Young nationals of third countries will be more favourably disposed to participate in youth organizations if they are already accompanied by someone with whom they have established a bond of trust and friendship.

# The Ambassador Project

[citiesofmigration.ca/good\\_idea/the-youth-ambassador-project](http://citiesofmigration.ca/good_idea/the-youth-ambassador-project)

[www.projektxchange.at](http://www.projektxchange.at)

This activity has been used in many cases in an attempt to approach young immigrants and refugees and to include them to a youth organization or project. It was also implemented in Belgium as part of the city of Ghent' Office of Integration Services in 2012.

Through the city's services, immigrant volunteers were asked to share their personal stories of how they became included in European societies, how they succeeded in overcoming the multiple obstacles they faced and how they were integrated in the labor market.



These volunteers visited schools and youth centers and shared part of their life stories with immigrant and refugee students and youth. In doing so, they also engage the parents, teachers and other relevant stakeholders and organizations in this dialogue. Through this initiative they managed to address more than 3.200 people.

The positive effect this project had on the target group was pivotal. Young nationals of third countries and students had the opportunity to see a person with whom they can easily identify and through whose successful inclusion they can be inspired. Due to the success of the Ambassador project, the City of Ghent's Office of Integration Services has been supporting the implementation of similar activities in other cities. To this aim the office Integration Services have created a specific teaching material based on the narratives of particular immigrant-ambassadors which includes a series of exercises and seven short films on the topic.

## Inclusion activities

An initiative of a similar nature has been undertaken by the Austrian Red Cross with the Project Xchange. The aim of the programme has been twofold. Firstly to provide to immigrant students and youth with a positive role model which they can look up to. Secondly, it aims to disparege negative stereotypes that native youth may hold against nationals of third countries. More than 250 volunteers visited youth groups and schools as “integration ambassadors” engaging young nationals of third countries.



## Inclusive Youth Participation in Diverse Communities

[cid.mk/new/inclusive-youth-participation-in-diverse-communities](http://cid.mk/new/inclusive-youth-participation-in-diverse-communities)

This project was implemented by the Center for Intercultural Dialogue in Macedonia from January to July 2015. It targets minority youth and aims to “address the identified mismatch between the youth from minority ethnic groups and their actual representation in the youth organizations, local youth councils and in pub

lic life in general.” The organization recognizes its quality as a space in which native youth and youth of an immigrant background can engage in a fruitful and useful dialogue about their common concerns enabling thus the increase of young nationals of third countries in youth organizations and youth activities in general.

The project’s objective was to provide linguistic and other support to young nationals of third countries enabling them to actively participate in youth organizations and to facilitate their interaction with their native peers. It was based on workshops aiming through principles of non formal education to offer linguistic support while familiarizing young nationals of third countries to the concept of youth organizations. The workshop and the overall project was carried out by youth workers, organization members with the assistance of various experts on issues related to inclusion.

# Inclusion through sport

[sari.ie/count-us-in-2](http://sari.ie/count-us-in-2)

Sport Against Racism Ireland is a non profit organization established in 1997. Its aims is to use sporting events and activities to put forward intercultural cooperation, to promote cultural diversity and to encourage other organizations to adopt measures promoting inclusion of young nationals of third countries.

“Count us in” is a project targeting youth organizations, ethnic minorities, indigenous people and the native community. The aims of this project were to bring forward sporting activities as an effective means to include young nationals of third countries and natives in common activities. This supports further social integration on behalf of the participants governed by the principles of cultural diversity.

This programme is being implemented in Dublin and so far has worked with more than 2,800 participants. Structure wise the project was divided in two main sections. The first section was dedicated in introducing to the participants some fundamental concepts such as racism, discrimination, and respect. Through workshops and events planned particularly around the age group of the participants, both native youth and youngsters of an immigrant background had the opportunity to engage in a constructive dialogue regarding such concepts and how sport can assist inclusion.





Emphasis was given specifically to understand how can the qualities taught through this project regarding multicultural cooperation within the sport activity be applied in the broader social environment.

In the second phase the young participants are brought together to engage in sporting activities. These events are carried out in a safe, discrimination free environment in which the participants have the opportunity to try out a variety of different activities.

The success of this programme is largely due to the effective networking system that the project has managed to sustain with National Sports Organizations as well as with local schools. In addition, the staff and volunteers implementing the project have also played a crucial role in enabling the culturally mixed target group.



# CONCLUSIONS

This guide represents an effort to tackle with the multifaceted issue of immigrant and refugee inclusion. We started by briefly referring to some indicative examples of national immigration related policies which not only bear legal importance but also greatly shape the public's attitude towards third countries' nationals.

In the first part of the guide we proceeded in analysing the main obstacles young nationals of third countries face in their attempt to participate in youth organizations and activities.

These obstacles faced by foreign youth are not only hindering their participation in youth organizations and activities but are also factors impeding inclusion in their broader social environment.

Moreover if not effectively addressed these deeply concerning factors may also lead to various types of exclusion such as labor market, spatial and social exclusion rendering

their participation in youth organizations highly unlikely.

In the second part of the guide we presented the results of the questionnaires which were sent to youth and immigrant organizations in Europe as well as the results from focus groups and workshops which were organized by the organizations implementing this project.

Based on this primary material and on bibliographic research we presented principles of good practices that youth organizations need to keep in mind in order to successfully approach and include young nationals of third countries and to manage culturally diverse groups.

Finally we presented practical tools for youth organizations to effectively manage culturally mixed groups and cases of good practices regarding the inclusion of foreign youth in youth organizations and activities.



**Erasmus+**

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