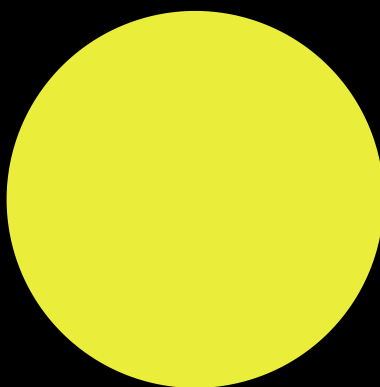




SHARED SPACES

COMPARATIVE REPORT: HOW TO CO-CREATE
COMMUNITY SPACES IN GERMANY, SWEDEN,
SPAIN AND POLAND?

August, 2024



CULTURE GOES EUROPE
SOZIOKULTURELLE INITIATIVE ERFURT E.V.



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the European Union

Shared Spaces

Comparative report: How to co-create community spaces in Germany, Sweden, Spain and Poland?

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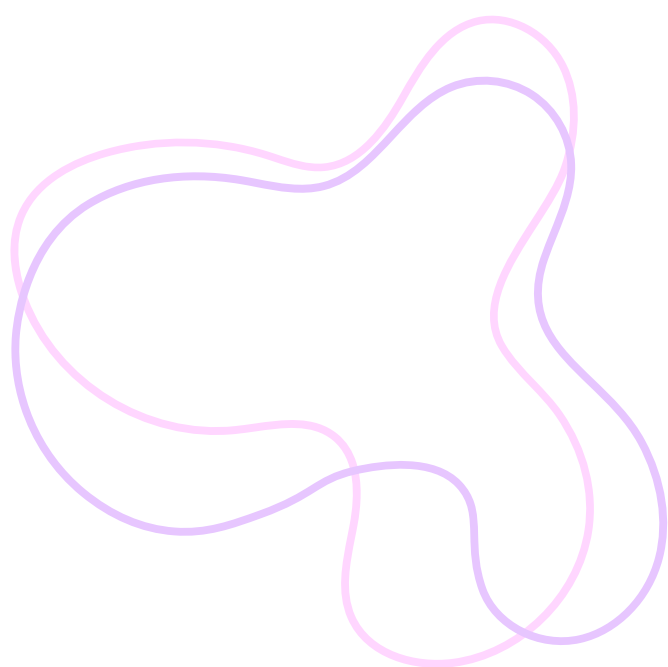
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TABLE OF CONTENTS



INTRODUCTION	03
PROJECT'S TIMELINE	05
CHAPTER 1: RESEARCH PHASE	06
1.1. INTRODUCTION TO THE TOPIC	07
1.2. FOCUS GROUPS RESEARCH	08
1.3. SURVEY FOR YOUNG PEOPLE	18
1.4. INSIGHTS FROM CASE STUDIES	27
CHAPTER 2: TRAINING COURSE	48
CHAPTER 3: NEW SHARED TOOLS	53
CHAPTER 4: PILOTING IDEAS	63
CONCLUSION	83
ACKNOWLEDGMENTS	84



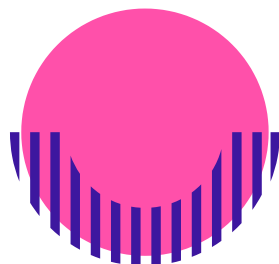
INTRODUCTION

In an era where migration patterns are increasingly complex and diverse, the challenge of social integration within communities has never been more critical. Effective community practice depends upon society's ability to welcome people from diverse backgrounds and experiences. Indeed, young migrants face numerous challenges, making it essential to implement positive actions that reach out to them and encourage their participation as active citizens.

Third sector organizations play a critical role in fostering youth development, promoting community action, and driving social change. However, promoting youth participation and commitment to local activities and events is a significant challenge for these organizations, particularly when it involves young migrants. Recognizing these challenges, it becomes evident that targeted initiatives are necessary to address their specific needs.

The 'Shared Spaces' project aims to address these pressing issues that contribute to the social isolation of many young migrants in marginalized and remote districts. Areas like these often lack diversity and inclusive community spaces, and have limited resources and ineffective communication channels, which pose significant barriers to community involvement and social integration.

By empowering young migrants through co-creation and recognizing their agency in shaping community activities, "Shared Spaces" seeks to foster inclusive environments that are sensitive to diverse backgrounds, where people can have a voice and co-create supportive spaces that encourage their active participation and integration into the community.



INTRODUCTION

Youth workers and NGOs play a crucial role as facilitators, mentors, and connectors in this project. They are responsible for creating safe, welcoming environments where young migrants can freely express themselves and engage in co-creation. One goal of this project is to address power imbalances, positioning migrants as equal partners with valuable insights, thus transforming the dynamic from a one-way integration effort to an inclusive, collaborative process. Through mutual learning, these organizations act as bridges, providing support, resources, and guidance to ensure that the activities and programs developed are inclusive, relevant, and responsive to the needs of the migrants.

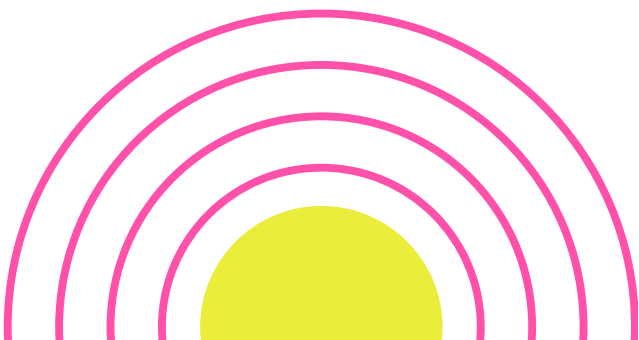
This approach recognizes young migrants not merely as beneficiaries but as key stakeholders with agency, insights, and the capacity to contribute meaningfully to the social fabric of their new environments. This initiative is not just about creating spaces for migrants; it's about reimagining community spaces as inclusive places for social interaction and mutual learning.

This project targets young migrants aged 18-30, as well as social workers, youth workers, and educators who work with migrants. The focus is embedded in the realities of Germany, Sweden, Poland, and Spain, where our consortium operates. Our primary participants are young individuals who have relocated for various reasons, including seeking better economic opportunities, fleeing conflict or persecution, or pursuing education and career goals.

This project (P. Nr.: 2023-1-SE02-KA210-YOU-000160073) is co-funded by the European Union through the Erasmus+ program. Its consortium is assembled by Culture Goes Europe e.V. from Germany, Goodness of People from Sweden, Logos from Poland, and Fedelatina from Spain.



PROJECT'S TIMELINE



CHAPTER 1: RESEARCH PHASE

1.1. INTRODUCTION TO THE TOPIC

According to official sources, 27.3 million individuals residing in the EU were born outside the EU, making up 6.1% of the total EU population (Eurostat, 2024).

In Spain, 8.8 million people, or 18.1% of the population, were born outside the country (Spanish Statistical Office, 2024). In Barcelona, 519,066 individuals, including EU citizens, were born outside Spain, constituting 31.3% of the city's population (Barcelona Municipal Register, 2023).

In Poland, as of January 2023, 402,800 third-country nationals (TCNs) lived in the country, representing 1.1% of the population, along with 32,600 EU citizens (0.1%) (Eurostat, 2023). By mid-March 2024, nearly 1.8 million people had been displaced to Poland due to the war against Ukraine, with about a million remaining in the country (Statista, 2024).

In Germany, 14.6% of the population are immigrants (Eurostat, 2023), and by 2023, the country had received 1.1 million individuals displaced by the war in Ukraine.

In Sweden, 94,514 people immigrated in 2023 (Statistics Sweden, 2024), contributing to a total immigrant population of 854,200, which is 8.1% of the total population (Eurostat, 2024).



CHAPTER 1: RESEARCH PHASE

1.1. INTRODUCTION TO THE TOPIC

These statistics represent more than just numbers; they highlight the rich diversity within Europe. In light of the rising far-right movements and xenophobic rhetoric claiming that immigrants have no place in Europe, it is increasingly important to humanize these figures. Creating opportunities for effective integration into society is needed, such as shared spaces where locals and migrants can come together and foster mutual understanding and respect. These environments allow individuals to learn from one another, celebrate both their differences and similarities, and grow together as a cohesive community. By promoting such interactions, we counter divisive narratives and build a more inclusive society.

Regarding the concept of **Shared Spaces**, the Netherlands Knowledge Center defines it as:

This definition underscores the social aspects of shared spaces and their role in fostering a sense of community. Shared Spaces is a concept that recognizes the challenges young migrants face when integrating into a host society and the essential role community-based organizations play in promoting youth participation and engagement in local activities.

CHAPTER 1: RESEARCH PHASE

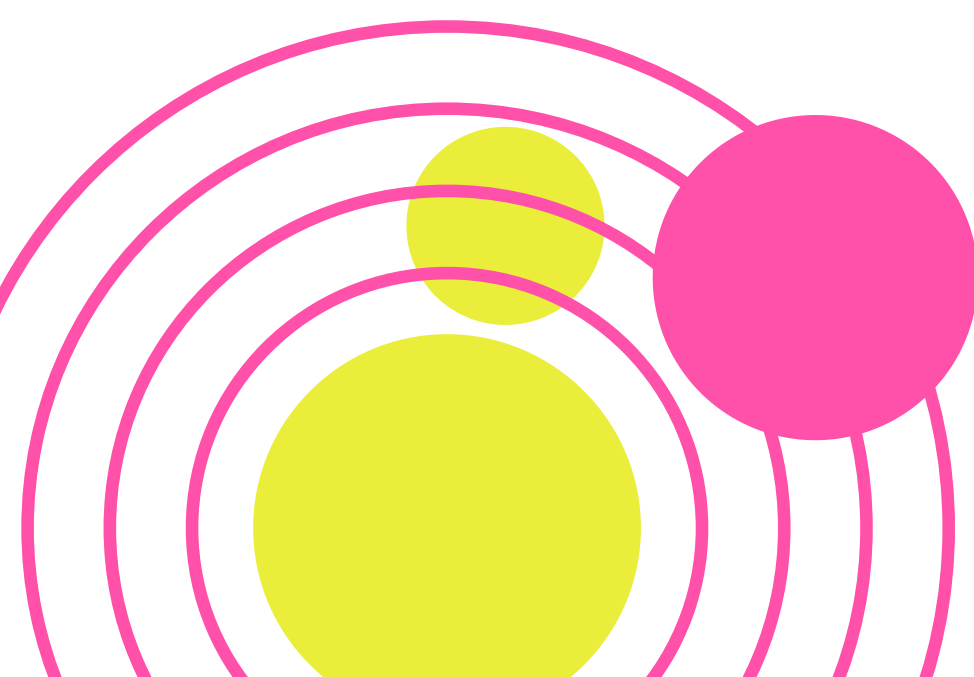
1.1. INTRODUCTION TO THE TOPIC

To bring solutions and support for fostering a sense of belonging among youth from diverse backgrounds within the local community through activities and events, our project aimed first to assess the needs of migrants in each country involved in this consortium.

We sought to hear their concerns and ideas about community spaces and how to make them accessible and safe. The goal was to ensure these spaces could be effectively used and co-created by all community members. By prioritizing the voices and needs of young migrants, we aimed to create inclusive environments that enhance their sense of belonging and active participation in their new communities.

The initial phase of our project focused on comprehensive research to understand the complexities of the issues and the specific needs of our target groups. This involved conducting focus groups with young migrants and educators, analyzing online surveys aimed at gathering insights from young people, and interviewing youth workers and other case studies that align with the topic.

The following chapter outlines our research across Germany, Sweden, Spain and Poland, detailing the methodologies employed and the insights gained.





1.2. FOCUS GROUP RESEARCH

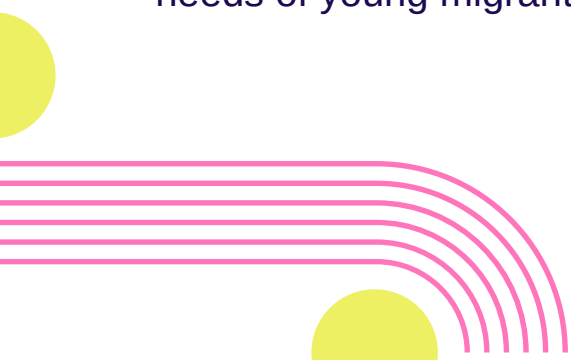
1.2.1. FOCUS GROUP WITH YOUNG MIGRANTS: METHODOLOGY

For the development of the focus groups with young people in the four partner countries, our methodology centered on understanding the experiences, needs, and suggestions of young migrants regarding their participation in community activities. Each country adapted this common framework to their specific contexts.

Despite some differences in implementation, the common base of the methodology included:

- Developing a list of questions aimed at understanding the experiences and perspectives of young migrants.
- Engaging groups of young migrants (18 to 30 years old) from diverse cultural, and social backgrounds in discussions to explore their challenges, needs, and suggestions.
- Focusing on key topics such as the definition of a safe space, personal experiences, exploration of their sense of belonging, barriers to participation, ideal inclusive events, proposed desired activities, essential communication strategies, and effective outreach methods.

The differences in methodology were mainly in the composition and size of the focus groups, the duration of the discussions, and the specific questions selected for discussion. These variations allowed each country to tailor the focus groups to their contexts while maintaining a unified approach to understanding and addressing the needs of young migrants.



1.2.2. FOCUS GROUP WITH YOUNG MIGRANTS: KEY FINDINGS

The focus groups revealed both commonalities and unique aspects of the experiences and needs of young migrants in these countries. The key findings highlight the challenges faced by these individuals, as well as their suggestions for fostering better integration and participation in community activities.

DIFFERENCES & SIMILARITIES ACROSS COUNTRIES

SENSE OF BELONGING AND EXCLUSION

In all countries, young migrants expressed a sense of exclusion and isolation. In Sweden, this was particularly felt post-studies, with participants preferring interactions with other internationals over locals. Similarly, in Spain, participants faced emotional and psychological challenges, including fears of rejection and a sense of being unwelcome. In Germany and Poland, the importance of feeling comfortable and safe in community spaces was emphasized.

BARRIERS TO PARTICIPATION

Linguistic and cultural barriers were a significant theme. Non-local language speakers found it challenging to integrate, in all the countries. Additionally, in Spain, issues like visa applications and housing added to the initial settlement challenges. In Poland, participants highlighted language communication and mobility as primary obstacles. In Germany, personal factors such as a sense of alienation or lack of connection with the community were highlighted. In Sweden, participants pointed out uncertainty about social norms and expectations, as well as housing instability as important barriers.

SUGGESTIONS FOR IMPROVED INTEGRATION

Across the board, participants proposed the creation of free, open spaces for social interaction and integration. Activities such as cultural exchanges, creative workshops, social gatherings, and inclusive events were suggested. For example, in Germany participants favored events like documentary screenings, workshops, art festivals, board games, and outdoor activities. In Sweden, ideas such the provision of classes and activities to promote participation and integration. were introduced.

COMMUNICATION AND OUTREACH:

Effective communication strategies were a recurring theme. In Sweden, printed posters, social media, newsletters, and word-of-mouth were suggested. German and Polish participants emphasized comprehensive details about events and early dissemination. Spanish participants noted the difficulty in accessing information and the need for proactive searching.

SAFE SPACES

The concept of a "Safe Space" was universally important across all focus groups. Participants emphasized the need for environments where they could feel comfortable, free from judgment, and able to express themselves without fear.

In Poland, participants viewed safe spaces as those where they could express themselves freely and comfortably. They suggested that changes in public spaces should focus on ensuring unrestricted accessibility and fostering interaction between locals and newcomers. German participants described a safe space as one where familiarity enhances the sense of safety, and there is an absence of judgment.

In Sweden, the importance of intervention during harassment incidents was highlighted, with participants questioning whether the community would support them in times of need.

In Spain, participants particularly highlighted the social obstacles they face, such as racism, xenophobia, and discrimination. These issues are often exacerbated by cultural and linguistic differences, as well as stereotypes, prejudices, and rumors. Such negative experiences significantly hinder their integration, impacting both their perception of the host society and how they are perceived by others. Consequently, these social obstacles make participating in community events feel unsafe or uncomfortable for many young migrants. This underlines the need for creating inclusive and supportive community spaces that actively address social barriers.

**A SAFE SPACE CANNOT BE
HOSTILE, IT HAS TO BE
WELCOMING**



**A PLACE WITHOUT
JUDGEMENT, THAT IS A
SAFE SPACE**



1.2.3. FOCUS GROUP WITH YOUNG EDUCATORS: METHODOLOGY

In all four countries, the focus groups with educators and youth workers began with a structured set of questions prepared by the research teams. These questions aimed to gather insights into the educators' experiences and perspectives on several topics such as:

- Communication channels most effectively used to reach and engage young migrants.
- Challenges or barriers encountered when working with young migrants, including language differences and cultural misunderstandings.
- Strategies for overcoming barriers, including using multilingual resources, culturally sensitive approaches, and direct community engagement.
- Successful integration practices and the role of direct interaction, utilizing methods such as street work and face-to-face interactions.
- The personal benefits and aspirations for their work.

1.2.4. FOCUS GROUP WITH YOUNG EDUCATORS: KEY FINDINGS

DIFFERENCES & SIMILARITIES ACROSS COUNTRIES

COMMUNICATION CHANNELS

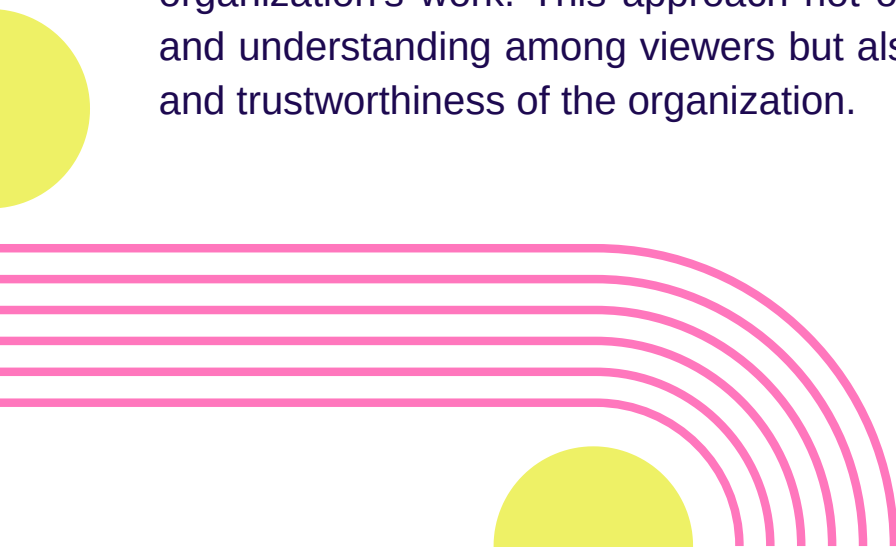
All four countries emphasized the significance of social media platforms like Facebook and Telegram for outreach and engagement. These tools were highlighted for their effectiveness in reaching young migrants, supporting event mobilization, and crowdfunding. However, the specific platforms highlighted varied. In Spain and Poland, WhatsApp was notably effective for mobilizing activities, whereas in Germany and Sweden, Instagram and TikTok were noted.

Despite the reliance on digital tools, all countries recognized the irreplaceable value of face-to-face interactions for building deeper connections. Direct engagement during community events and activities was seen as crucial.

The strong digital presence established by organizations working with young migrants underscores the importance of social media and digital tools in today's outreach strategies. However, there remains a substantial opportunity to expand these efforts further by investing in digital marketing, video production, and content creation. Such investments can profoundly enhance the reach and impact of these organizations, extending their influence beyond traditional boundaries.

Creating compelling and tailored content specifically designed to resonate with young migrants can transform the way organizations communicate and interact with their audience. This involves developing strategies that not only catch the eye but also engage on a deeper level, such as using narrative storytelling, interactive content, and visually appealing graphics. These elements can help make messages more relatable and memorable, increasing the likelihood of engagement and participation.

Video content, in particular, stands out as a powerful tool within the digital arsenal. Videos have the ability to convey emotions and complex stories in a manner that is both engaging and easy to digest. They can showcase real-life stories of integration and success, provide informational content about services, and highlight community events, all of which contribute to a richer, more humanizing view of the organization's work. This approach not only helps in building empathy and understanding among viewers but also enhances the transparency and trustworthiness of the organization.



Moreover, videos can be shared widely across various platforms—reaching audiences on social media, embedded in newsletters, or displayed at community events, thus maximizing the content's visibility and impact. The dynamic nature of video content allows organizations to use it in versatile ways, from promotional campaigns and advocacy efforts to educational resources and personal testimonials.

In order to fully capitalize on these digital opportunities, organizations should consider forming dedicated teams focused on digital marketing and content creation, or partnering with professionals who can elevate their digital presence. Regularly updating content, optimizing for search engines, and engaging with users through comments and shares are critical tactics that can enhance digital strategies.

By deepening their investment in these areas, organizations not only broaden their reach but also forge stronger connections with the communities they aim to serve, paving the way for more impactful and sustained engagement.

**IN A VISUAL AND FAST WORLD,
ORGANIZATIONS COULD BENEFIT
FROM A STRONG SOCIAL MEDIA
DISSEMINATION OF RESULTS**



STRATEGIES FOR ENHANCING INTEGRATION

Educators and youth workers across all countries recommended offering information in multiple languages and incorporating various multimedia formats to improve accessibility. For instance, Germany focused on providing translations at events, while Sweden suggested creating ambassador programs and living libraries to foster empathy. In Poland, addressing financial barriers and providing psychological support were seen as crucial for supporting migrants' integration into community events.

CHALLENGES AND SOLUTIONS

Each country reported unique challenges that influenced their specific focus group outcomes. For example, Poland's focus on overcoming political barriers and ensuring safety and inclusion during community activities contrasted with Germany's emphasis on increasing the visibility of activities and outreach beyond the city center.

EFFECTIVE INCLUSION PRACTICES

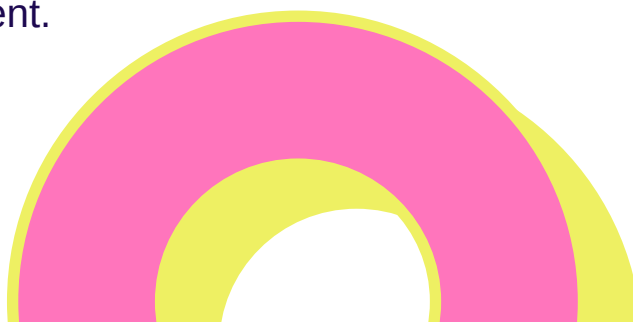
Creating safe, inclusive, and inviting spaces was a common goal. Strategies varied slightly, with Sweden and Germany implementing anti-discrimination protocols and offering flexible activity schedules. Spain and Poland emphasized the need for tailored support, with Spain using successful mobilization of volunteers through social media for practical activities like beach cleaning.

1.2.5. OVERALL RECOMMENDATIONS

Organizations around the world that support migrants can benefit from adopting a set of strategies designed to enhance communication, integration, and participation of young migrants in community activities, ensuring a more inclusive and supportive environment:

- Leverage a combination of **digital tools and face-to-face interactions** to build trust, forge meaningful connections, and cultivate participant loyalty.
- **Invest in social media platforms**, digital marketing, video making and content creation. **The impact** an organization can have if **broadcasted** could be multiplied.
- Employ **multilingual staff** and offer information in various formats.
- Organize activities that **cater to the interests and needs** of young migrants, including sports events, social gatherings with food, and workshops focused on work inclusion. Encouraging young migrants to assume **leadership roles** within these activities can boost their engagement and help them feel a valued part of the community.
- Create safe spaces by developing and enforcing anti-discrimination protocols, providing flexible scheduling for activities, and ensuring **diverse cultural representation** among organizing teams.
- **Forge partnerships** with other organizations, the private sector, and government entities to offer essential support services such as transportation, childcare, and translation. These collaborative efforts are key to reducing participation barriers for migrants.
- Promote programs where migrants can share their stories and experiences, **humanizing the interactions** between people.

To effectively support young migrants, organizations worldwide need to recognize the necessity for customizing strategies and solutions based on specific cultural, linguistic, and social needs. By listening to and incorporating the direct feedback and suggestions from migrants, organizations can develop responsive programs that truly address the complexities of migration and foster a sense of belonging and community engagement.



1.3. SURVEY FOR YOUNG PEOPLE

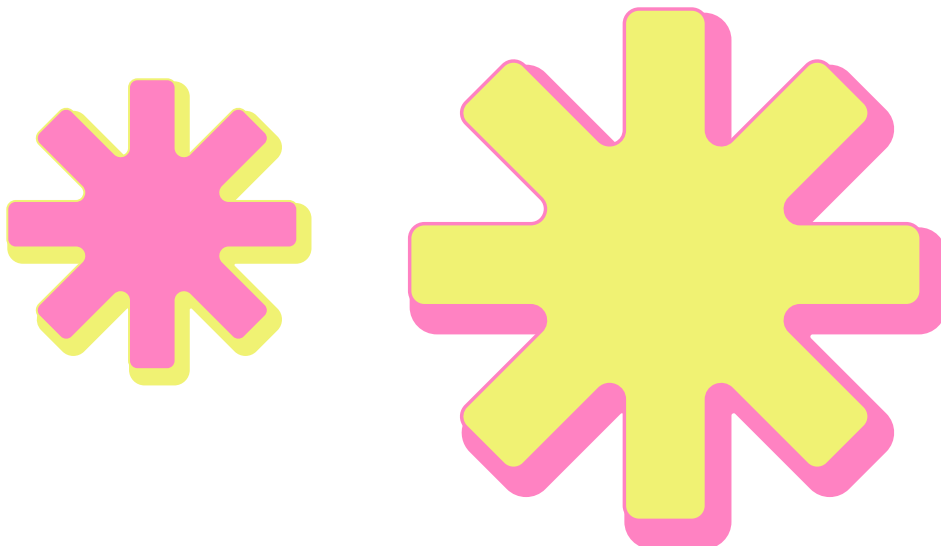
1.3.1. METHODOLOGY & DEMOGRAPHICS

The survey methodologies implemented in Germany, Spain, and Sweden aimed to gather insights into young people's engagement levels and preferences, particularly migrants, in community activities.

Each survey collected demographic information to contextualize the findings within the specific socio-cultural backgrounds of the participants. Common data points included age, gender, country of origin, and duration of residence in the current community.

All countries utilized a mixed-method approach, combining qualitative insights with quantitative data, using a 5-point Likert scale for assessments. The survey explored the types of activities young people are involved in and how often they participate; how young people stay informed about local events and the communication methods most effective for reaching them; and the skills young people are interested in developing through community events and their willingness to organize activities voluntarily.

There were variations in each country's demographic characterization. Sweden had participants with a age range of 16 to 25 years old. Germany, Poland and Spain were as follows.





Spain

18 to 30 y.o, with a concentration in the 22-30 age gaps; 66.6% females; primarily from Latin America (Argentina, Colombia, Guatemala, Mexico, Peru) with additional representation from Europe (Belarus, France, Italy, UK) and North Africa (Morocco); The majority (73%) had resided in Spain for less than 5 years



Germany

18 to 27 y.o.; 64% males; migrants from France, Portugal, Ireland, Italy, Russia, Norway, Argentina, Kenya, Azerbaijan, Brazil, Afghanistan, Ghana, Ukraine, and Vietnam; living in their current community for less than a year, with a smaller group having lived there for 1-2 years.



Poland

18 to 30 y.o.; 64% females; migrants from Ukraine, Belarus and Turkiye; living in their current community for 1 to 2 years, followed by a smaller group having lived there for more than 5 years.

1.3.2. KEY FINDINGS

COMMUNITY ENGAGEMENT: ARE YOUNG MIGRANTS INVOLVED?

A majority of participants in **Spain** (66.6%) reported being actively involved in community activities, mostly one day per week, indicating a moderate level of continuous engagement. Over half (53%) of the respondents reported personal involvement with community associations, while 33% followed such associations on social networks.

German participants displayed a diverse range of engagement from occasional to frequent in community activities. The engagement levels among **Swedish** participants varied significantly, with some reporting very low involvement while others were highly active.

In **Poland**, the young migrants' involvement in community activities varies, with participation frequencies ranging from 'rarely' to 'once a week', showcasing a diverse spectrum of engagement. A majority of respondents engage at least once a week in various activities including workshops, culture, nature protection, and informal groups, which underscores a relatively high level of continuous engagement. The duration of their involvement, typically ranging from 1 to 2 years, indicates relatively recent engagement. Additionally, there is a clear interest in further involvement, as evidenced by the willingness of several participants to join focus group discussions and their desire to stay informed about future events.

RANGE OF ACTIVITIES: WHAT IS HAPPENING AND WHAT COULD BE DONE?

IN SPAIN,

the range of community activities in which young migrants engage is diverse, including recreational pursuits such as tourism, board games, and art; social interactions like informal meetings, debates, and integration events; educational activities involving visits to museums, libraries, and cultural tours; sports activities including skating, yoga, and calisthenics; and various volunteering opportunities.

Survey results showed a list of activity preferences among participants, with sports and language exchanges drawing the highest interest, closely followed by cultural exchanges and networking. Interest declines slightly for free tours and cultural activities, with podcasts and content creation, culinary events, entrepreneurship sessions, civil rights workshops, art, Catalan language exchanges, and practical workshops trailing behind.

Feedback from participants also led to suggestions for events centered on environmental activism, mental health, and cultural integration, including innovative ideas like a 'welcome kit' for newcomers to Barcelona.

When asked about their willingness to organize activities for organizations, 60% expressed interest in activities ranging from free dance lessons to marketing courses, reading or film clubs, entrepreneurship or social networking events, assistance for animals, board games, cooking, tourism, or healthy habits events.

IN GERMANY,

the activities young migrants participate in are also varied, encompassing volunteering at NGOs, involvement in college committees, participation in political and social groups such as Amnesty International, and individual civic contributions like paying taxes.

Survey responses revealed that participants are actively engaged in many activities, from sports to activism and informal groups. Cultural exchanges and language courses topped the list when ranking their interests, followed by practical workshops. Sports, arts and crafts, and networking events also had significant interest, while culinary events and entrepreneurship sessions were less favored. People showed a strong desire for more inclusive and accessible community spaces, with many participants showing willingness to organize activities if suitable spaces were provided. Popular choices for organized activities include cinema sessions, intercultural karaoke, and diverse workshops.

IN SWEDEN,

the participants are actively involved in a broad array of activities, from sports like badminton and dance to cultural activities including movie screenings and theatre groups. Additionally, they engage in youth work through projects like Erasmus and participate in activism focused on demonstrations and nature protection.

The interest in research participation was notably low, with only a small number expressing potential interest, highlighting a general disinterest in formal discussion settings. However, many respondents expressed a keen desire to stay informed about future community events, indicating a robust interest in ongoing engagement. Preferred activities include those that offer inclusive and engaging experiences, cater to diverse interests and cultural backgrounds, and provide opportunities for language practice and cultural exchange.

IN POLAND,

young migrants are engaged in a wide range of community activities, reflecting their diverse interests and the opportunities available. The activities mentioned by survey respondents include culture and arts, youth and social work, nature protection, organizing workshops, volunteering, and participating in local events like elections and art exhibitions.

These activities are not only recreational but also educational and socially integrative, indicating that community spaces in Poland are utilized for a variety of enriching experiences. Despite this variety, there is room for expansion and improvement in the types of activities offered. Participants suggest adding more culturally themed events such as music and art evenings, greening the city projects, and workshops that explore different cultural narratives through art and music. There's also a call for more practical workshops and events that address specific skills like video editing, astronomy, and language speaking sessions. This reflects a desire for activities that not only entertain but also provide practical skills and knowledge enrichment.

Moreover, there is a notable interest in creating more opportunities for political and entrepreneurial education, as participants have expressed a desire for events that delve into the political structures of countries and sessions about entrepreneurship. This indicates a proactive interest in understanding and engaging with civic systems and business opportunities, which could be further supported by local NGOs and community centers

COMMUNICATION STRATEGIES: WHAT WORKS?

IN SPAIN,

when it comes to preferred communication channels for community engagement, a majority of participants (60%) expressed a preference for being contacted via social networks such as Instagram. Meanwhile, 20% favored instant messaging platforms like WhatsApp or Telegram, 13% opted for traditional methods such as email or SMS, and a smaller fraction (7%) preferred word-of-mouth communication.

IN GERMANY,

the primary methods for receiving information about events and activities include social media platforms such as WhatsApp groups, Instagram, LinkedIn, and traditional methods like word-of-mouth and local notice boards. This indicates a diverse range of communication preferences among the youth, emphasizing the importance of a multi-channel approach to outreach in community settings.

IN SWEDEN,

one of the identified areas for improvement is enhancing communication and outreach efforts to better inform young people about available community activities. This suggests a need for more effective communication strategies to ensure that youth are aware of and can participate in these opportunities.

Indeed, there is a general need for improved outreach and better communication strategies to ensure that organizations foster active participation from young people and specially those from migrant backgrounds.

IN POLAND,

A significant emphasis is placed on the use of digital communication platforms, with social media emerging as a crucial channel. Participants predominantly use platforms such as Facebook, Instagram, and Telegram to stay informed about local events and activities. These platforms are not only popular for receiving updates but also for fostering interactive engagements through posts and direct messaging. WhatsApp and Telegram are particularly highlighted for their effectiveness in reaching young migrants quickly and facilitating easy dissemination of information.

Besides digital platforms, traditional methods like word of mouth, direct memberships in NGOs, and street advertisements also play significant roles. These methods complement online communications by reaching those who may not be as active online or prefer personal interactions. For instance, word of mouth through friends and community members often carries more personal trust and relevance, which can be crucial for engaging certain demographics within the migrant community.

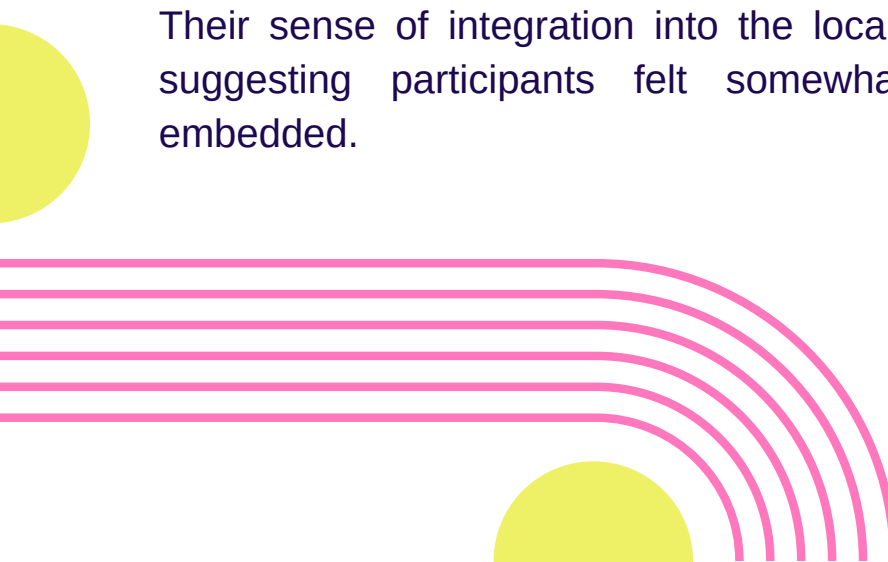
INTEGRATION: DO YOUNG MIGRANTS FEEL PART OF THE COMMUNITY?

IN SPAIN,

participants generally reported a moderate to high level of integration, coupled with a moderate perception of the accessibility of community spaces. This suggests that while many feel a part of their community, there are still improvements to be made in terms of making community spaces more accessible and welcoming.

IN POLAND,

Their sense of integration into the local communities was moderate, suggesting participants felt somewhat connected but not fully embedded.





IN GERMANY,

the survey results show a complex picture of young people's feelings of integration within their local community. A significant portion, 40%, feel "somewhat not integrated," highlighting that, despite some community engagement, various barriers and a sense of disconnect hinder their full integration.

Approximately 30% of respondents describe themselves as "somewhat integrated," having established connections within the community but still experiencing a lack of complete belonging. More positively, 17% consider themselves "integrated," enjoying a satisfactory level of involvement and comfort in their local settings, and 13% feel "fully integrated," indicating a strong sense of belonging and active community participation.

IN SWEDEN,

The feelings of integration among respondents varied significantly. Some individuals feel well integrated, enjoying a strong connection and comfort within their local communities, which suggests successful integration strategies are in place for some. However, others only experience partial integration, which highlights existing areas that could benefit from enhanced community engagement and support to foster deeper connections. Meanwhile, a smaller segment of the population does not feel integrated at all, underscoring substantial challenges in establishing meaningful ties with their local community settings.

IN POLAND,

variations in the degree of perceived integration among participants indicate that while some migrants feel well-connected and actively involved, others experience significant barriers that affect their sense of belonging. Participants rated their accessibility to community spaces indicating a moderate to high level of accessibility. However, actual feelings of integration vary, with several participants expressing only partial integration. The activities in which migrants participate, such as cultural events, sports, arts, and social work, generally foster community ties and should ideally enhance feelings of integration, but more consistent and inclusive activities could further improve these feelings of belonging. Moreover, language barriers and cultural differences are still significant challenges that inhibit full integration.

1.3.3. OVERALL RECOMMENDATIONS

- Improve the **physical and cultural accessibility** of community spaces. Ensure that these spaces are welcoming and inclusive for individuals from diverse backgrounds to promote a sense of belonging.
- Develop **targeted programs** that cater to the varying degrees of integration needs. For those feeling less integrated, offer specific initiatives that encourage social interaction.
- Keep a strong investment in **digital platforms** while also maintaining **face-to-face interactions**.
- Encourage and facilitate opportunities for **young people to take on leadership roles** within community activities. Let people design their own activities, implement them, gather their friends and family and hopefully create a space they can call home within their community.



1.4. INSIGHTS FROM CASE STUDIES

1.4.1. INTRODUCTION

This chapter presents a detailed exploration of case studies based on interviews with youth workers and educators across Germany, Sweden, Poland, and Spain. These case studies highlight the application of shared spaces in various community settings, illustrating how they serve as hubs for integration, learning, and cultural exchange.

By analyzing these discussions, we aim to distill key insights that showcase effective practices, identify prevalent challenges, and celebrate successes within these dynamic environments. The coverage extends to the types of activities hosted in these spaces, the effectiveness of various communication strategies, and the methods employed to navigate and overcome obstacles, ensuring that these spaces promote inclusivity.

1.4.2. GERMANY

1. VALENTIN & WIEBKE – FACK E.V. – ALTENBURG, GERMANY

Valentin and Wiebke are part of FACK, a young organization that offers young people a space to work on their own ideas and projects, promoting empowerment, leadership, and teamwork. More information can be found here: [Fack-ev.com](https://fack-ev.com)

FACK is an organization that operates as a big network of young individuals offering each other support. It emphasizes the importance of having a physical space for projects, taking responsibility, and serving as a symbol for the community's social structure. It hosts various events and initiatives, such as workshops, communal cooking, and project-based activities (e.g., cosplay, games, and movies nights), to bring the community together and cater to diverse interests.

Valentin and Wiebke emphasized the importance of adapting spaces to the needs and ideas of young people. Spaces are seen as methods to empower youth by allowing them to execute their projects and come up with new ideas.

Effective communication with the community is achieved through a large WhatsApp group and the physical space itself, which is open to young people at specific times. Personal relationships and trust are deemed crucial for engaging young people in new experiences.

The discussion touched on the challenges of building trust and reaching out to families. Accommodating a diverse group within the space, ensuring inclusivity while maintaining democratic values, and addressing physical accessibility were also pointed out as ongoing challenges.

Therefore, the organization focus on recognizing the unique backgrounds and stories of individuals for societal benefit, with inclusivity extending to engaging with differing political and societal views to foster change. Valentin and Wiebke reflected on the positive impacts of the space, including personal growth, community engagement, and leadership development among young people.



VALENTIN



WIEBKE

SCAN THE QR CODE TO WATCH THE INTERVIEW



2. THE OTHER MUSIC ACADEMY E.V. – WEIMAR, GERMANY

The Other Music Academy e.V. (OMA) aims to be an empowerment center, focused on creating a society where everyone is welcome to contribute to its shared culture.

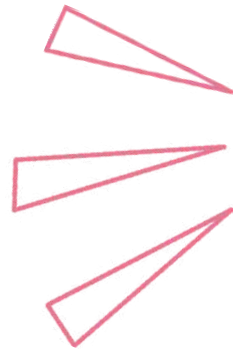
It has three main parts: a Creation Tank for collaborative projects across different fields, a Life-long Learning Center with courses that grow from these projects, and a Sociocultural Center that acts as a home for these activities and a place for people to meet and network. More information can be found here: othermusicacademy.eu

OMA highlights innovative approaches to fostering community engagement and integration through music and culture. This initiative leverages various communication channels, with a strong emphasis on social media, alongside face-to-face interactions within migrant communities.

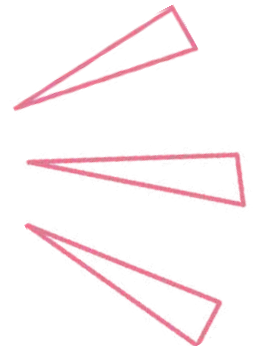
Direct engagement in city centers, particularly during festivals, plays a crucial role in promoting events and enriching Yiddish culture, demonstrating the academy's commitment to accessible cultural education.

However, the academy faces challenges due to language barriers and the physical accessibility of their spaces. Addressing these issues involves providing translations and explanations at events, especially those featuring international artists, to ensure inclusivity and understanding among diverse audiences.

Efforts to revive and promote inclusive community events, such as the Samba series, underscore the academy's dedication to creating spaces that respect, include, and accommodate the diverse needs and backgrounds of participants.



ANNA AND THE TEAM



SCAN THE QR CODE TO WATCH THE INTERVIEW



3. STZ AM HERRENBERG – ERFURT, GERMANY

Stadtteilzentrum (STZ) am Herrenberg, is a project by Plattform e.V., and it works as a district center. Located in Herrenberg, southeast of Erfurt, it offers every resident the opportunity to have a place to realize their own ideas. More information can be found here: stz-herrenberg.de

STZ is dedicated to fostering civil society in the Herrenberg neighborhood by enabling the community to self-manage and eventually operate independently of professional support. The center achieves this through on-site assistance, sharing expertise, collaborating with local councils for community improvements, providing spaces for activities, and offering micro-funding up to €400 for local projects.

ts core activities include a weekly schedule with a diverse program such as children's activities, dance groups, and creative workshops, along with more specialized interests like chess and line dancing. Additionally, social gatherings like coffee meetups for older residents and knitting groups create spaces for interaction and mutual support. Communication is mainly through notice boards and social media, aiming to engage a wider audience and support isolated community members through neighborhood-based volunteering.



**MURAL IN THE
COMMUNITY CENTRE**

The challenges STZ faces include securing consistent municipal funding, which impacts long-term planning and project sustainability, and engaging isolated individuals who are hard to reach through conventional means. Despite these hurdles, the benefits and impact of STZ on the Herrenberg community are significant. It promotes active participation, enhances social cohesion, and empowers residents to influence their living conditions positively.

Initiatives like micro-project funding encourage creativity and innovation, while networking efforts lead to tangible community improvements. STZ's model of empowering residents for self-reliance and active participation sets a sustainable framework for community development, emphasizing long-term impact and community ownership.

4. PIXEL SOZIALWERK – ERFURT, GERMANY

Pixel Sozialwerk operates with the Erfurt community, particularly in the districts known for their less privileged status and unequal opportunities. Its mission is to provide children, irrespective of their backgrounds, with the means for development, career opportunities, and a promising future. More information can be found here: pixel-sozialwerk.de

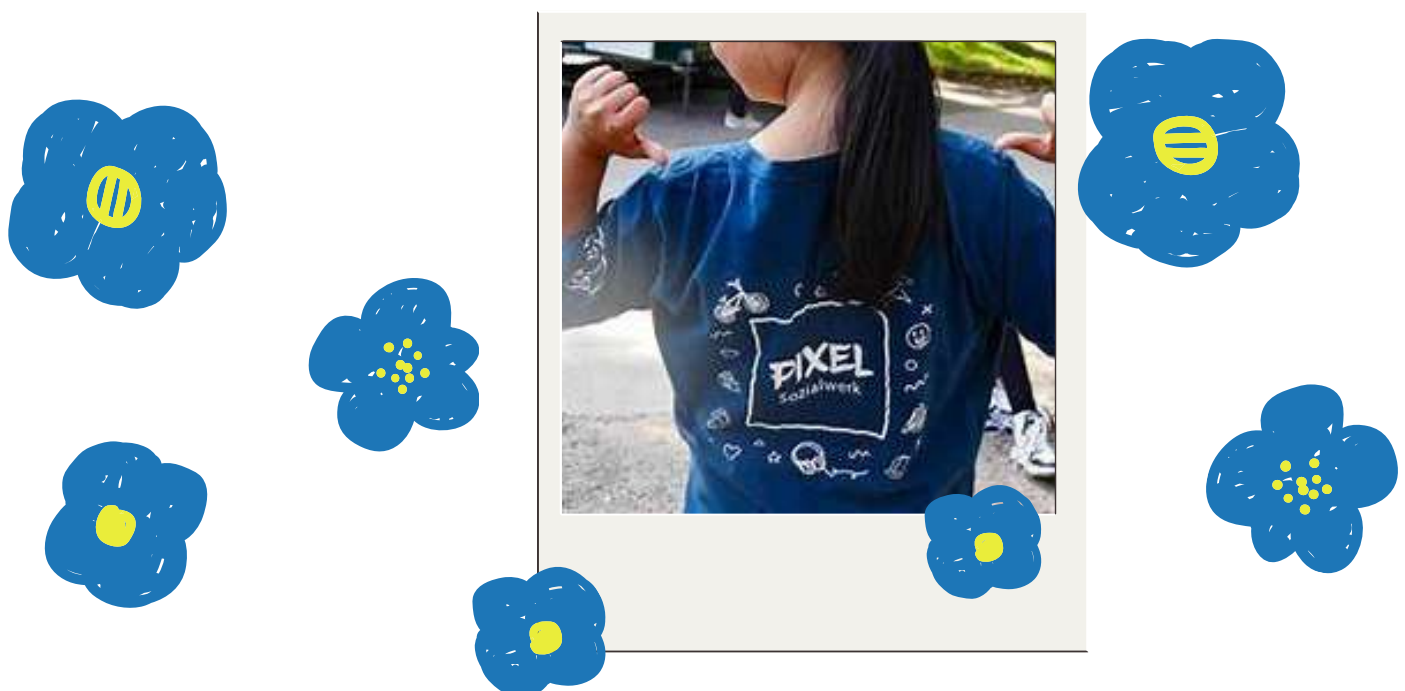
The organization's efforts are primarily channeled through their children and family centers located in Rieth and Berliner Platz. These centers serve as hubs for open meetings and educational opportunities, offered free of charge to school-age children on weekdays. The centers also host holiday programs that include excursions and projects, enriching the children's experiences and learning during school breaks. For parents, the initiative of a parents' café fosters a sense of community and provides a support network.



The playground festivals, a signature event of Pixel, embody the spirit of the organization. These festivals bring the community together in celebration and play, traveling to various locations in Erfurt with a mobile festival setup or e-bike and trailer. These festivals are not just about entertainment; they are a powerful tool for community building and fostering hope in areas that are often stereotyped as underprivileged.

The organization's utilization of physical spaces to serve the diverse needs of children and families aligns with the shared spaces' core values of inclusivity, resourcefulness, and community development. Pixel Sozialwerk's transformation of places into spaces that are accessible and welcoming to all, particularly in underserved areas, enhances community engagement.

The organization's activities, such as the versatile use of indoor and outdoor playgrounds and the organization of neighborhood festivals, foster social cohesion and offer adaptable solutions to the community's needs. Through their efforts, Pixel Sozialwerk not only offers opportunities for personal growth and skill development but also works towards altering the negative perceptions of less privileged districts. Their commitment to creating inclusive and dynamic environments where hope and positive community identity thrive is what makes Pixel Sozialwerk a case study on the topic of shared spaces.



1.4.3. SPAIN

1. HATIM AZARI – JOVES UNITS DEL POBLE SEC ASSOCIATION

Hatim, as the president of Joves Units del Poble Sec Association, spearheads a dynamic youth-led nonprofit founded in 2019 in Barcelona's Poble Sec neighborhood. Its mission revolves around fostering integration and nurturing a sense of community belonging. Notable initiatives include establishing community gardens and organizing sports events during local festivities. They actively advocate to the local government for improved public facilities and specific neighborhood needs, such as extended library hours.

A cornerstone of their efforts is the Calisthenics for Youth program, attracting participants from diverse backgrounds, and offering them a avenue for free sports engagement and social connection. For two years, Joves Units has been claiming to local authorities to recover the Poble Sec Popular Gym, a large facility that had been closed to the public. Thanks to their campaigning, the gym was rehabilitated and made available to the community for sports and cultural activities.

SCAN THE QR CODE TO WATCH THE VIDEO



Through effective communication channels like Instagram, Facebook, TikTok, and WhatsApp broadcast groups, they extend invitations to youngsters, ensuring their active involvement in the organization's activities

2. JESSICA SODER – CLUB SOCIAL ALBIRROJITA DE CATALUÑA

Jessica Soder serves as the Cultural Coordinator of Club Social Albirrojita de Cataluña, an association dedicated to promoting Paraguayan culture since its establishment 12 years ago. The club actively engages in both sports and cultural endeavors, boasting a football team that competes in the Catalanian Third Division. Additionally, on the artistic front, the club hosts dance groups that pay homage to Paraguay's cultural traditions, welcoming participants of all ages, including children, youth, mothers, and seniors.

Annually, the club organizes the “Tereré” Festival in Barcelona, celebrating Paraguayan culture and the Tereré National Day, a traditional cold yerba mate infusion. This festival, now in its 8th edition, has become increasingly popular. While the club primarily relies on word-of-mouth promotion, it also maintains a presence on social media platforms like Instagram and Facebook.

SCAN THE QR CODE TO WATCH THE VIDEO



3. MAFE MONTILLA – EL MUNDO DE PUPPY

El Mundo de Puppy (“Puppy’s world”) is the personal project of Mafe Montilla, a 27-year-old Colombian living in Barcelona. Motivated by the great difficulty she faced arriving as a migrant in Barcelona she started a TikTok account (De viaje con Puppy) to support newly arrived immigrants from Latin America in Barcelona, helping them overcome the challenges of leaving home and arriving in a new setting.

Building on the success of her TikTok, she recently launched “El Mundo de Puppy”, an active community of people living in Barcelona, who have identified with Puppy, and who now meet to make plans, travel, and even do business, all with the overarching goal of fostering a sense of belonging for Latin American newcomers in Barcelona.

Mafe is a marketing expert who has designed an effective communication strategy to build her community. Her primary communication channels are social media – TikTok, Instagram, Facebook, and WhatsApp – where she has built a community with several groups catering to everyone's preferences: parties, plans, dance, fit - ness, girls' meetups, business meetings, and even a Tinder. This multifaceted approach ensures that El Mundo de Puppy remains inclusive and accessible to all, furthering Mafe's mission of making Barcelona feel like home for Latin American newcomers.

SCAN THE QR CODE TO WATCH THE VIDEO



4. DIVAIKA – CENTRE EURO AFRICA

Centre Euro Africa, a non-profit organization founded in 2010 by Divaika Kiemba Dina, operates out of Barcelona with a mission to foster connections between Africa and Europe, primarily focusing on empowering youth and women.

Beginning with an extensive in-field research project conducted between 2007 and 2010, Centre Euro Africa identified a concerning trend: many young individuals born in Spain to migrant African families lacked ambition and felt disadvantaged compared to their local peers. Recognizing the need for intervention, the organization embarked on a mission to inspire these youth to aspire to higher education and better opportunities, challenging misconceptions and stereotypes along the way.

In their communication efforts, Centre Euro Africa adopts a multifaceted approach, directly engaging with young people through personal invitations, social media platforms, and maintaining an informative website. Divaika emphasizes the importance of reaching out to young individuals in unconventional settings, such as hotel lobbies, to expand their horizons and instill a sense of possibility in those who may have never experienced such environments before.

SCAN THE QR CODE TO WATCH THE VIDEO



1.4.4. POLAND

1. IVAN HRYNIUK – DANCE CLASS: SALSA SIEMPRE

Salsa Siempre has been operating in Poznań since 2007. This place was created for all those who want to develop their skills or are looking for an ideal way to spend their free time. The dance studio offers classes for different age groups and tries to meet the tastes of all participants of the classes,

Ivan shared about his experience at a dance school in Poznań, which focuses on Latin dances like Salsa and Bachata. He described how he stumbled upon the school during a party in the city center and was drawn to the friendly and open atmosphere. He highlighted the diverse mix of people at the school, coming from various nationalities and professions, all united by their love for dancing. He mentioned that their dance events, often held outdoors, attract people who are more interested in socializing and dancing without the aggression often found in nightclubs.

He sees art exhibitions and local events that bring immigrants and locals together as successful examples of this school. Some of the activities include picnics, workshops, outdoor activities and speaking classes. Also, to make them more attractive and interesting, the school includes social media promotion and tailors activities to the interests of the targeted group, e.g. based on age. Overall, the focus is on creating a supportive and inclusive community for new migrants.

SUGGESTION

Ivan advised other organizations or colleagues in similar fields to always try new things and seek out professionals for guidance. He emphasized the importance of working with knowledgeable and motivating coaches or instructors to maintain high standards and keep participants engaged



2. OLGA STRIZHNIOVA – KUT FOUNDATION

Olga is a representative of a young organization called **Kut Foundation** which focuses on promoting Belarussian culture and bridging connections between Belarussian migrants and the local community in Poland.

Kut's mission is supporting the development of culture and art, creating space and community for the exchange, implementation and publication of artistic, cultural, creative projects and laboratories, organization of research, international and interdisciplinary cooperation that serve to shape an equal society, development of participatory culture and promotion of intercultural dialogue.

The organization emerged from informal connections among Belarusians in Poznan. They aim to blend traditional culture with modern trends, making it accessible and relevant to a diverse audience. "Kut" strives to create a space where Belarussian culture can thrive while addressing the practical and emotional needs of migrants, advocating for authenticity and clarity in organizational goals and actions.

She highlighted the challenges of bureaucratic hurdles, especially in ensuring the safety and participation of migrants who fear persecution. Language barriers and the complexity of legal documentation also pose challenges.

3. MELISSA NETWORK OF MIGRANT WOMEN IN GREECE

Melissa is a network in Greece dedicated to empowering migrant and refugee women while fostering connections with the host society. Established in September 2014 with input from migrant women leaders, it boasts members from 45 countries. Operating on a common platform, Melissa serves as a hub for networking, sharing ideas, and mutual support, facilitating the pursuit of shared objectives.



Melissa is dedicated to empowering migrant and refugee women, amplifying their voices, and nurturing their capacity to drive positive change. They achieve this by offering a supportive environment for sharing, learning, and accessing resources, enabling women to pursue their own endeavors and develop effective life strategies.

Watching videos of participants expressing their experience of Melissa, we find that they agree that they have found a place where they can express themselves freely, share experiences, gain new knowledge and feel stronger.

SCAN THE QR CODE TO WATCH THE VIDEO



1.4.5. SWEDEN

I. MITT LIVS VAL

Mitt Livs Val, established in 2015 by social entrepreneur Sofia Bulgarian, is committed to empowering newly arrived migrant youths in Sweden. The organization assists these youths in completing high school and exploring further education and career opportunities through various programs, including workshops, mentorship, and community-building activities.

One significant challenge the organization addresses is the varying levels of Swedish language proficiency among participants, adapting communication methods and cultural training to enhance inclusivity. Cultural adjustments also include teaching nuances like the concept of punctuality and informal interactions, which are essential for integrating into Swedish society.

The organization primarily uses word of mouth through teachers and former participants for outreach, complemented by social media platforms like Instagram for ongoing engagement. Feedback mechanisms such as surveys and group discussions play a crucial role in evaluating the effectiveness of their programs and ensuring they are supportive and inclusive.

Activities at Mitt Livs Val are designed to foster a community feel, focusing on engagement and benefits for the participants' futures, such as mentoring and career workshops. These activities are particularly geared towards motivating participants, emphasizing personal goal setting to help visualize and plan their future paths.

For future initiatives, key takeaways include combining digital and face-to-face communication to build trust, designing programs that accommodate various language proficiencies and cultural backgrounds, and fostering a supportive community. Additionally, gathering regular feedback is vital for continuous improvement and meeting the needs of the participants effectively.

2. KOMPIS SVERIGE

Kompis Sverige is committed to fostering an inclusive society by promoting connections between newly arrived migrants and established Swedes through shared activities and personalized matching based on interests and location. The organization hosts a variety of free activities, such as museum visits, picnics, and language practice sessions, to facilitate social and cultural exchange and enhance practical language skills.

At Kompis Sverige, they create meaningful meetings between new and established Swedes, thereby increasing the participants' knowledge and understanding of each other.

The Buddy Program provides a mutual exchange that broadens perspectives, reduces language barriers and breaks down prejudice. By creating friendships on an individual level, the necessary conditions are provided for a well-functioning and multicultural society – a society where the boundaries between established and new Swedes are blurred.

They utilize a personalized matching process that pairs Swedes with new migrants, supporting regular meetings aimed at building lasting friendships, with the organization providing continuous support and follow-up for six months to ensure a positive experience. Additionally, Kompis Sverige works in collaboration with companies and municipalities to expand its reach and effectiveness, which helps sustain its activities and achieve a broader impact.

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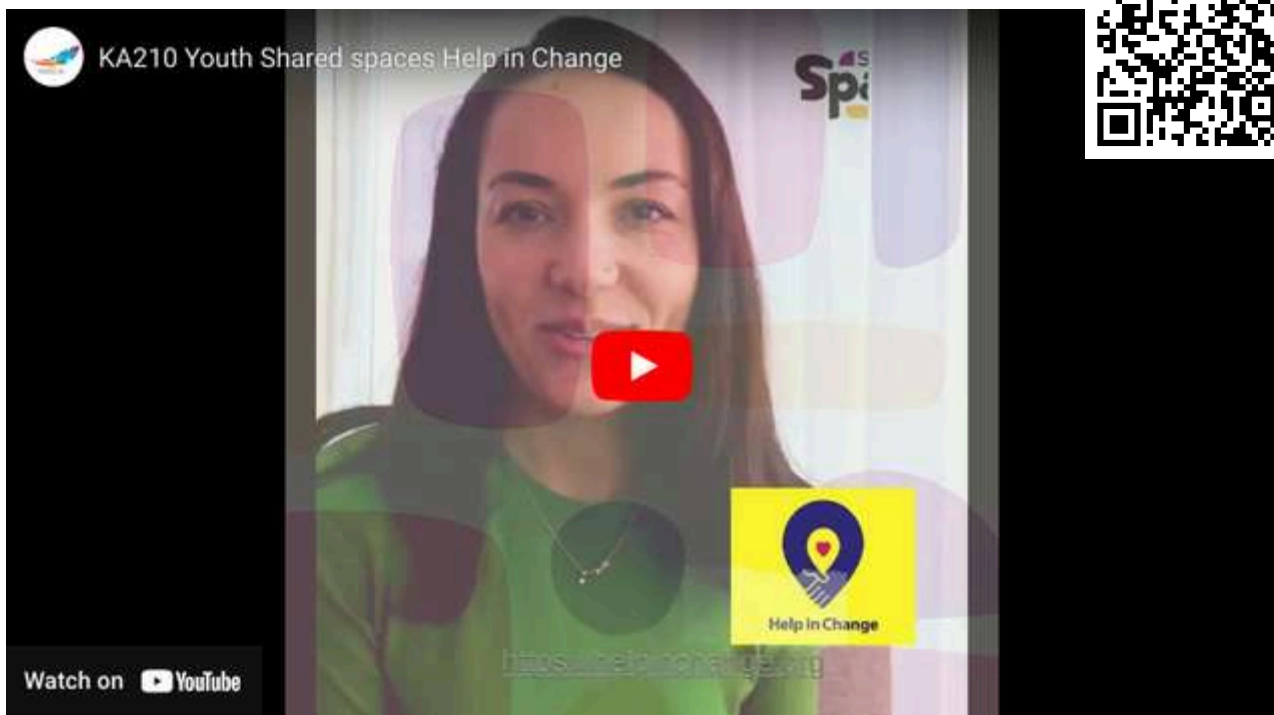


3. HELP IN CHANGE

Help in Change is dedicated to supporting Ukrainian refugees in Sweden by providing them with essential resources to aid their integration and helping them rebuild their lives with a sense of belonging. The organization offers professional support including career guidance and skills development courses, alongside language courses in Swedish and English to enhance both language proficiency and professional capabilities.

Additionally, Help in Change works collaboratively with various companies to provide humanitarian aid, focusing on basic needs and integration activities for Ukrainian newcomers. Special emphasis is placed on youth, with programs designed to help young refugees connect with their new social and cultural environment, thereby building a supportive community and improving their future prospects.

SCAN THE QR CODE TO WATCH THE VIDEO



4. NYBRO PINGST

Nybro Pingst strives to create an inclusive community where everyone, regardless of their faith, feels seen and heard, emphasizing community engagement and inclusivity. The church conducts regular Sunday services at 11:00 AM that include worship, teaching, music, and social interactions. It offers age-specific activities such as children's adventure activities, youth gatherings, and programs for seniors to cater to different demographic groups within the congregation.

Members have the opportunity to connect more deeply through small group gatherings and are encouraged to participate in various volunteer activities within the church and the broader community. Additionally, Nybro Pingst extends its reach by streaming services online via Facebook and YouTube, making its offerings accessible to a wider audience.

SCAN THE QR CODE TO WATCH THE VIDEO



5. SMAKA PÅ VÄRLDEN (TASTES OF THE WORLD) – NYBRO, SWEDEN

Smaka på Världen is an annual cultural event that brings together the local community to celebrate the diversity of world cuisines and cultures. Goodness of People, participating for the second consecutive year, showcases culinary delights from various countries and encourages cultural exchange through food, music, and dance.



Highlights:

- Previous Year: Featured famous foods from Lithuania and Georgia.
- This Year: Collaborated with partners from Spain, Poland, and Germany to present food and sweets from Spain, Lithuania, and Poland.
- Additional Activities: Organized an arm wrestling station to promote sports among the youth and encourage them to embrace challenges.



6. ART EXPO – STOCKHOLM, SWEDEN

For the second year, Goodness of People is partnering in this significant art event aimed at uniting the art community. The expo provides a platform for artists to showcase their work and publish their portfolios for international audiences.

Role and Impact:

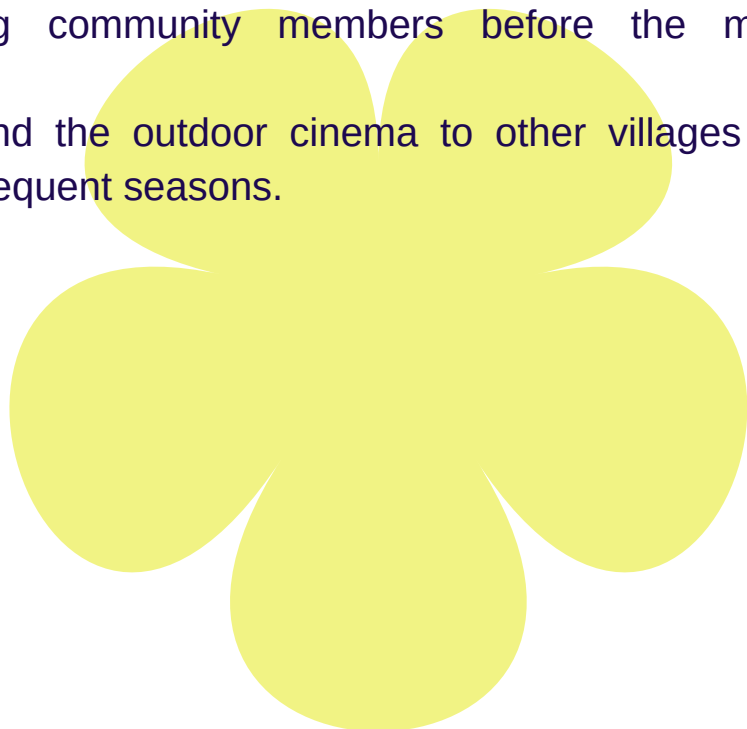
- **Organizational Support:** Assisted in event organization and venue preparation.
- **Volunteer Involvement:** Volunteers worked at the entrance, facilitating smooth entry and providing information to attendees.
- **Objective:** To support young artists and promote the appreciation of art within the community.

7. COMMUNITY OUTDOOR CINEMA – ORREFORS, SWEDEN

Initiated in the summer of 2024, the Community Outdoor Cinema offers local residents a chance to enjoy films under the stars every Friday, Saturday, and Sunday. This new activity aims to provide diverse entertainment options in rural areas and foster a sense of community.

Details:

- **Venue:** Orrefors Hostel.
- **Purpose:** To encourage social interaction and build closer relationships among community members before the movie screenings.
- **Future Plans:** Expand the outdoor cinema to other villages and communities in subsequent seasons.



7. SPORT AND ARMWRESTLING EVENT – KALMAR, SWEDEN

A notable event in Kalmar, Sweden, marked the inaugural armwrestling competition organized by the Goodness of People initiative. This event, held in collaboration with Kalmar municipality, the Budo sport association, and local businesses, aimed to foster community engagement through sports.

The primary objective of the event was to unite sports community members and youth, inspiring the younger generation to embrace an active lifestyle. By promoting sports participation, the event sought to highlight the benefits of physical activity and encourage the youth to take up sports.

In the lead-up to the event, professional armwrestler Daniel Axelsson and volunteers from Goodness of People engaged with local schools. They conducted interactive sessions for four different school classes, reaching over 100 students. These sessions introduced the students to the sports of armwrestling and weightlifting, sparking their interest and enthusiasm. The students were eager to participate, challenging their friends and learning about the discipline and techniques involved in these sports.

The competition itself was a resounding success, attracting more than 100 participants from across Sweden and beyond. The matches were both intense and captivating, drawing significant attention from the local press. This widespread interest helped in highlighting the importance of community sports events and the role they play in encouraging an active lifestyle among youth.

The event successfully achieved its goal of bringing together the sports community and inspiring the youth. The excitement and participation levels demonstrated the potential for such events to influence positive lifestyle changes. The collaboration with local entities and businesses also underscored the importance of community support in the success of such initiatives.

CHAPTER 2: TRAINING COURSE

SHARED SPACES TRAINING COURSE IN SWEDEN: EMPOWERMENT, CREATIVITY, INCLUSIVITY

A PARTICIPANT'S EXPERIENCE

”

How do we create a shared space? How to build a safe space where everyone can feel free, share, learn, and experiment?

How to form a community space that is supportive, gives room for your ideas, and empowers you to organise your own projects?

In order to answer these questions, the Shared Spaces project gathered a consortium of organizations from 4 countries: Sweden, Poland, Spain and Germany. Together, they conducted research within their communities and with other organisations dedicated to that goal. The target: a diverse audience. Young and old, locals and newcomers, all are welcome!





“

In a culmination of this project, all partners gathered for a training course from May 24th to June 1st, with the aim of sharing results, methodologies and practices among each other and with external participants interested in creating their own shared spaces.

The location of Orrefors in Sweden was a great choice, this small town used to prosper thanks to the local fine glassmaking industry and has been struggling to adapt to the closure of the factory a few years ago. The town now has to reinvent itself, through tourism, culture, art, etc.

This kind of transition can be a challenge for a community, and as such it is important to foster engagement and participation, to help local projects and give opportunities for cultural life to persist and develop.

”

This is what Goodness of People, the Swedish partner of the consortium set out to do and why they invited us there.

The program started with some icebreakers and team-building activities. Interestingly, we realised that despite there being only 4 countries represented by organizations in the project, there were more than 10 different nationalities and origins among our members! As part of the program, many different subjects were explored, from intercultural sensitivity and communication to conflict management and design thinking, exploring all aspects of how to create a shared space that would be safe and welcoming for all. Workshops were highly participatory, and inputs by all participants contributed to the quality of the sessions!



“

Creativity was encouraged to find the best way to open such spaces, and participants got to propose their own sessions to the rest of the group, with both practical activities to implement with their organizations and theoretical workshops to introduce more subjects and aspects of community work.

Throughout the week, we got the occasion to enjoy the nice weather by having most of our sessions outdoors, and to enjoy the surrounding forests and lakes between sessions. A brave group of participants even decided to meet outside every morning before breakfast for some sportive activities and reflection.

During these self-organised free-time activities, the group of participants we formed became more of a community





“

and felt the benefits of a functioning shared space, unconsciously putting into practice all the results of the project!

Through the mix of shared research and first-hand experience of what a shared space could and should be, what mechanisms can be used to achieve that goal and what benefits it brings, we can say that this mobility was a great success! But it's far from the end of the project, now all the partner organisations with help from participants are organizing follow-up events and setting up spaces to further apply, improve and disseminate what we have learned through this project!

Antonin Maquin

CHAPTER 3: NEW SHARED TOOLS

One key aspect of the international mobility program was to empower participants by allowing them to design their own tools and workshops, which they could then tailor to the needs of their local communities. This initiative was intended to enable participants to develop their ideas, feel empowered, and bring that sense of empowerment back to their communities. Here are the innovative shared tools created by the participants:

3.1. UNITED COLORS OF ORREFORS

BY ADITYA, CAMILA, CARLOTA & MUNEER

WHY?

To find common ground in terms of interests and personality traits by raising awareness of our similarities with other people in shared spaces.

OBJECTIVES

Showcase the diversity and similarities among the group.

TRAGET GROUP(S)

Young people from diverse backgrounds.

APRO. DURATION

At least 30 minutes.

RESOURCES/MATERIALS

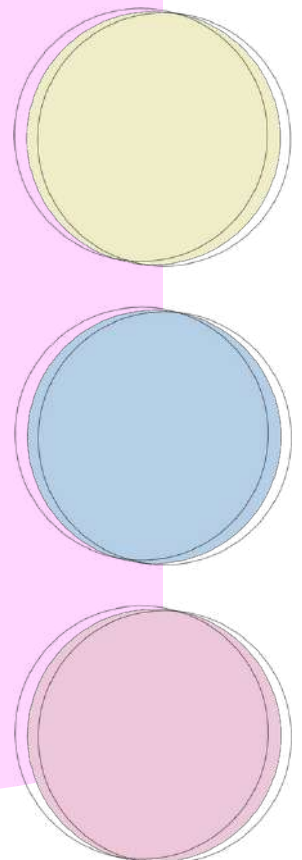
5 sheets of paper
1 roll of Tape
1 pair of scissors
2 boxes of 24 color markers

STEP-BY-STEP

1. Participants gather around a table where blank paper squares and markers are available.
2. The facilitator reads a statement from a list and shows a color assigned to that statement.
3. Participants who relate to the statement take a blank square and draw/color the square with the color corresponding to that statement. Then they stick the square to their shirts with tape.
4. After the 10 statements are read, participants will be paired up with one (1) person who has a colored square in common.
5. The pairs will then be asked to engage in conversation about their similarities.
6. Debriefing: The group proceeds with a reflection on what happened and their opinions about it.

STATEMENTS:

I consider myself a creative person
I consider myself an empathetic person
I like to play sports
I like to paint or draw
I live in a country where I was not born
I have struggled with anxiety at some point in my life
English is not my first language
Color is important in my life
In my free time I prefer to be by myself
I like this I like the city better than the countryside



3.2. HOW TO ACHIEVE HAPPINESS

BY MAFE MONTILLA, JULI SEGURA, CRIS & AGLE

WHY?

to find ways of critically thinking of personal problems and developing strategies to improve mental health and social skills.

OBJECTIVES

Get to know how to use techniques to achieve personal awareness regarding these topics.

TRAGET GROUP(S)

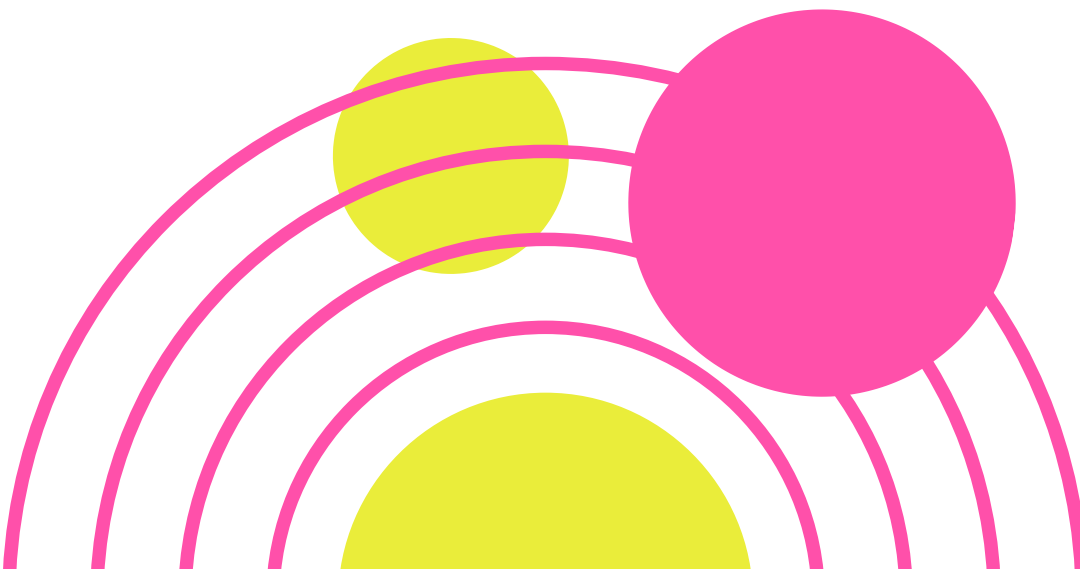
People interested in the topics.

APRO. DURATION

At least 30 minutes.

RESOURCES/MATERIALS

Pieces of paper with clues and white paper to be written by participants
poster with various techniques detailed
Phone & Pens



STEP-BY-STEP

1. Going through different stages, people are be lead to reflect on their awareness of their internal work and how they manage it to feel fulfilled and not hold external elements responsible for their happiness.
2. The group will be divided into two, and each group will be given a map, the idea is that they go to the points marked on the map.
3. Then at each point there is an activity to do that creates a step by step understanding of personal limiting beliefs and how to reprogram them.
4. In the first point, participants make a selfie video where they reflect on their strongest limiting belief.
5. In the second point, participants reflect on why they believe in this by writing it on a sheet of paper.
6. In the third point, participants are presented with a list of techniques from which to choose one, or given the possibility to create an exercise which they can practice daily to reprogram that limiting belief.
7. In the fourth point, participants sign an agreement where they commit for 7 days to send evidence to the whatsapp group that they are doing the chosen exercise.
8. Debriefing: The group proceeds with a reflection on what happened and their opinions about it.

3.3. SELF-PRESENTATION

BY PAOLA, KATE, ROST & KSENIIA

WHY?

To develop skills of interaction in new and uncommon situations.

OBJECTIVES

Facilitate initial interactions and make participants comfortable in a new spaces.

OBJECTIVES

Helping to interact with unknown audience, and help to make a new connections with the others.
Tips how to define stress and give self-control techniques.
Create a list of „how-to” conversations openings.

TRAGET GROUP(S)

People of all ages who want to actively participate and communicate with groups of people with confidence.
People that want to build a network and/or without experience in such situations.

APRO. DURATION

At least 30 minutes.

RESOURCES/MATERIALS

[Conquersocialanxiety.com](https://conquersocialanxiety.com)

[Thoughtcatalog.com](https://thoughtcatalog.com)

[Teambuilding.com](https://teambuilding.com)

lcc.ucdavis.edu



STEP-BY-STEP

In new spaces, starting a dialogue can be a very stressful, so we focus on explaining how to begin. The main purpose is to help people to control their stress in front of an audience and give some tips on how to easily present yourself.

1. EXERCISES FOR “HIDDEN” SELF-CONTROL AND SELF-REGULATION TECHNIQUES:

Problem -Voice shaking

Solutions:

- Deep breath
- Change your focus from your voice to the structure and content that you are speaking about

Problem - Stress in a real-time situation

Solutions:

- Move a Coin in Your Pocket: Keep a coin or a small object in your pocket. When you start feeling anxious, discreetly move it around with your fingers. This can help ground you and divert your mind from anxiety.
- Deep Breathing
- Progressive Muscle Relaxation: Tense and then relax different muscle groups in your body. Start with your toes and work your way up to your head. Tensing and releasing muscles can reduce overall tension and anxiety.
- Visual Grounding: Find five things you can see, four things you can touch, three things you can hear, two things you can smell, and one thing you can taste. This sensory exercise can help bring you back to the present moment.
- Posture Check: Adjust your posture. Stand or sit up straight, roll your shoulders back, and take a deep breath. Good posture can make you feel more confident and reduce feelings of anxiety.

STEP-BY-STEP

Examples in Situations

1. During a Meeting:

- If you start feeling anxious, discreetly move a coin in your pocket or focus on your breathing. Keep your feet flat on the ground and feel the contact with the floor.

2. Before a Presentation:

- Practice deep breathing and progressive muscle relaxation. Visualize a positive outcome and use a small fidget object to keep calm.

3. In a Conversation:

- Maintain eye contact but take small breaks by glancing at an object nearby. Adjust your posture and focus on breathing evenly.

These physical techniques can provide immediate relief and help you manage social anxiety effectively in various situations.

2. ICE-BREAKING IN A GROUP DURING SUMMIT

Questions to easily interact with people:

1. If you could talk in your sleep, what would you say?
2. If you had to change your name, what would your new name be?
3. What's the weirdest smell you have ever smelled?
4. If animals could talk, which animal would be the rudest?
5. What is the biggest language miss understood you've ever had?
6. What is the weirdest thing that you've seen in internet lately?

STEP-BY-STEP

3. SELF-INTRODUCTION TO A NEW GROUP OF PEOPLE OR PERSON + HOOKS

A networking introduction or “elevator pitch” succinctly defines you and your background and interests and create a image of you. It can be used at career fairs, conferences and networking events or simply in dialog with a new person. The elevator pitch is a short summary given in the time span of an elevator ride (approximately 30 seconds to two minutes). The goal is to introduce yourself, engage your audience and to start a conversation.

Example:

Hi there! My name is Rost, im a IT engineering student, i am really like poppy flowers! Im collecting pictures of poppies during the traveling everywhere.(make a pause)

I`m also interested in a human right question and making a research for my NGO where im a volunteering currently, are you able to answer for my few questions quickly?

CONCLUSION

During the session we`ve tried to give you a short advises of „how to” make your networking easier and more successful. Remember, that those are not the only one right, so you can choose your own way based on your personality or specifics of your type of personality to be more natural in communication. Remember, that nothing is more effective, than practice and being genuine.

3.4. NON-VERBAL STORYTELLING

BY ANTONIN, TIKHON, BURAK & VIKTORIIA

WHY?

To address lack of communication, shyness and language barriers.

OBJECTIVES

To foster communication, group collaboration and empathy, enhancing awareness of body language

TARGET GROUP(S)

This workshop is adapted to any community, its themes can be adapted to different target groups without changing the structure or outcome.

RESOURCES/MATERIALS

white paper, paints, pens, pencils, chairs

APPROX. DURATION

At least 30 minutes



STEP-BY-STEP

For this activity, we need a comfortable open space, with sitting for the participants. Ideally, chairs that can be moved around to form small circles for discussion groups and a unified sitting area for the audience in the final act.

STEPS OF THE ACTIVITY:

1. Small introduction about non-verbal communication.
2. Participants are divided into small groups, in those groups, each participant is tasked with sharing a small story about their most memorable experience of being in a new/unfamiliar place. They chose a word and a pose to represent it.
3. Each group prepare a non-verbal act showcasing one or several of these experiences. The act is nonverbal but not silent: participants can still make noise and use their voices. The act must be really short (up to 2 minutes, maximum).
4. One by one, each group presents their act to the other groups. After each presentation, a short exchange is offered were the audience can try to guess what situation or experience the act was about.
5. Closing discussion, about the benefits of the activity.

CHAPTER 4: PILOTING IDEAS

This fourth chapter portrays the piloting events conducted in the four partner countries involved in our project. These events serve to test and refine the workshops and ideas developed by the participants during the training course, ensuring they are effectively adapted to the local realities of the organizations and communities where they are implemented. Each piloting event represents a practical application of the concepts devised by participants, providing insights into their feasibility and impact.

4.1. GERMANY: MAKING OF A SHARED SPACE

To pilot some of the activities and workshops that have been developed during the training course of the “Shared Spaces” project, 7 young people and youth workers got together at Saline 34, a building that is itself a shared space for various organizations and emergent artists. To start the event, participants were welcomed with a small ice-breaking name game and a presentation of the project.



After, the different phases of the project that occurred were explained to the participants: the research part, with focus groups, interviews and surveys, culminating in the publishing of a national index; the training course, as an international mobility in Sweden with participants from different countries where topics such as migration, diversity, inclusion, needs of people, intercultural communication, problem-solving and active participation in society were discussed through different means of non-formal education.

At this point, participants got to better understand that this event referred to the piloting of different workshops and activities that had been explored during the training course.



In the first activity, in a world café style, participants were asked three different questions aimed at exploring their views and opinions on the concepts related to the topic. Participants wrote some ideas for each of these questions and then presented them, further elaborating on them and opening the discussion on the topic. These were:



WHAT IS A SHARED SPACE?

“space where people who share similar values can behave, think and talk the way they want without being afraid”

“a space where everyone can be part of”

“co-create rules of the space”



HOW TO CREATE A SAFE SPACE?

“a space where everyone feels comfortable”

“accessible”

“not impose”

“by organizing different activities and creating a good communication strategy”



HOW TO EMPOWER PEOPLE TO JOIN AND CO-CREATE COMMUNITY SPACES?

“listen to the needs of the people”

“reach people at their own spaces”

“word of mouth, online campaigns, reach other organizations”



**WHAT KIND OF ACTIVITIES
WOULD YOU LIKE TO JOIN OR BE
IN CHARGE OF, IN A COMMUNITY/SHARED SPACE?**

outdoor cinema & debate;

Karaoke;

activities about exploring
nature;

communication studies;

art & music events;

tattoo studio;
cooking events;

intercultural events with the
presentation of different countries +
quiz;

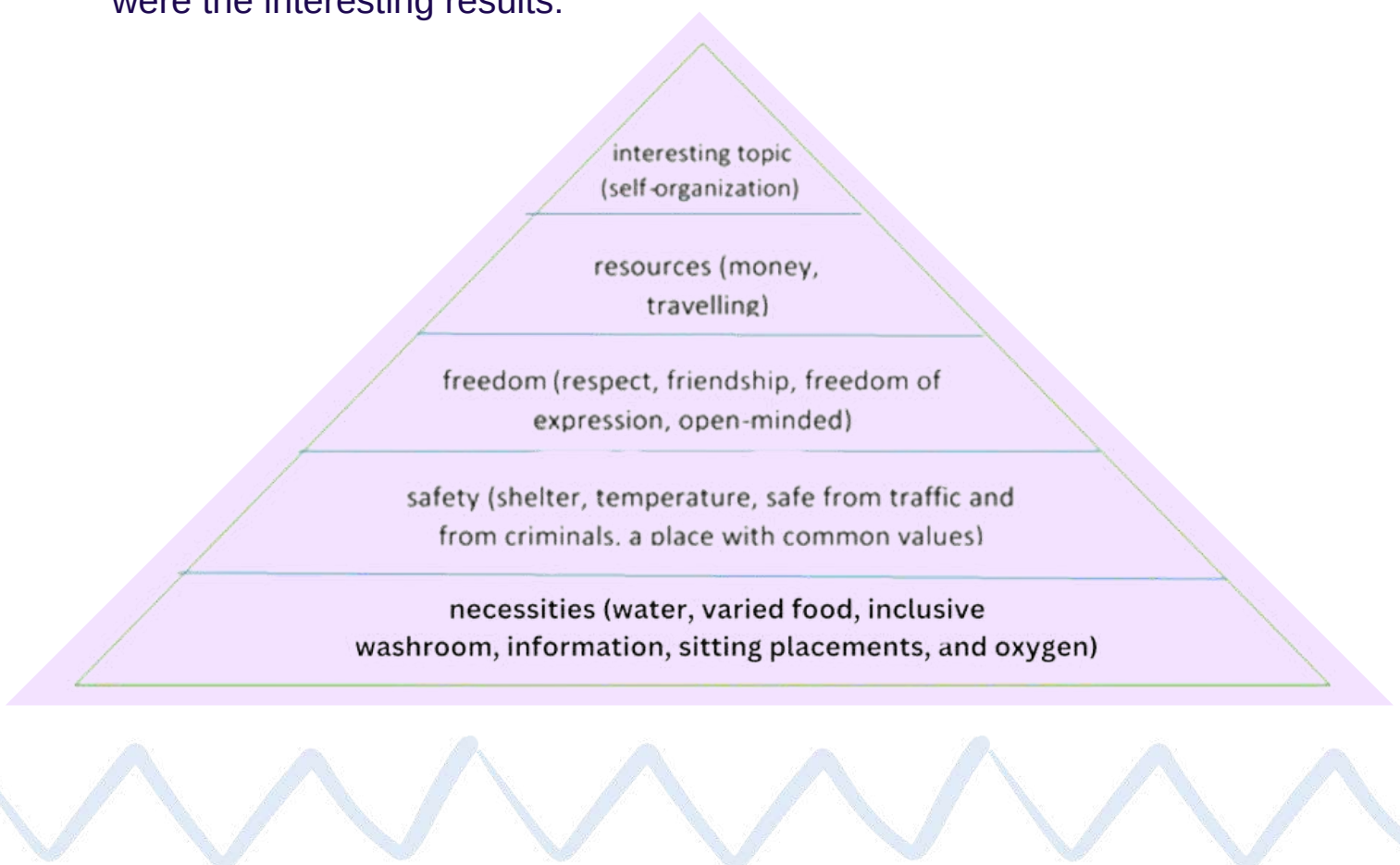
artistic and creative workshops with
collage, drawing and embroidery;

and an info point about Germany
best tips.



Faced with a diversity of opinions and needs regarding the topic of shared spaces and with the question of how to integrate them into a common space, the second activity focused on introducing Maslow's pyramid as a tool to identify needs. Maslow's pyramid is a stratified pyramid demonstrating the needs of human beings in which each level can only be attended to if the needs at the immediate level are suppressed beforehand. The bottom level refers to basic needs (ex. food, water, warmth, rest); the second level refers to safety needs (ex. security, shelter); the third level refers to belongingness and love (ex. intimate relationships and friends); the fourth level refers to esteem (ex. prestige and feeling of accomplishment); and the fifth level refers to self-actualization (ex. achieving one's full potential, including creative activities).

After explaining this theoretical model to the participants, they were asked to fulfill their pyramid of needs, as groups of three, based on a question: **What would you need to feel safe and brave in a space?** Furthermore, as a shared space is also about compromise and finding common ground, the groups were then asked to get together into a big group and re-write the pyramid with only one need at each level. There were the interesting results:





Finally, based on the identified needs, participants were asked to envision how a space should look like to answer these. For that, participants created a joint collage that could serve as visual representation of the findings developed through this day's event. Here is the result:



4.2. SPAIN: INTERCULTURALITY & INTERSECTIONALITY

For the final phase of this initiative, participating organizations were tasked with piloting workshops developed during a week-long training course, so on July 22nd, FEDELATINA brought together 16 young people and youth workers from nine different countries (Argentina, Colombia, Chile, Ecuador, Guatemala, Honduras, Mexico, Peru, and Spain) to lead a workshop on interculturality, intersectionality, and the impact of stereotypes and prejudices.

This workshop was part of the ongoing local project, "Rumba & sexualitatS," which FEDELATINA coordinates in partnership with the Barcelona Public Health Agency and Barcelona City Hall.



The project aims to train youth and youth workers from diverse backgrounds on topics such as sexualities, emotional responsibility, interculturality, multiculturalism, non-verbal communication, and peer-to-peer methodologies. Participants will develop the communication and cultural awareness skills needed to share their learnings through a series of interventions planned between September and November, coinciding with local festivities in Barcelona's Ciutat Vella district.



THE WORKSHOP: INTERCULTURALITY AND INTERSECTIONALITY

The workshop began with a 'Snowball' icebreaker, which helped participants learn each other's names and get familiarized with non-formal education methodologies. The icebreaker was followed by a speed-dating energizer with the purpose of getting participants to know each other and help build trust among them.

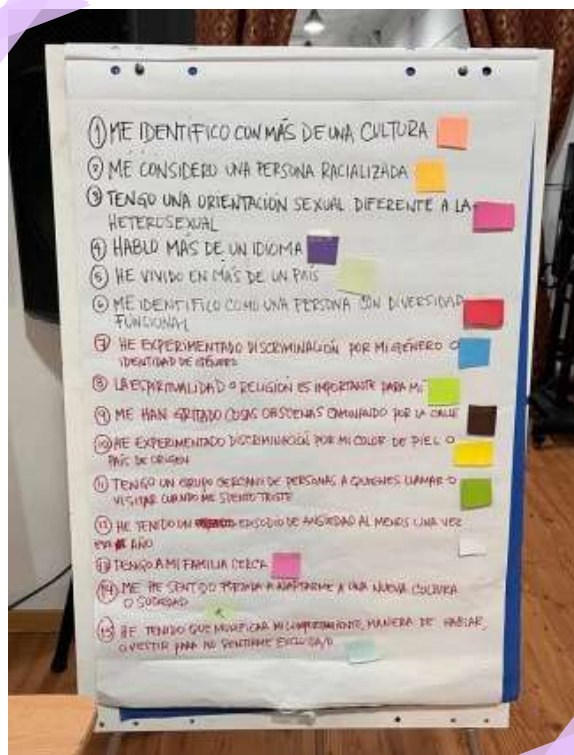
Participants were asked to form 2 circles, one inside the other. Participants from inside the circle faced a person in the outside circle and discussed a series of questions posed by the facilitator. After about a minute of discussion, participants in the outer circle moved clockwise and discussed a new topic with a different participant.

The questions they were asked were:

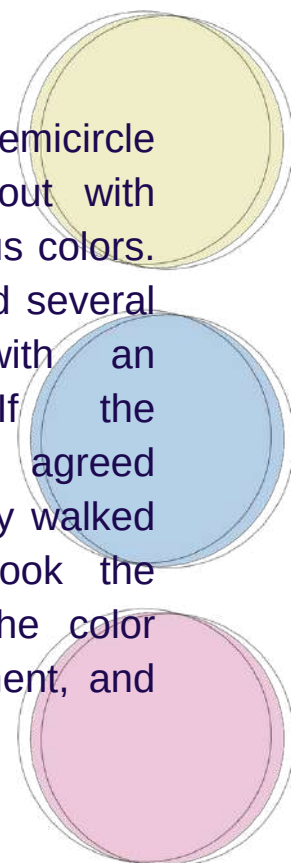
- 1- If you could have a superpower, what would it be?
- 2- Name five things you would take to a desert island.
- 3- If you could go anywhere in the world, where would you go and why?
- 4- What food/meal could you eat every day for two months?
- 5- Which cartoon or film/TV character did you like most as a kid?
- 6- If you'd written a book, what would the title be, and what would it be about?
- 7- If you could change your name, which would you choose?

This activity was also meant to be an opportunity for them to notice how each person's different life experience, values, and culture define their outlook on life, priorities, and desires.

The next activity was adapted from the "**United Colors of Orrefors**" workshop which Fedelatina developed during the Shared Spaces training course. The purpose of the activity was to showcase the diversity and similarities among the group and visualize intersectionality, through a spectrum of colors.



Participants formed a semicircle around a table laid out with paper squares in various colors. The facilitator then read several statements, each with an assigned color. If the participants related or agreed with the statement, they walked over to the table, took the square of paper of the color assigned to the statement, and stuck it to their shirts.



The facilitator read 15 statements covering topics such as cultural identity, racialization, sexual orientation, language proficiency, migration experience, disability, experiences of discrimination, spirituality, social support, mental health, family proximity, and the need to adapt to or modify behavior due to societal pressures.

After all the statements were read, participants were asked to pair up with someone who had at least 3 squares in common with them and share experiences related to the statements they both related to.

Next up, we explored the concepts of **Identity, Culture, and Cultural Identity**.

Participants were divided into four groups and asked to discuss these concepts among themselves to come up with a definition of each one. After a few minutes of collaborative discussion, each group presented their definitions and provided examples. This activity was eye-opening for some participants, as they encountered ideas and concepts they had never defined before. The diverse backgrounds of group members also highlighted how culture can manifest differently within each person.



Once all groups had shared their definitions, the facilitators provided further explanations of the concepts and introduced three key characteristics of identity:

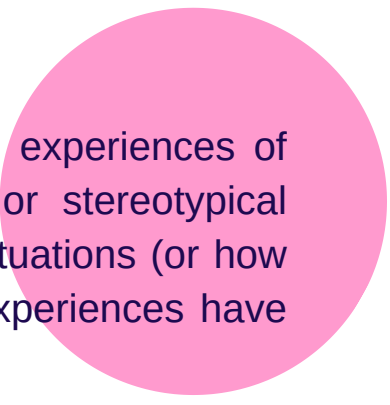

- **Hybrid (or hyphenated) Identity** – emphasizing that identity is multifaceted and can encompass multiple aspects.
- **Dynamic Identity** – indicating that identity is not static; it evolves over time and in different contexts.
- **Dialectic Identity** – showing that identity is shaped through interactions with others, including societies, cultures, and opposing forces or ideas.

This explanation sparked a rich discussion, encouraging participants to reflect on their initial understanding of identity, culture, and cultural identity. It also allowed them to connect these concepts with the new ideas and experiences they encountered during the activity.

After a 15-minute break, the second block of activities began with an energizer and concentration game (Samurai) that encourages attentiveness to others and promotes team building.

The latter half of the workshop focused on **Racism and Misogyny**. This segment featured migrant women speaking on camera, recounting (and dramatizing) statements directed at them that might not initially seem racist, sexist, or prejudiced, but are rooted in underlying stereotypes, prejudices, and misogyny.





After viewing the video, participants shared their own experiences of being on the receiving end of misogynistic, racist, or stereotypical comments. They discussed how they handled these situations (or how they wished they had) and the lasting impact these experiences have had on them.

For the final activity, participants were asked to reflect on the concepts, experiences, and lessons from the day. They then worked together to propose a list of best practices for the upcoming interventions they will be participating in over the next few months.

The guiding question was:

How can we ensure that people feel heard and respected?

To add an item to the list, it had to receive unanimous agreement from the group. The participants collaborated to create the following set of agreements:

- 1) Endeavor to eliminate or limit our prejudices
- 2) Ask for people's names when addressing them
- 3) Don't assume a person's circumstances
- 4) Do not normalize discrimination (if you see/hear something, say something)
- 5) Adopt Formal and non-formal pedagogical strategies when explaining concepts and things on the stand
- 6) When talking to people, try to repeat how they are feeling through a statement or a question
- 7) Create a safe space
- 8) Validate emotions
- 9) Ask for permission to explain
- 10) Acknowledge the limits of our knowledge
- 11) Be mindful of non-verbal language and have cultural sensitivity

The agreements were later digitized and sent to all participants.



The workshop ended with a Five Finger feedback round where some of the participants shared their favorite part(s) of the workshop, highlighted and celebrated the non-formal education methodology of the workshop, and proposed their own additions to some of the activities.



ACUERDOS Y BUENAS PRÁCTICAS



- 1) Eliminar o limitar nuestros prejuicios
- 2) Preguntar el nombre
- 3) No asumir las circunstancias de la persona
- 4) NO normalizar discriminaciones
- 5) Estrategias pedagógicas formales y no formales
- 6) Repetir a través de una afirmación o una pregunta el cómo se está sintiendo
- 7) Generar un espacio seguro
- 8) Validación de las emociones
- 9) Pedir permiso para explicar
- 10) Reconocer límites de nuestro conocimiento
- 11) Cuidar el lenguaje no verbal y tener sensibilidad cultural

4.3. SWEDEN: COMMUNITY IS THE KEY

Goodness of People organized a local event involving 22 young participants from diverse backgrounds and cultures. The goal was to encourage communication with community members and eliminate common societal barriers, such as self-doubt, language challenges, and fear of being misunderstood.

The event in Sweden was held in the rural area of Orrefors, known for its insular community with limited internal communication. The piloting event was designed as a dynamic and interactive way to engage different segments of the community, including local residents, businesses, institutions, and tourists.

Participants were divided into three groups and tasked with various activities that connected them to the local community, such as finding a couple married for more than 20 years, learning a Swedish phrase from a local, visiting a local hotel or shop to share a positive message, and offering assistance to someone in need.

All teams successfully completed their tasks and expressed satisfaction with the challenge, demonstrating that, regardless of background, they could collaborate effectively and achieve their objectives.





Following the task completion, a 1.5-hour reflection session was conducted to review the outcomes and facilitate discussion. Key questions raised included:

- Was it challenging to approach a random person?
- What was the most difficult part of the task?
- How did you feel about the reactions from people—whether neutral, positive, or negative?
- Did anyone experience negative interactions, and how did that impact you?
- How well did your team work together? Was everyone fully involved, or did someone feel left out?
- What do you think is most important when trying to connect with someone?
- Do you believe community is important? Why?
- What is your ideal community, and what values do you hold most dear?

The discussion was rich and diverse, with participants openly sharing their opinions and emotions. While some participants were confident and found the tasks straightforward, the majority acknowledged feelings of insecurity and shyness, especially when initially approaching strangers. However, as they encountered friendly and willing individuals, their confidence grew, and initial barriers diminished. Negative experiences, such as a lack of response from some individuals, were also addressed.

Participants were encouraged to view these moments as part of the learning process, understanding that while we cannot change others' behaviours, we can learn to accept and move forward. Overall, the reflection session was intense and highly beneficial, summarising the participants' experiences and insights. The group actively engaged in creating a prototype of an ideal community, agreeing that it should be friendly, supportive, and understanding, with meaningful activities focused on common goals.

The openness and willingness of participants to discuss their experiences were a testament to the session's success and its impact on their personal growth.



4.4. POLAND: FOSTERING INCLUSION & SAFE SPACES

This project envisions a world where young people, regardless of their background, feel integrated and supported within their local communities. As part of this initiative, Logos NGO organized a workshop that brought together over 30 young individuals from diverse countries and backgrounds. The event attracted representatives from various countries, including Poland, Ukraine, Belarus, France, Turkey, Italy, Uzbekistan, Ethiopia, Egypt, Greece, and Spain.

The workshop aimed to enhance participants' awareness of interculturality and intersectionality through a series of interactive activities, including icebreakers, discussions on identity and culture, and exercises emphasizing the importance of recognizing and appreciating diversity.





The activities aimed to facilitate social, cultural, and economic integration into the host country by focusing on language learning, understanding cultural norms, and engaging with local communities. They also sought to raise awareness about the challenges faced by refugees and immigrants and advocate for policies that support their rights and well-being. By addressing these areas, the activities empowered refugees and immigrants, helping them to build new lives in safety and dignity.

During the workshop, participants engaged in meaningful discussions about what constitutes a safe space for them and where they feel most comfortable. The event was held outdoors, based on prior research indicating that people often feel more at ease in open environments. Participants also explored best practices for fostering inclusion, such as eliminating prejudices, creating safe spaces, and being mindful of non-verbal communication.

The workshop began with participants gathering in a large circle, where the word "Love" was chosen as the central theme to create a warm and welcoming atmosphere. Each participant introduced themselves by sharing their first name, last name, and country of origin. They also explained how the word "Love" is pronounced in their native language and described its meaning.

Participants were then divided into random groups, each tasked with discussing a specific question related to the project's theme. These groups then rotated, allowing participants to engage with different questions and perspectives.

The questions were designed to explore the experiences and challenges faced by immigrants and refugees as they adapt to a new country. They covered topics such as the difficulties encountered during relocation, the importance of creating safe and inclusive spaces, and effective strategies for integrating into a new society. Additionally, the discussions addressed the role of local communities, education, and employers in supporting immigrants and refugees. Participants also shared insights on coping with culture shock, preserving cultural identity, overcoming language barriers, and improving policies to enhance the lives of immigrants and refugees.



The workshop concluded with a reflective session, where participants consolidated their learnings and agreed on a set of guidelines to be applied in future initiatives. The feedback during this reflection was overwhelmingly positive, with participants expressing their appreciation for the opportunity to share their experiences and learn from others. Many noted that the workshop had deepened their understanding of intercultural dynamics and had equipped them with practical tools to create more inclusive environments.

Overall, the workshop was a success, with participants leaving feeling more connected, informed, and inspired to contribute to the creation of inclusive communities.



CONCLUSION

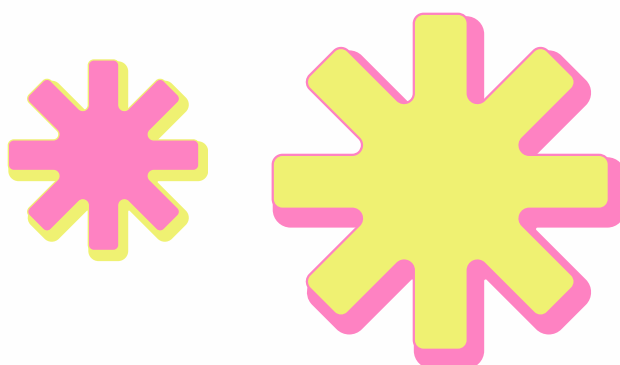


This report summarizes findings from Germany, Poland, Spain, and Sweden, comprehensively analyzing the challenges and opportunities affecting young migrants' integration into their communities. Across these countries, the need to create **safe spaces** where young people can feel comfortable, accepted, and connected is repeatedly emphasized.

The overall recommendations focus on the adaptability, responsiveness, and community-led nature of shared spaces. Such spaces should not only provide a variety of activities reflecting the diverse interests and backgrounds of community members but also serve as platforms for empowerment. This includes fostering leadership, learning, and growth opportunities.

Special attention is necessary for programs that help newcomers build social connections, aiding their integration into the community and empowering them by providing the resources needed to lead and organize activities. This approach may significantly improve their sense of belonging.

By keeping in mind these insights, non-governmental and youth organizations can create vibrant, inclusive, and dynamic community spaces which empower young migrants to transition from mere participants to creators and leaders within their communities, as well as locals to embrace newcomers and co-create these **shared spaces**.



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Shared Spaces

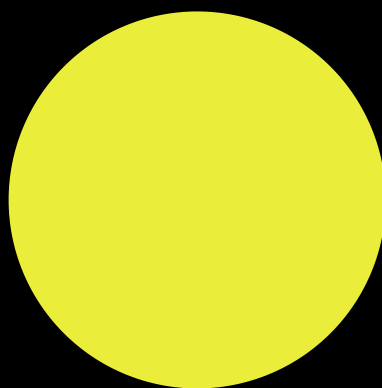
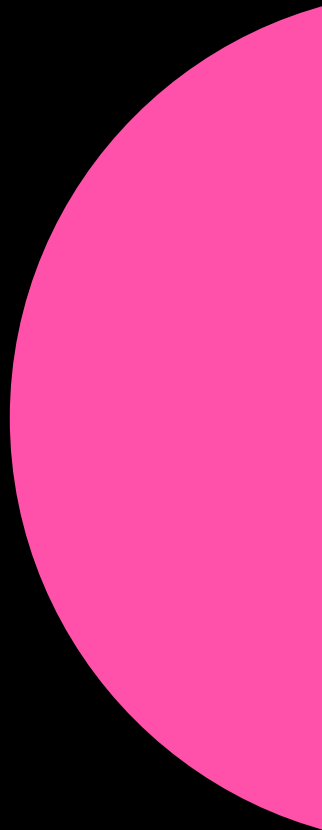
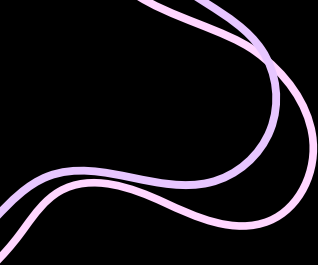
Comparative report: How to co-create community spaces in Germany, Sweden, Spain and Poland?

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