



FIELD STUDY REPORT

ON EXISTING PRACTICES REGARDING CIVIC EDUCATION FOR YOUNG REFUGEES OUTSIDE OF SCHOOL SETTINGS

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Presentation of the project



The number of young migrants and refugees in Europe is constantly increasing every year: they represent today, according to the United Nations, 10% of the migrants in Europe. It is imperative to accompany these young people qualitatively in their new environment and to help them to appropriate their place in this society.

While citizenship education for young refugees is not new in European Member States, the DiverCity project focuses on several aspects :

- The importance of including non-formal education practices adapted to today's refugee youth, taking into particularly the most vulnerable among them;
- To do so by involving these young people in the entire process, from diagnosis to implementation, including the co-construction of practices;
- The focus on citizenship education outside of school settings;
- The promotion of horizontal peer-to-peer learning to encourage social cohesion among youth and social mixing among youth;
- The support of the local dimension of citizenship education for these young people.

In addition, the DiverCity projet would like to bring together local non-institutional actors who are in contact with these young people outside of school on this theme, which appeared essential to further their work. This dialogue will allow them to enrich and improve their knowledge and practices.

The DiverCity project focuses on the three following goals:



1. In-depth diagnosis of needs: Include young migrants and refugees in out-of-school youth education policies

- Identify existing practices in partner countries regarding civic education for young refugees outside of school settings.
- Analyse the practices themselves, the legal and political frameworks and political frameworks in which they take place.
- Evaluate their effectiveness but also their feasibility and their capacity to be duplicated and disseminated widely outside the borders of the territories concerned.
- Assess the extent to which they use methods from popular education and non-formal education.
- Collect the opinions of the actors involved in the sector of civic education of young people to support their civic integration outside of school: youth workers, young volunteers, young refugees and the local authorities responsible for implementing these policies at the local level.
- In a logic of civic integration and encouragement of participation, this is for us the first step to include young refugees in the construction of citizenship education practices at local, national and European level: Consultation.

2. Develop and co-construct civic education practices for young migrants and refugees outside of school settings,, including non-formal methods from various fields (art, culture, sport, etc.)

- Address local authorities, young people, volunteers, professionals, etc., and involve them in the construction of new resources to develop civic education taking into account the specificities of young refugees, especially the most vulnerable ones.
- Empower young people by allowing them to discover more opportunities available to them to become actors in their territory, as well as by discovering new ways of expressing themselves and gaining autonomy and self-confidence.
- In a logic of civic integration and to encourage participation, this is for us the second step to include young refugees in the implementation of new citizenship education practices at local, national and European level: Co-construction.



3. Training in non-formal education practices to promote the civic integration of young migrants and refugees

- Train in new civic education practices for young refugees outside of school settings
- Disseminate these practices as widely as possible to actors and people active in the field of youth, citizenship and/or inclusion.
- Creation of links between actors in the fields of youth, citizenship and/or education and partnerships at local and European level.

The project brings together a consortium of actors committed to citizenship education for young refugees and migrants, complementary both in their geographical location and their expertise: youth organisations Parlement Européen des Jeunes - France, led by and for young people, and AJ Intercambia in Spain, MSK Lodz, a public cultural centre for the local community in Poland, and the associations Le Tre Ghinee in Italy, involved for the inclusion of vulnerable people, and Hellas for Us in Greece, active on citizenship and inclusion.



MSK:



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Methodology of the field study

The purpose of the field study was to identify existing practices in partner countries of the DiverCity project regarding civic education for young migrants and refugees outside of school settings, and to collect the opinions of the actors involved in the sector of civic education of young people to support their civic integration outside of school: youth workers, young volunteers, young refugees and the national and local authorities responsible for implementing these policies at the local level.

By the means of consultation, in a logic of civic integration and encouragement of participation, this field study was also the first step to include young refugees in the construction of citizenship education practices at local, national and European level.

The steps of the field study

The content of the field study was carried out by the DiverCity partners. This field study took the following form:

- A total of **37 interviews** were carried out by all DiverCity partners in the five participating countries. The questions used in the interviews were developed by the project partners based on their knowledge and expertise in the field of civic education and migrant and refugee youth. The interviews took place between October 2023 and January 2024.

Profile of the interviewees:

The 37 interviewees came from the 5 partner countries of the project: France, Greece, Italy, Spain and Poland.



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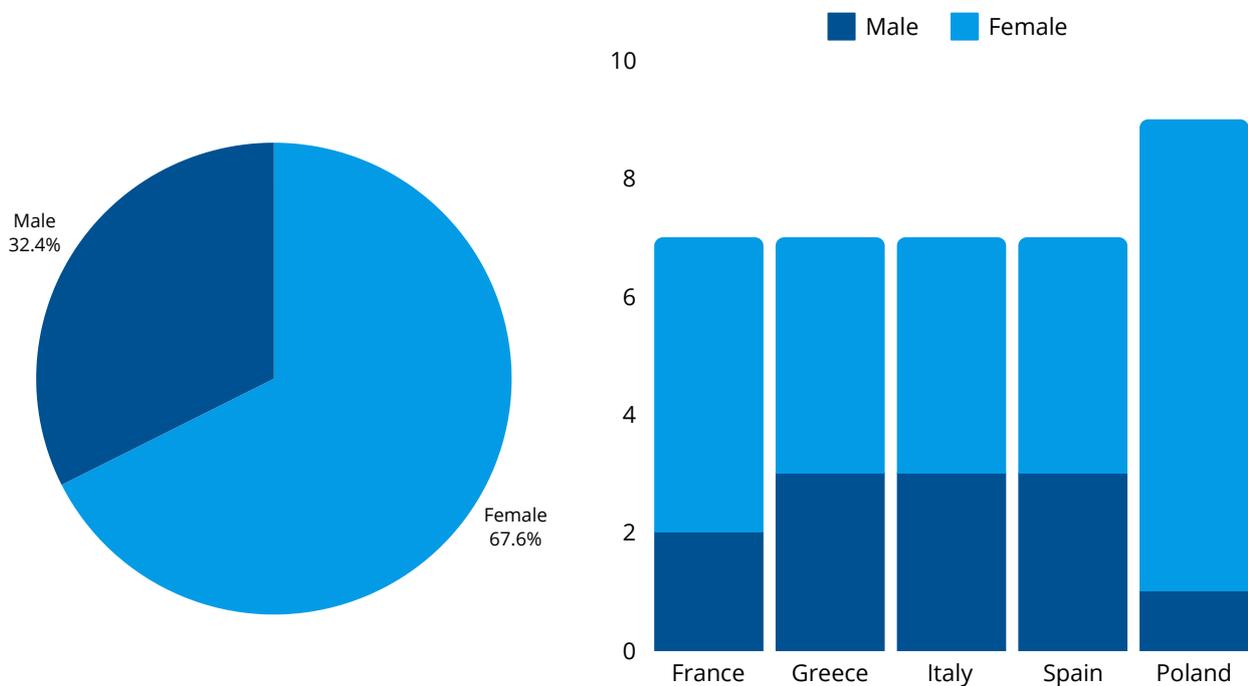
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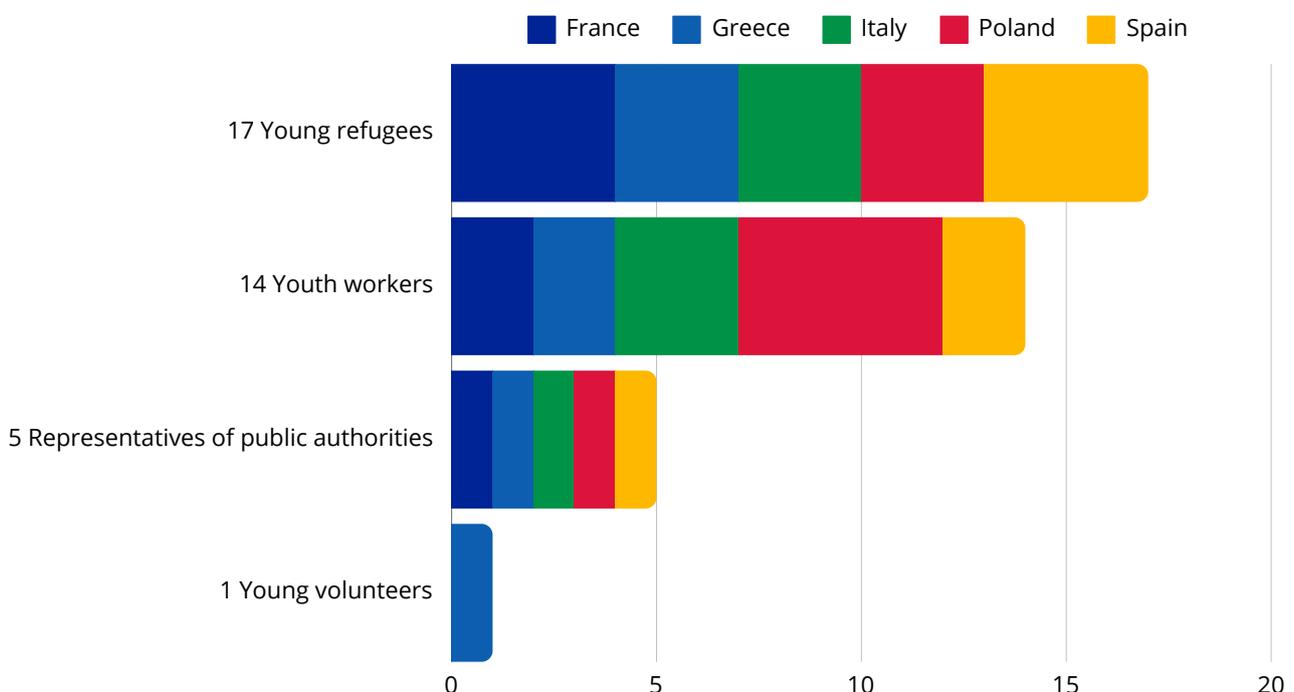


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The graphics above shows that the largest gender disproportion among the respondents occurred in Poland, in one of its largest cities, Łódź. This can be explained by the exceptionally large group of Ukrainian refugees, primarily women, who constitute the largest group among all nationalities residing in Łódź since the outbreak of the war.

The graphic below shows the affiliation of the interviewees regarding the different actors involved in the DiverCity project.



- A total of **10 workshop observations**, were carried out by all DiverCity partners in the five participating countries. The evaluation grid used in all workshop observations were developed by the project partners based on their knowledge and expertise in the field of civic education and non-formal education methods. The workshop observations took place between October 2023 and January 2024.

Profile of the workshop participants:

A total of 175 young refugees participated in all observed workshops from the 5 partner countries of the project: France, Greece, Italy, Spain and Poland.



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- The interviews and workshop observations for the field study took place in different types of structures, across the different countries of the project. They primarily occurred in the facilities of NGOs that offer a variety of support services for young migrants and refugees. These services include linguistic, legal, professional, and psychological assistance (Poland, France, Greece). Other interviews and observations also took place in refugee camps (Greece, Italy), in a sports centre (Spain) and in administrative and local government units (Poland, Italy, France, Spain).

In Poland these included: Łódź Multicultural Centre, Spilno Centre for UNICEF in Łódź, Centre for Women's Rights - Branch in Łódź, and Municipal Social Welfare Centre in a small town near Łódź (interviews, workshops).

In France: youth organisation AIME in Paris, non-profit organisations La Fourmilière in Paris and Kipawa in Marseille, (interviews, workshops), and Interministerial Delegation for the Reception and Inclusion of Refugees - DIAIR in Paris (interview).

In Greece: an NGO and a refugee camp in Thessaloniki (interviews, workshops), and the Municipality of Kozani (interview).

In Spain: a sports centre (interviews), and the Social Centre La Noria in Málaga (workshops).

In Italy: Casa Ismaele Reception Centre in Rogliano, municipalities and youth centres in Rome (interviews, workshops).

- National field study reports were produced by each of the 5 partners to summarise their findings in their own country. These national reports provide the information for this common field study report.

In this report, we propose an essentially qualitative analysis, based on the workshop observations and interviews conducted and the national field study reports.

Goals of the field study

This field study allowed the project partners to have a better understanding of existing practices in civic education for young migrants and refugees outside of school settings and to analyse the needs expressed by different actors.

Based on this analysis, the project intends to build pedagogical tools for young people, youth professionals and local and national authorities to meet the needs:

- **Booklet of young people' proposals:** This booklet presents recommendations to local authorities to improve the integration of young refugees in their territory. It is produced based on the results of this field study and the proposals of young people and youth workers involved in a cycle of workshops conducted in the partner countries.
- **Brochure for the youth:** This brochure is aimed at young refugees settled in Europe, and gives them keys to accompany them in their civic commitment, taking into account the difficulties inherent to their situation: their civic rights as refugees in a country, the opportunities and forms of engagement they can experiment, and how to self-evaluate and highlight their skills.
- **Methods sheets for new activities:** A collection of about twenty activities to promote civic education among young refugees in an out-of-school setting. These activities combine sport, culture and non-formal education.
- **Inclusion Guide:** This guide gives keys and tools to youth sector professionals in contact with vulnerable groups, in order to evaluate their approaches and to allow them to improve their practices to better take into account their specificities in learning citizenship.
- **Training kit:** This kit is aimed at anyone wishing to be trained in the civic education of refugee youth, to learn how to use the tools of the DiverCity project and to disseminate them further on.

Field study on existing practices regarding civic education for young refugees outside of school settings

This report presents a comparative analysis of national study field reports on existing public policies based on interviews and workshop observations.

It is structured around 4 main areas:

General Description

Goals and Impacts

Accessibility

Workshops

General Description

What kind of activities are organized in your region to encourage young refugees to participate in community life?

The examination of national reports from Poland, France, Greece, Spain, and Italy helps us pinpoint the primary domains of social support for refugees and migrants that are universally adopted by all partners. These supports are delivered through a range of socio-cultural, artistic, and sporting activities that employ engaging and supportive strategies and methods. These include: integration workshops, language practice conversation workshops, theatre, psycho-educational sessions, career guidance and entrepreneurship programs, and meetings with specialists in law, administration and education, as well as with representatives from local and non-governmental organizations.

In all participating countries, government institutions, local government units, local NGOs, and informal social groups play similar roles in organizing and implementing activities aimed at supporting and socially engaging young refugees.

Examples of specific actions in support of young refugees in Poland, France, Greece, Spain and Italy:

Poland (Łódź):

At Spilno Centre for UNICEF: integration meetings for migrants, integration events with young Poles, tours of Łódź, meetings with specialists in law and finance, career counseling, psycho-educational meetings, practical Polish language learning;

At Women's Rights Centre - Łódź Branch: Art therapy for young children alongside classes for young mothers; practical Polish language learning, integration meetings, legal advice, help in kind;

At Łódź Multicultural Centre: Conversation Club (conversations, language exercises and integration games in an international environment, e.g. Polish - French - Ukrainian - Caucasian - Russian - Iranian, etc.),

In the “Foreigners for Foreigners” project: The current 3rd edition of the project is held in cooperation with Mediateka MeMo in Łódź, including integration meetings, workshops on entrepreneurship in Poland (business activity, taxes, accounting), arts and crafts workshops, psycho-educational meetings, art therapy, excursions in Łódź, painting workshops, concerts, various cultural events, and promotion of “Lodzisms” - Łódź culture and traditions - on social media, etc.

Shortly after the outbreak of war in Ukraine, various centers and institutions, including social welfare centers, schools, kindergartens, offices, cultural centers, and NGOs, organized support on both large and small scales, primarily in the form of in-kind donations such as clothing, hygiene products, food, and other essentials for daily life. Schools across all educational levels offered lunches for Ukrainian refugee children. Additionally, where possible, financial assistance was provided, including cash benefits for residents who offered accommodation and food to refugees.

France (Paris and Marseille):

At La Fourmilière in Paris and Kipawa in Marseille - French language courses and classes ;

With the French governmental body OFFI: A government training programme on French culture and values - compulsory for all refugees, during which information is provided to help refugees understand the laws, rules, daily life and cultural nuances of France At the end of the training, refugees who wish to settle in the country and integrate must sign a “Republican Integration Contract” with the French state.

Greece (Thessaloniki and Kozani):

In Greek NGOs: Language classes to improve communication skills, sports activities to promote physical health, arts and crafts workshops to encourage creative expression, vocational training programmes and cultural exchange opportunities to enhance skills and celebrate diversity.

Spain (Malaga):

In Malaga, Andalusia region: Intercultural festivals and events that showcase the diverse cultures represented in the city.

Youth sports teams and recreational programmes are organised to promote physical activity and social interaction among young refugees.

Language exchange clubs bring together young refugees and young Spaniards, allowing them to practice languages in a supportive and fun environment.

Workshops and volunteer activities provide young refugees with opportunities to get involved in community projects and contribute to local causes.

Cultural assimilation workshops introduce young refugees to Spanish customs, traditions and etiquette.

Career guidance and mentoring programmes provide young refugees with personalised support in defining career¹goals, developing job search strategies and connecting with potential employers.

Entrepreneurship support networks connect young refugees with experienced entrepreneurs and mentors, who can provide guidance and support them in setting up their own businesses.

In Italy (Rogliano and Roma):

At Casa Ismaele Reception Centre in Rogliano, Calabria region: A job orientation workshop for young refugees was organised in collaboration with a local association of lawyers with expertise in migration issues, providing basic information on the labour market, job search, CV writing, as well as legal information on different employment contracts and the rights and obligations of workers ; A photography workshop aimed at unaccompanied foreign minors and young adults was organised with the director of the local secondary school.

Are there any activities specifically addressed to young people in your region? If so, what kind?

Based on a thorough analysis of the country reports, it appears that France and Spain have the most comprehensive policies and strategies for supporting and integrating young refugees (aged 16-25) into the social and civic life of the country. Activities targeting young refugees also exist in Poland, as well as in Greece and Italy, although they are not predominant. In the case of Poland, due to the recent war events in Ukraine, programs designed to support Ukrainian refugees broadly dominate, with no specialized offerings targeting young people. Here are some examples:

France:

The French Solidarity Corps 'Service Civique' has been active in France since 2010. It allows all young French people aged 16 to 25 to participate in 'civic volunteering' with non-profit organisations and local authorities throughout France. This 'civic volunteering' can cover a wide variety of topics: social inclusion, environment, sport, culture, etc.

In 2018, to support the integration and inclusion of young refugees in France, the government body DIAIR launched the 'Service Civique VOLONT'R', specifically designed for young refugees. Each year, a number of non-profit organisations and local authorities are selected across the country to offer the 'Service Civique VOLONT'R', whereby a young person from France and a young refugee participate together in a 'civic volunteer service' lasting between 6 and 12 months. This enables young refugees and young natives to volunteer together, learn from each other, and actively participate in the community.

For example, the youth organisation AIME launched the 'AIME Ton Engagement' programme after being selected to offer 'Service Civique VOLONT'R'. 13 young individuals, native French speakers and refugees, engage in various types of volunteering activities together for eight months. These activities are tailored to their French language proficiency levels. Simultaneously, they receive training in youth citizenship and participation, social and professional skills, and first aid. This opportunity allows young refugees to enhance their French language skills, utilize their abilities, and meet people from various countries and organizations. Such interactions can also be beneficial for their future professional careers.

Spain:

The specific activities that are available will vary from region to region, but all aim to help young refugees integrate into Spanish society and build a better future for themselves. Below are examples of support for refugee youth in the Malaga region:

- The Andalusian Agency for Integration (Consejería de Igualdad, Políticas Sociales y Conciliación) offers language lessons, cultural activities and psychosocial support for refugee youth.
- The Provincial Council of Málaga (Diputación de Málaga) offers young refugees scholarships for vocational courses.
- The Málaga City Council (Ayuntamiento de Málaga) provides a summer camp designed for refugee youth, offering them the chance to learn Spanish, make friends, and enjoy recreational activities.
- The Red Cross (Cruz Roja Española) offers a range of services for refugee youth, including accommodation, food and medical care.
- The Association of Spanish Refugee Women (Asociación de Mujeres Refugiadas Españolas) offers support groups and workshops for refugee youth on topics such as gender equality and cultural diversity.

Poland:

Most of the activities mentioned by the respondents are carried out in mixed age groups, in which young people can and do participate (e.g. in practical Polish language classes).

More activities aimed mainly at young people are organised by the Spilno Centre for UNICEF, often in cooperation with other institutions supporting refugees from Ukraine. Thus, the International Women's Foundation organized a career counseling session for young mothers, where these women learned about the actual opportunities and challenges within the Polish labor market. Additionally, mothers of toddlers have access to their own club here.

Young people, on the other hand, have their own theatre workshops and a theatre group called Playback. 'Teen team' are interactive theatre activities for young people aged 13 to 27, based on stories of the participants and also the audience. This establishment serves as a psychology, creativity, and acting studio for young individuals, aimed at integration, fostering creativity, and enhancing interpersonal communication. Additionally, it offers weekly social games like the financial management game Cashflow for young people aged 13 to 27 years. This activity is not only integrative but also enhances communication and financial skills, logical thinking, and social intelligence. Other activities, such as dance and body fitness, are conducted in mixed-age groups.

Greece:

Activities specifically tailored to the needs of young people are organised, such as language classes, sports activities, arts and crafts workshops, and cultural exchange programmes designed to meet the needs and interests of young refugees. These initiatives aim to foster social integration, personal development and a sense of belonging among young refugees in Greece, helping them to make friends and learn new skills. Despite challenges, such as resource constraints and gaps in cultural understanding, efforts are ongoing to continuously improve and engage the community to better support young refugees.

Italy:

Various actions are implemented to integrate young refugees, prioritizing professional and legal orientation to facilitate their integration into the territory. These activities are specifically designed for young people with a migrant background and aim to address their unique needs and the challenges they face. They are often organised in partnership with associations, volunteers and local institutions, authorities or reception centres to broaden young people's knowledge of the area and facilitate their integration.

For example, a photography workshop was organised by a local association with the support of the operators of the reception centre in Rogliano and the director of the local high school. A professional orientation workshop, on the other hand, was organised by the operators of the SAI Casa Ismaele reception centre in cooperation with the local lawyers' association. These activities are usually led by people specially trained to work with migrants and refugees.

Who is in charge of the activities addressed to the young refugees?: Legal frameworks

As member states of the European Union, Poland France, Greece, Spain and Italy are all obliged to comply with European and international refugee laws, including:

- Convention-Geneva Convention of July 28, 1951 relating to the status of refugees and the attached New York Protocol of January 31, 1967 (Convention Relating to the Status of Refugees, 1951, Geneva) ;
- the 1990 amendments to the Dublin Convention (in 2003-Dublin II and in 2014-Dublin III) ;
- other legislative pacts on asylum and migration management (New Pact on Migration and Asylum of the EU).

These laws regulate the reception, accommodation and integration of refugees in the European Union, including provisions to support young refugees.

The legal framework for the support provided to young refugees is established by the government of the country concerned.

The implementation of the support is mainly the responsibility of local government units, humanitarian organisations, NGOs, municipal units, etc.

The individual country reports include – depending on the local or national perspective – information on the specific legal responsibility of the institutions organising the activities, as well as policies, strategies and laws setting out the overall legal framework for refugee support in the country.

In [Poland](#), the legal framework is outlined from the local perspective of the City of Łódź. Here, the local government and organisational units of the City of Łódź are responsible for organising support for refugees, implementing tasks through NGOs, often on the basis of cooperation agreements. For example organisational units of the Municipality act on the basis of a cooperation agreement with UNICEF: Spilno UNICEF Łódź Information and Integration Centre, Fabryka Aktywności Miejskiej, 'Społecznie Zangażowani' Association.

The Women's Rights Centre, Łódź Branch, carries out its activities with the support of sponsors, including the Marshall Foundation, the Batory Foundation, the Ford Foundation, the Open Society Institute, as well as individual donors, business sponsors, grant-making ventures, etc.

In [France](#), the following governmental bodies are in charge of the legal framework and follow the implementation of the support provided to young refugees at regional and local levels:

- OFFI - Office Français de l'Immigration et de l'Intégration (French Office for Immigration and Integration): OFFI plays a fundamental role in the reception, support and integration of migrants and refugees in France ;
- DIAIR - Délégation Interministérielle pour l'Accueil et l'Inclusion des Réfugiés (Interministerial Group for the Reception and Inclusion of Refugees): DIAIR coordinates various programmes and actions to promote the integration and participation of refugees in France at the national and local level ;
- DIAN - Direction de l'Intégration et de l'Accès à la Nationalité (Office for Integration and Access to Citizenship): Supports DIAIR in its activities at the national and local level; Ministry of Education and Youth: the ministry ensures the integration of young refugees through formal education, mainly in primary and secondary schools.

Many French NGOs also play an important part in the implementation for the support and the activities for young refugees, like Singa, La Cimade, Kipawa, La Fourmilière, ... They facilitates meaningful interactions between refugees and local residents, encouraging their active participation in the community. AIME and Unis-Cités are two youth organisations that run the 'Service Civique VOLONT'R' programm.

In [Greece](#), activities targeting young refugees are usually overseen by governmental bodies, non-governmental organisations (NGOs) and international agencies, all operating within the legal framework established by the Greek government. In particular, the Ministry of Migration and Asylum and the Ministry of Education play a significant role in coordinating and implementing these activities. Local authorities, such as municipalities and regional authorities, can also be involved in organising and supporting initiatives for young refugees. Furthermore, various refugee NGOs and international organisations, such as the United Nations High Commissioner for Refugees (UNHCR), often work together to ensure effective implementation of programmes and compliance with legal provisions on refugee rights and welfare. Activities targeting young refugees are governed by a variety of laws and regulations that set out rights and obligations regarding refugee assistance and protection.

This legal framework includes national laws, international conventions and EU directives, such as Greek Law 4375/2016. This law establishes the legal framework for the integration of refugees and third-country nationals in Greece, setting out their rights and obligations, as well as those of government bodies and other actors involved in refugee support programmes.

Greece has specific national action plans and strategies related to refugee integration and youth empowerment that set out the objectives, measures and resources to support young refugees in the country.

Spain has a comprehensive legal framework to address the needs of young refugees. The Spanish government, through various ministries and agencies, including but not limited to the Ministry of Integration, Social Security and Migration (Ministerio de Inclusión, Seguridad Social y Migraciones), is responsible for implementing the legal framework and developing programmes and initiatives to support young refugees. The main legislation governing this area includes:

- Law on the Protection of Nationality (Ley de Protección Ciudadana). This law establishes the rights and obligations of refugees in Spain, including their access to education, health care and social protection.
- Child Protection Act (Ley de Protección del Menor): This law protects the rights and interests of children and young people, including unaccompanied refugee minors. It mandates the provision of care, education and other support services for these young people.
- National Youth Strategy 2030 (Estrategia Nacional de Juventud 2030): This strategy sets out the Spanish government's objectives for improving the lives of young people, including refugees. It emphasizes the importance of education, employment, social integration and participation for all young people.

In addition to government agencies, a network of NGOs and social service providers (legal aid, counseling, housing and community support) plays a key role in supporting young refugees. The Spanish government recognises the importance of early intervention and supports targeted programmes for young refugees. These programmes aim to facilitate their adaptation to life in Spain, increase their social and cultural integration and promote their personal development and well-being.

In Italy, the legal framework for actions targeting young refugees is set by Italian law. An unaccompanied minor arriving in Italy is registered by the authorities and sent to a reception center, which provides security, accommodation, food and lodging. The youth must then be placed in a permanent center, where education and integration will be provided. However, for those who are not included in the reception system or those who live outside the center, providing them appropriate assistance is very complicated. Local associations, operators of reception centers and local authorities are responsible for organizing supporting activities within the legal framework provided by Italian law.

Goals and Impacts

Morale

What are the goals of these activities addressed to the young refugees?

The aim of these activities organized for young refugees, but also for refugees in general, is to broadly support them in finding their way in their new social, economic and political situation, such as:

- Learning the language of their country of arrival (Polish, French, Greek, Spanish, Italian). In addition, administrative and vocational support is provided (finding housing, career counseling, support in finding a school, volunteering, learning about social rights, residence permits, financial support); vocational training programmes prepare young refugees for work in specific sectors, increasing their chances of finding suitable employment. Job placement and career counseling services further support their integration into the labor market (Spain),
- Support in developing entrepreneurship (e.g. in Spain: entrepreneurship support networks connect young refugees with experienced entrepreneurs and mentors, who can provide guidance and support for them to set up their own businesses; in Poland: meetings on running a business, taxes, accounting)
- Psychological and psycho-educational support; many refugees have experienced trauma and displacement before arriving in another country. Psychosocial support services are available to address their emotional and mental health needs, enabling them to cope with their experiences and build resilience.
- Legal support (formalities related to residence, refugee status, asylum, foreign diploma recognition, continuation of education, prevention of discrimination and xenophobia at school, etc.), e.g. in France, in order to obtain refugee status, one has to undergo a compulsory training programme on French culture and values;

- Integration and participation in the cultural, artistic, and sportive life of the community through cultural exchange programs and events, interest and passion development, exposure to the arts, and sportive activities enhance interactions between young refugees and local youth. This fosters mutual understanding and appreciation of diverse cultures. Additionally, these activities support acclimatization, relationship building, and foster a sense of acceptance in a new environment. The importance of migrants integrating with the local environment and their peers—learning about each other's cultures, both the explicit and the implicit customs—to establish a shared space, a communal cultural hub, is underscored by the sentiment expressed by a respondent from Poland who mentioned the importance of "feeling at home." To be able to work in your profession, to pursue your passions, to make friends. Not to feel inferior and, through their work, their potential, to give something back to the country that welcomed them with open arms.
- Involvement in volunteering—participating in voluntary activities and actively engaging in the community, encompassing settings that include both refugee and local, as well as intercultural contexts—offers young refugees the opportunity to contribute to the community and forge connections with local residents. This engagement enables them to gain practical experience, build social capital, and integrate more fully into the community. In Spain, for example, among the numerous programmes to support young refugees, there are also some of them which focus on community leadership development, allowing young refugees to become active participants in their communities, teaching them how to stand up for their rights, get involved in decision-making processes and contribute to positive social change.

How efficient are those activities and whether they meet the real needs of young refugees?

All these activities are certainly much needed - on this everyone agrees. Above all, practical language learning, knowledge of the law, financial opportunities, careers advice and entrepreneurship, integration and psychological support are highly effective and of great values. Such activities are very important. They offer not only knowledge and skills, but also hope. They enhance well-being, provide opportunities to meet new people, and facilitate greater integration into the local community and, eventually, the country of residence.

It's also important to note that for organizers and implementers, these activities can sometimes pose significant challenges. These challenges may stem from bureaucracy, financial constraints, or human factors, such as personality traits or cultural differences. These issues can impact the accurate identification of young refugees' real needs and, consequently, the development of suitable activities.

Morale

In France, for example, NPOs and the government try to assess effectiveness through evaluation at the beginning and at the end of programmes and activities. They evaluate, for example: language skills, the quality of the support given to young refugees, the variety of volunteer offers, themes of the workshops, the socio-occupational integration of the refugees after the programme, etc. At the end of these activities, many of the young refugees said that they had benefited in many ways. They improved their knowledge of French as opposed to learning French at school, as they were able to practice it in everyday life contexts. The refugees were generally happy with the activities, as it is also an opportunity for them to meet new people, find out more about job opportunities and also it helps them to feel less lonely after arriving in France.

In Spain, several studies have been carried out on the effects of the support provided to young refugees in different areas. These studies have shown, among other things, that 92% of young refugees who took part in workshops improved their language skills (study by the Spanish Refugee Platform), 88% of young refugees observed an increase in their knowledge of Spanish culture (study by the Ministry of Social Inclusion, Social Security and Migration), 76% of young refugees improved their job search skills (study by the United Nations High Commissioner for Refugees (UNHCR), and 84% of young refugees, observed an increase in their self-esteem (study by Save the Children).

To further increase the capacity for systemic support, Spain has implemented several reforms in recent years to improve the effectiveness of its youth refugee policy. These reforms include: streamlining asylum procedures and reducing waiting times for legal status and access to support services. Expanding language training and educational opportunities. Funding for language training and educational programmes has been increased over the country.

In Poland, two young respondents, both of them refugees from Ukraine, emphasized in the interview that they lacked activities in the local environment – in Łódź. They expressed a desire to participate in the social and cultural life of Łódź just like any regular resident. This indicates that events solely focused on integrating Ukrainian migrants do not fully meet the needs of the young people.

Another person – a student – pointed out explicitly the lack of need to participate in activities outside the university. Because he feels very comfortable in the university environment – here he is involved, he leads the life of a student in an international environment. Here he feels safe and secure because he is part of a group. He sees the positive effects of learning Polish – he understands most of the information, he speaks better and better. Thanks to this, he is improving his involvement in the development of the academic environment, as he can take an active part in student meetings, organized at the university and outside, which are held in Polish.

What are the advantages and disadvantages of activities addressed to young refugees?

The analysis of national reports reveals that all participating countries unanimously acknowledge the significant benefits of initiatives supporting young refugees, with a particular emphasis on:

- Increased confidence in dealing with local people,
- Better well-being (coping with the feeling of loneliness)
- Increased sense of security and psychological resilience
- Greater knowledge of how to organize the basics of life
- Increased sense of belonging, integration, opportunity for good camaraderie, friendships
- Better communication and being with people
- Greater insight into the socio-economic and political situation of the country concerned, which is important for building a future outside their country of origin
- Personal development, acquisition of new skills, development of interests
- Development/acquisition of new skills and qualifications needed to secure employment and achieve economic independence, better career prospects
- Greater accessibility of free activities

Disadvantages or inconveniences can also be listed. Some from the refugees' point of view:

- Risk of becoming isolated and forming homogeneous communities, primarily interacting with compatriots
- A weakened sense of agency (in a situation of dependence)

- There are still some activities that requires a fee, it's not always free of cost : In Poland, while most activities organized by NGOs and local or municipal entities are free of charge, there are also instances of paid language courses or activities offered by municipal or private cultural, sports, educational, and other institutions. In these cases, every participant, regardless of nationality, gender, social status, etc., is subject to a price list.
- Distance issues; The location of the activities is not always near the participant's residence
- Sometimes the offer from the available organization is insufficient
- Lack of professional qualification certificates/official diplomas that count on the labor market and can be included in a CV

Disadvantages or inconveniences were also pointed out from the perspective of youth workers and public authorities:

- Language barriers and communication difficulties that still exist
- Financial and resource constraints (especially for non-profit organizations)
- Fragmentation of activities, sometimes lack of information about activities (e.g. Spain: patchwork of programmes and services provided by different organizations can lead to fragmented and unequal access for young refugees, especially those from remote areas or with limited language skills, etc.; Italy – most activities are organized in reception centers and are not very well publicized, making it difficult for refugees living outside the centers to participate)
- Interventions are often episodic when long-term support is necessary. Many programs for young refugees are designed around short-term interventions, which may fall short of addressing the complex and ongoing needs of young refugees over the long term
- Challenges of coping with trauma: coping with the psychological and emotional trauma experienced by young refugees requires specialized knowledge and ongoing support, which may not be readily available
- Integration difficulties in a multicultural and multinational environment for young refugees.

Accessibility

Morale

What is the level of availability and accessibility of these activities? Are they adequately promoted and how? Where can you get information about them?

The level of accessibility varies from country to country. It depends, among other things, on the location of the activities (scope of the offer, accessibility – small town/village, big city), the way the activities are funded (free or paid), the age of the young refugees, the tangible and intangible resources of the organization organizing the support, the language level (e.g. public education programmes, cultural events, performances, psychological support in a local language, etc.), the promotion of the activities.

Most activities for young refugees are funded or co-financed by government programmes, municipal funds, humanitarian organizations, individual or institutional sponsors. Such activities for all refugees are free of charge. For some activities, for reasons of convenience, advance registration is required. But many classes, workshops and events are open to all.

For example, in Poland, classes are conducted in different languages, but mainly Polish, Ukrainian/Russian and English (in an international environment, e.g. at the Łódź Multicultural Centre). Some classes conducted in Polish are not very accessible for many refugees who are just beginning to learn this language.

In France all these classes are also open to all young refugees and do not require a certain level of language proficiency. No special diplomas or training are needed to access them. However, in many situations the language barrier remains. The French government has created a website for refugees:

“refugee.info”, which compiles a wide variety of information for refugees on existing programs, activities, support, ... For young people, it's a good place to get information. Young people are often comfortable with new technologies so they can easily get the information from the internet. Also for younger refugees who go to school, high school and university, they hear in those places about many opportunities available for refugees.

The availability of activities for young refugees in Greece often depends on the location of activities and funding, less on promoting them. This means that programs may be well promoted and easily accessible in urban areas, but may be less accessible in remote or underserved regions.

In Spain, on the other hand, the availability of programs for young refugees varies depending on the specific location and the age of the young refugees. However, there are several general trends such as no support in accessing public education, employment, social life... As in other countries, language barriers, lack of familiarity with the Spanish school system, the local labor market, exposure to isolation, discrimination, abuse, etc., remain a challenge. To address these challenges, a number of special programs have been created in Spain for refugee youth, including language classes, support services and alternative school places, community centers, cultural events, peer support groups, safe houses, legal support, etc.

The level of availability of classes for young refugees in Italy, on the other hand, varies by region and the resources of local organizations. The workshops observed by Le Tre Ghinee APS, photography workshops and career orientation workshops, were organized by local associations and reception centers, indicating that even in smaller towns there are activities specifically designed for young refugees, with attention to their linguistic and psychological needs (specialists-mediators and trainers-have been appointed to work with young refugees).

On the other hand, there is slightly less accessibility of activities for people with disabilities and those with special needs, which is worth working on and changing.

Information about the proposed types of activities is most commonly found on social media and government websites:

- Poland: [Social assistance for foreigners. What support can they count on in Poland? - Ministry of Family, Labour and Social Policy - Gov.pl portal \(www.gov.pl\)](#)
- France: [Accueil - Réfugiés.info \(refugies.info\)](#)
- Spain: Ministry of Integration, Social Security and Migration: <https://www.inclusion.gob.es/en/home>,
- National Foundation for the Integration of Immigrants: <https://www.foessa.es/>, Refugees (UNHCR): <https://www.unhcr.org/>.

These sites are accessible in different languages and for people with disabilities and/or visual impairments; however specific local programmes are primarily promoted on the websites of organizations and institutions supporting young refugees locally, in their social media, in local support institutions, reception centers, as well as in cultural institutions and schools. Information about events/workshops/activities is also passed on through grapevine communication, via children's teachers in schools, neighbors, friends, colleagues, participants in other events at the institution, etc.

Various forms of contacts are made available on the websites of organizations and institutions, you can call, email, use Messenger or other chat tools, comment/ask a question under a post on FB.

Social media platforms are utilized to share weekly plans, event invitations, descriptions, reports, reels, and more. Given young people's general comfort with new technologies, they can readily access information from the internet.

It is certainly worthwhile to develop accessibility, especially among marginalized groups, for example from small towns that do not have the resources to organize an extensive offer of support, among young refugees with disabilities in the areas of mobility, seeing, hearing, understanding, with mental health issues, etc.

The Italian report also revealed a lack of public information, suggesting that it is worthwhile to take care of this area and ensure that information on refugee activities is widely available.

Workshops

Morale

What methods are most often used during workshops for young refugees?

Observations of the workshops carried out for young refugees in all participating countries showed that activating methods requiring involvement, cooperation, reflection, and self-reflection were used most frequently. It's worth noting the recurring methods employed in various workshops across different support areas: creative drama method, expert meetings with a discussion panel, social, educational, sports games, board games, group discussions, real-life situations role play (everyday life, job interview, renting a flat, etc.), dialogues using open-ended questions, language immersion technics, meetings with native speakers (e.g. practical language learning), interactive lecture, storytelling, practical art tasks, photography as a medium, brainstorming, individualized support to meet the unique needs and learning styles of each participant, use of music, films, literature, etc.

Are these workshops organized periodically or occasionally?

Some of the activities aimed at young refugees take place on a regular basis, but with varying regularity - the frequency of meetings depends on the capacities and resources of the organization that runs them or, for example, the programme or grant that finances or co-finances the activities and regulates the number of meetings in a certain period of time. Some, on the other hand, are occasional events – several times a year, centered around holidays, customs, celebrations.

In Poland, for example, the two workshops observed were part of a series of regular meetings at the Spilno Centre. The meetings are held once a week, usually in the afternoon (currently Tuesdays). Occasionally, especially before a premiere the Playback Theatre increases the frequency of meetings.

In France workshops are organized periodically: at La Fourmilière, conversation workshops are organized once a week and 'special' workshops, focusing on more fun and festive activities are organized once a month. AIME workshops are held weekly as part of the 'AIME Ton Engagement' programme'. Workshops are held twice during a 6 month programme in Kipawa, one in the middle and one at the end of the programme.

In Greece, workshops for young refugees are usually organized once or twice a month and provide periodic opportunities for engagement and learning (which does not seem to be sufficient).

In Italy, there are cyclical meetings at specific times, e.g. the photography workshop was held for two hours a day for one week, while the career orientation workshop was held once a week for three weeks.

In Spain, as in Poland or France, depending on the organization, workshops take place once a week or once a month. Other are organized occasionally, e.g. several times a year.

Do the topics of workshops for young refugees often refer to the topic of civic education ?

Civic education for young refugees looks different from country to country. In Poland, Greece and Italy, the topics of workshops occasionally touch directly on civic education, focusing mainly on integration, linguistic, psychological, legal, and vocational support as well as personal development.

However, integration meetings and workshops focused on vocational orientation (Italy) or entrepreneurship (Poland) address civic issues. They educate and prepare young refugees from diverse cultures and nationalities for life in a new country, within a different or multicultural environment, and in new (sometimes similar, but often vastly different) socio-political, cultural, and economic conditions.

Therefore, there is both the potential and the need to broaden support, educational, and developmental initiatives to encompass civic education and to enhance their participation in community, social, and national activities.

In France, Spain and Italy, workshop topics often touch on civic issues - in France, for example, in AIME, in the context of the 'Service Civique VOLONT'R', young refugees are obliged to attend a two-day 'Citizenship and citizenship training'. This is compulsory for all young people involved in the 'Service Civique', both French and refugees. AIME also runs weekly workshops on topics such as youth participation, international solidarity, climate justice, indigenous peoples' rights, European institutions... 'Service Civique VOLONT'R' is therefore an excellent opportunity to offer civic education to young refugees.

In French language courses and classes, like those offered at Kipawa and La Fourmilière, participants had the opportunity to share their backgrounds, experiences, and volunteering activities. They could also analyze what aspects they valued most and least.

This helped them practice speaking French and reflect on their participation in the community, but is not directly linked with civic education.

But In Spain, civic education is the dominant area of workshops for young refugees and covers a wide range of topics related to democratic participation, social rights and cultural integration, all of which are crucial for young refugees to navigate their new surroundings and contribute to society, taking an active part in its life and engaging with social issues, taking care of their own and others' rights, strengthening their sense of agency and civic responsibility.

What is the impact of the workshops on young refugees?

Such workshops and meetings develop and shape young people. They involve both the young refugees and the local community in building new international and multicultural societies based on mutual respect, tolerance, self-exploration, a sense of agency, community and belonging.

From the perspective of social and civic education, certain aspects are particularly significant, as evidenced to varying degrees in all national reports:

- Practical learning of the language of the country in which refugees are staying – a key skill in most areas of daily life
- Enhanced understanding of unwritten “savoir-vivre” and practical communication in the language of the country of residence
- Widening the social circle, meeting new people, making new friends and building new interpersonal relationships
- Sharing experiences – people from different cultures, across divisions, are drawing on multiculturalism, regardless of their nationality, religion, gender, age, etc.
- Developing a searching, proactive, open and barrier-free attitude
- Enhancing awareness of the psychological mechanisms behind certain behaviors in refugee situations among both young refugees and the general population of Polish, French, Greek, Spanish, and Italian citizen
- Strengthening self-esteem and sense of having impact on their own lives, even in difficult situations
- Developing expression, communication, creativity, confidence skills
- Confronting one's needs and expectations with the possibilities of building a life as a foreigner/refugee in the country of residence,
- Developing an attitude of social responsibility.

Conclusion

Morale

The purpose of this field study was to identify existing practices in the 5 partner countries of the DiverCity project - France, Greece, Italy, Poland and Spain - regarding civic education for young migrants and refugees outside of school settings, and to collect the opinions of the actors involved in the sector of civic education of young people to support their civic integration outside of school: youth workers, young volunteers, young refugees and the local authorities responsible for implementing these policies at the local level.

In all countries, both interviews and workshop observations were related to the refugee community - all in order to look at the situation of young refugees and the possibilities for their coexistence and co-creation of a multicultural and multinational community in the countries indicated, from different perspectives. We got to know the point of view of young refugees, those involved in the organization and implementation of support (volunteers, social workers, youth workers) and those responsible for policy (state administration employees at various levels), and we also observed the implementation of specific support and inclusion activities (workshops).

The research shows that in each of the participating countries there are government programs to integrate and support young refugees in assimilation through gray-area access to schooling at every level, organization of free language courses, integration and development meetings, artistic events, psychological, legal, administrative support, etc. But - and this is worth emphasizing - a huge role in all of the listed countries is played in this area by non-governmental organizations, offering activities additional to formal education, extremely important in the practical preparation of young refugees from different cultures and nationalities for life in a country new to them, with a different culture, often in a multicultural environment, in new - sometimes similar, but often completely different - socio-political-cultural-economic conditions.

The value of different types of activities aimed at young refugees and migrants is immense and truly supportive in key areas of daily life. They improve well-being, are a chance to meet new people and integrate more with the local community and, in the perspective, the country of residence, while maintaining their own identity.

Analysis of the national study field reports shows that there is great potential and a similarly great need to continue integration, support, education, inclusion, development activities with civic education and increase the involvement of young refugees in community and national activities.

Therefore, it is worthwhile to act further - to identify the real needs of young refugees, share national experiences and developed methods of support and inclusion, analyze difficulties together and look for the best possible solutions. Promote the development of innovative non-formal educational practices. Undertake intercultural dialogue and prevent social exclusion.



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