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DIVERCITY

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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.



Intercambia

MSK:



Le Tre Ghinee

EUROPEAN YOUTH PARLIAMENT
PARLEMENT EUROPÉEN DES JEUNES
FRANCE



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The background features silhouettes of several people walking from left to right, partially obscured by a horizontal line of yellow barbed wire. The overall color scheme is a gradient of dark blue to teal.

CIVIC RIGHTS

OF REFUGEES

CIVIC RIGHTS OF REFUGEES

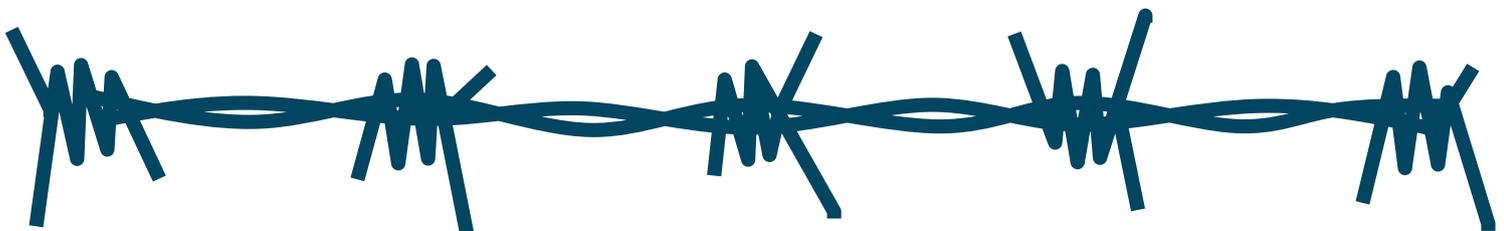


The civic rights of refugees in Europe showcase a spectrum of opportunities and challenges across different countries. In general, refugees in these nations have the right to create associations, engage in volunteer activities, work, access education, and receive healthcare. However, the extent to which these rights are realized and the ease of integration can vary. Language barriers and the recognition of qualifications often pose significant challenges to professional integration.

While political participation is generally limited to non-voting activities, refugees can still engage in community discussions and advocacy. Access to legal protection and justice is a common provision, ensuring refugees can defend their rights. Despite country-specific differences, European nations collectively aim to facilitate the integration and support of refugees through these civic rights.

CIVIC RIGHTS

					
Opening an association	✓	✓	✓	✓	✓
Volunteering	✓	✓	✓	✓	✓
Work rights	✓	✓	✓	✓	✓
Education rights	✓	✓	✓	✓	✓
Access to healthcare	✓	✓	✓	✓	✓
Political participation	!	!	!	!	!
Legal protection and access to justice	✓	✓	✓	✓	✓





France

Civic rights of Refugees in France



Opening an association



Refugees in France have the right to create associations. For example, several associations founded by refugees work towards the integration of new arrivals, offer language courses, and organize cultural events.

Volunteering



Refugees can engage in volunteer activities. They often participate in solidarity actions, such as food aid or helping children with their homework. For example, some refugees volunteer in reception centers or humanitarian associations.

Work rights



Once their status is recognized, refugees can work freely in France. They can apply for jobs in various sectors, although recognizing qualifications and learning French can be obstacles. For instance, a refugee doctor may need to pass equivalency exams to practice.

Education rights



Refugee children have access to public education. They can enroll in public schools and benefit from integration programs. Adults can take French courses and professional training to facilitate their entry into the labor market.



France

Civic rights of Refugees in France



Access to healthcare



Refugees have access to public healthcare. They benefit from health insurance coverage, allowing them to receive medical care in hospitals and clinics.

Political participation



Although refugees cannot vote, they can participate in political and community discussions. They can get involved in associations and refugee rights advocacy groups.

Legal protection and access to justice



Refugees have access to legal protection and can benefit from legal aid to defend their rights. They can bring cases to court to challenge administrative decisions.





Poland

Civic rights of Refugees in Poland



Opening an association



Refugees can create associations in Poland. Local initiatives exist where refugees participate in community and cultural projects, such as mutual support associations.

Volunteering



Refugees can engage in volunteer activities, often in collaboration with local NGOs. For example, they participate in social and educational projects, helping other refugees or local communities.

Work rights



Recognized refugees have the right to work in Poland. However, language barriers and difficulties in recognizing qualifications can limit their professional opportunities. beyond the reach of refugees are only professions that require Polish citizenship (e.g. judge or prosecutor). In other refugees do not need any permit to take up employment. Neither do persons who have received a permit for humanitarian reasons or the so-called tolerated stay need such a permit. humanitarian reasons or for so-called tolerated stay. Refugees can also register at a labour office and enjoy the same rights and and enjoy the same rights and obligations as Polish citizens seeking work. This means that social benefits for the unemployed are also available to refugees and that they - like Polish citizens.



Poland

Civic rights of Refugees in Poland



Education rights



Refugee children have access to public education. Specific programs help them learn Polish and integrate into the educational system. Refugees are entitled to additional Polish language tuition of 2 hours per week and additional remedial classes in the subjects taught for a period not exceeding 12 months.

Access to healthcare



Refugees have the right to public healthcare in Poland. They can access basic medical services and receive treatment in hospitals and clinics. Refugees are entitled to health care services in Poland on analogous principles and in analogous scope as persons insured in Poland with the exception of: spa treatment, spa rehabilitation, right to treatment abroad.

Political participation



Refugees cannot vote but can participate in civic and community activities. They can be involved in local discussions and initiatives regarding integration and refugee rights.

Legal protection and access to justice



Refugees benefit from legal protection and can access legal aid services to defend their rights, especially in administrative disputes or cases of discrimination.



Spain

Civic rights of Refugees in Spain



Opening an association



Refugees in Spain can create associations. Refugees have founded organizations to promote integration, offer social services, and organize cultural events.

Volunteering



Refugees can participate in volunteer activities. They often work with local NGOs and community projects, such as helping with food distribution or offering language courses.

Work rights



Refugees have the right to work in Spain once their status is recognized. They can seek employment in various sectors, although integration into the labor market can be challenging due to language barriers and administrative hurdles.

Education rights



Refugee children can enroll in public schools in Spain. Integration programs and language courses are available to help them adapt to the Spanish educational system.



Spain

Civic rights of Refugees in Spain



Access to healthcare



Refugees have access to public healthcare. They can receive medical care in health centers and hospitals, with specific programs in place to address their particular health needs.

Political participation



Refugees cannot vote but can participate in civic and community initiatives. They can get involved in local political discussions and community projects.

Legal protection and access to justice



Refugees have the right to legal protection and can access legal aid services. They can defend their rights in court and benefit from free legal assistance if needed.





Italy

Civic rights of Refugees in Italy



Opening an association



Refugees can create associations in Italy. Refugee-founded organizations offer support services, language courses, and integration programs.

Volunteering



Refugees can engage in volunteer activities. They often participate in community projects and humanitarian initiatives, such as working in reception centers or helping with food distribution.

Work rights



Recognized refugees have the right to work in Italy. They can seek employment, although obstacles such as recognizing qualifications and language barriers can complicate their integration into the labor market.

Education rights



Refugee children have access to public education. They can enroll in schools and benefit from integration and support programs to learn Italian.



Italy

Civic rights of Refugees in Italy



Access to healthcare



Refugees have access to public healthcare in Italy. They can receive medical care in hospitals and health centers, with specific programs in place to address their health needs.

Political participation



Refugees cannot vote but can participate in political and community discussions. They can get involved in local initiatives and associations to advocate for their rights and promote integration.

Legal protection and access to justice



Refugees have the right to legal protection and can benefit from legal assistance to defend their rights. They can access legal aid services and bring cases to court in case of disputes.





Greece

Civic rights of Refugees in Greece



Opening an association



Refugees have the right to create associations or non-profit organizations. For example, several refugees have founded associations to help other refugees, offer language courses, or promote cultural integration.

Volunteering



Refugees can participate in volunteer activities. They often engage with humanitarian organizations, both local and international, to help other refugees or contribute to community projects. For instance, some refugees volunteer in community centers or refugee camps to provide translation services or educational activities.

Work rights



Recognized refugees have the right to work in Greece. They can seek employment in various sectors, although challenges such as recognizing professional qualifications can limit their opportunities. For example, a refugee engineer may need to go through complex administrative procedures to have their skills recognized.





Greece

Civic rights of Refugees in Greece



Education rights



Refugees have the right to access education. Refugee children can enroll in Greek public schools, and special programs exist to facilitate their integration. Greek language courses are often offered to help them overcome language barriers. These courses are typically free for refugees, offered through various educational and community programs supported by the Greek government and NGOs.

Access to healthcare



Refugees have access to public healthcare services. They can receive medical care in hospitals and clinics, and specific programs aim to address their mental and physical health needs. Despite these provisions, refugees may encounter practical difficulties accessing healthcare, partly due to systemic issues within the Greek healthcare system.

Political participation



Although refugees cannot vote in national or local elections in Greece, they can participate in political and community discussions. For example, they can join public forums or discussion groups on integration policies.

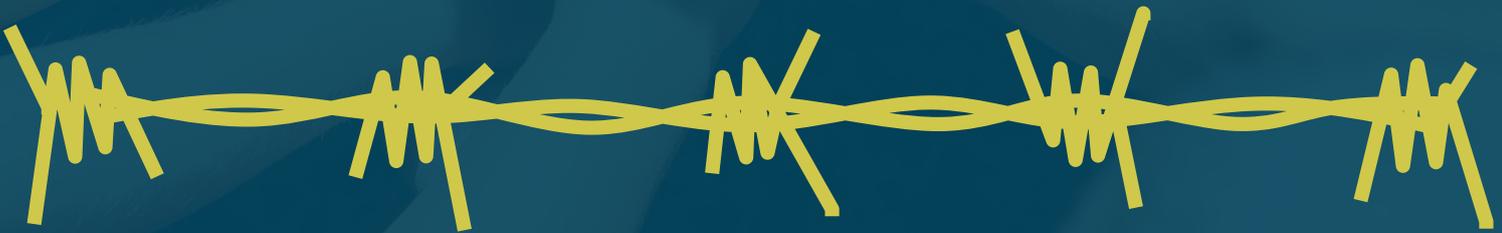
Legal protection and access to justice



Refugees have the right to legal protection and can access the courts to defend their rights. They can receive free legal aid for issues related to their refugee status or other legal matters.

CIVIC ACTIONS

IN DIFFERENT
COUNTRIES





France

Civic actions in France

Workshop on Participative Democracy and European Elections

The workshop aimed to provide a comprehensive understanding of democracy, emphasizing its principles and importance. It raised awareness among young people on how they could actively engage in participatory democracy in their daily lives, empowering them to become more involved in decision-making processes.

Additionally, the workshop addressed the challenges faced by young people with fewer opportunities, focusing on their struggles to participate democratically. A key component of the workshop was to explore democracy within the European Union, with a special focus on the EU elections, providing participants with valuable insights into democratic practices at the European level.



Democracy Fresk



The workshop aimed to inform participants about the fundamentals of democracy, highlighting its principles and significance. It raised awareness of the key actors and mechanisms within French democracy, explaining how various institutions and individuals contribute to the democratic process. Additionally, the workshop provided a platform to discuss the challenges faced by young people with fewer opportunities in participating democratically in France.



Poland

Civic actions in Poland

Polish-Ukrainian Peer School of Foreign Language Learning

5 Poles and 5 Ukrainian refugees paired up and learned each other's languages. The Poles learned Ukrainian and the Ukrainians learned Polish. In both cases, language teaching was at A1 level. In total, there were 7 one-hour meetings for each pair. Other than linguistic benefits of these classes: meeting new people from a different culture, making friends, increasing communication skills, creativity - figuring out how to teach their language to foreigners, finding out that non-formal education is beneficial and can be fun.





Poland

Civic actions in Poland

Neighbourhood multicultural cooking

3 young people from the Congo, Ukraine and Belarus and 2 Polish students organised cooking workshops to learn how to prepare traditional dishes from the region.

The choice of dishes was linked to holidays and important moments in the culture of the different countries, this was to help build and consolidate respect and openness to diversity. During the cooking, the foreigners explained the reason why they were in Poland. The cooking time was an opportunity to discuss and ask questions. When the dishes were ready, the young people invited their neighbours from the area where they live to taste them. In this action, the cuisine of the country was a pretext for taking the first step and establishing relationships with their neighbours. On this occasion, participants talked about other cultures, what problems they face and how to help each other. The benefits of this action: establishing relationships, being able to talk in different languages, learning to engage in joint activities, learning about different cultures, breaking down stereotypes.



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Spain

Civic actions in Spain

DIVERCITY Volleyball Tournament

On May 10th, 2024, the Divercity Project, an initiative dedicated to promoting intercultural dialogue and understanding in Malaga, Spain, organized a solidarity volleyball tournament to benefit Ukrainian refugee families.

Held at the University of Malaga Sports Pavilion, the event brought together local youth and immigrants for a day of friendly competition and fundraising.



The primary goal was to foster intercultural dialogue and understanding by encouraging interaction between different communities through a fun and engaging activity. Additionally, the tournament aimed to raise funds to support Ukrainian refugee families, demonstrating Malaga's solidarity with those displaced by the war. By involving local youth, the Divercity Project also sought to inspire them to actively participate in social causes and become advocates for issues they care about.



Spain

Civic actions in Spain

DIVERCITY beach Volleyball Tournament

The casual and social nature of beach volleyball provided a space for conversations and learning about each other's cultures, with the possibility of incorporating cultural exchange elements such as sharing traditions, music, or food. Additionally, the tournament fostered social inclusion and community building, allowing immigrants, refugees, and local youth to form friendships and connections. Mixed teams were encouraged to promote interaction and collaboration, making newcomers feel welcomed into the community. The event also promoted physical activity and healthy lifestyles, offering a fun way to exercise. Warm-up exercises and basic skills instruction were provided to ensure accessibility for everyone, regardless of background.





Italy

Civic actions in Italy

UN ALTRO GENERE DI ACCOGLIENZA – A workshop on intersectionality and music

The "Another Kind of Welcoming" workshop was divided into two key moments. The first was characterised by a moment of collective discussion on the practices of reception in Italy, and the points of criticality that the system has towards women or LGBTQIA+ refugees. Guests participated and gave their views, starting from their own personal experiences and professionalism, analysing the legal, health, bureaucratic, social and labour aspects of the reception system. This was followed by a time of collective discussion with all the participants, in which everyone was able to express his or her point of view in order to think about the reception system from an intersectional perspective, that is, taking into account the complexity of the identity of people arriving from a migration project.

The second part of the workshop featured a workshop on interculturalism through music. Thanks to musicians who provided their musical instruments, participants had fun experimenting with different forms of music through cultural contaminations. At the end, a small buffet of typical dishes from different countries of the world was organised.





Italy

Civic actions in Italy

TOR PIGNA TOUR – A guided tour of Rome's intercultural neighborhood

An "intercultural walk" in the multi-ethnic neighbourhood of Torpignattara. Participants were accompanied in the walk by Dr. Katuscia Carnà, a cultural mediator and sociologist with previous experience in the migratory and multireligious field, who guided and explained step by step the history of the communities, also allowing for the creation of links between the different communities.

It was possible to meet privileged witnesses from the target ethnic communities (particularly Bangladesh) who told excerpts of their experience in Italy, of resilience and social inclusion.





Greece

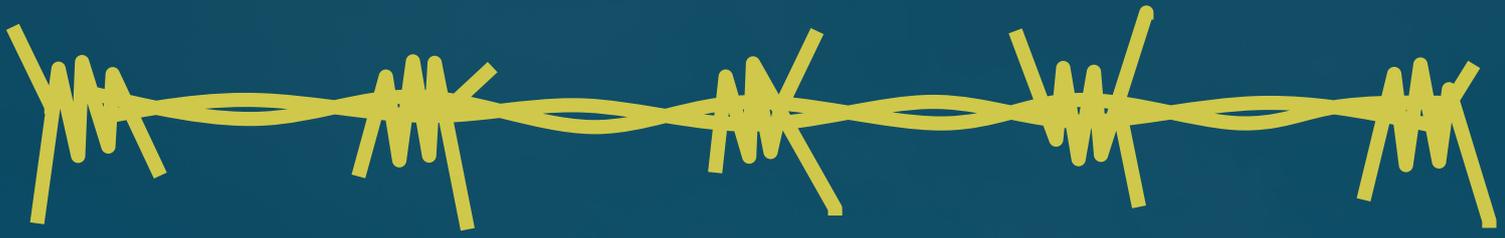
Civic actions in Greece

Team building activities and sports with unaccompanied minors and the local community



Non format activities including team building activities and sports were used as a tool for social inclusion and interaction between refugees and the Greek local community. The objectives of the action were designed to create a supportive and inclusive environment for young refugees by focusing on several key goals. Firstly, the initiative aimed to ensure that these refugees feel welcomed and accepted within their new community. By forming mixed teams that include local youth and youth workers, the program sought to facilitate the refugees' integration, fostering a sense of belonging. Additionally, it aimed to promote cultural exchange and mutual understanding between refugees and locals, creating opportunities for meaningful interactions.





ASSESS

YOUR SKILLS



Assess your skills



Skill

The skills mentioned are the most relevant for the purpose of this booklet, but there are many others. They are divided into know-how and life skills.

- LEVELS -



Beginner

You've never had to deal with this skill before. You barely understand the context in which it can be used... Don't worry, you'll develop this skill with a little practice!



Novice

You have not yet developed this skill. However, you understand what it covers and will be able to use it if the opportunity arises.



Regular

You can consider yourself accustomed if you have already demonstrated this skill in practice several times and successfully!



Expert

Not only do you master this skill and use it with ease, but you can also help others understand and develop it!

Assess your skills

SOFT SKILLS

I am :	Beginner	Novice	Regular	Expert
<p>a good listener: I am able not only to let others speak, but I am also able to rebound on their intervention (questions, agreement, disagreement, improvement...)</p>				
<p>open-minded: I'm open to new ideas presented by others, and recognize the added value of their opinions and advice.</p>				
<p>creative: I use my imagination and creativity to propose solutions, elements and approaches that are unfamiliar or original</p>				
<p>responsible: I measure the consequences of my words and actions for others and for myself: I think before I act.</p>				
<p>able to manage my emotions: I recognize that my emotions can sometimes be strong, depending on the subject, and I know how to control them so that they don't overwhelm others or myself.</p>				
<p>able to adapt: I am willing to evolve my behavior in the face of new situations, even when they are uncertain.</p>				
<p>curious: I am willing to learn about subjects or experiences that are foreign to me, and I do so.</p>				
<p>empathetic: I'm aware that there are very different life experiences, and I'm able to put myself in the other person's shoes to try to understand their point of view.</p>				

Scan the QR Code to assess your skills online



Assess your skills

KNOW-HOW SKILLS

I know how to	Beginner	Novice	Regular	Expert
Identify issues: I understand why an issue may arise and where differences may lie.				
Present my thoughts clearly using a variety of tools: I can present a convincing argument using a variety of media and sources.				
Identify reliable and relevant information: I am sensitive to misinformation and am able to find and verify the information and sources I use in my activities.				
Speak in public: When I speak, I adapt to my audience so that I am understood. I pay attention to my diction, vocabulary, body language, etc...				
Work in teams: I am able to work with others to achieve a common goal, drawing on each person's strengths.				
Resolve conflicts: When there is a difference of opinion, I know how to negotiate and find a compromise that leads to a solution acceptable to all.				
Show initiative: I know how to make a decision and spontaneously propose actions to move things forward.				

Scan the QR Code to assess your skills online





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BROCHURE DIVERCITY

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