

ROOTS & ROUTES: YOUNG LIVES IN TRANSITION

THE HANDBOOK

A Youth Worker's Field Guide to Migration, Integration & Belonging



Developed as part of the **Roots & Routes: Young Lives in Transition** project, coordinated by Yhdessä-yhdistys ry / Together Association, Turku, Finland, and funded by the European Union under Erasmus+ KA1 Mobility Projects for Youth Workers (project no. KA153-YOU-8FBBC8FD).

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Table of Contents

What is this handbook about and how did it come to be? 3
About Roots & Routes in a nutshell 3
What happened and what we learned during the youth workers' mobility in Merimasku? 4
Who was involved? 8
Migration Context & Country Profiles 11
Key terminology 11
Context of the seven partners countries 13
Armenia 16
Egypt 19
Finland 22
Greece 26
Italy 30
Romania 34
Tunisia 38
TOOLBOX 41
Map of the New Place 45
SEA You on the Shore 47
Take a Step Forward 49
Creative Story Learning 54
The Ladder of Integration 56
Nonverbal Theatrical Performance 59
PPP - Inclusion Starts Here 61
Opportunities Mapping 63
Roots & Routes Treasure Hunt 65
Diani, a Refugee in Our Town 67
Name Aerobics 69
Play, Learn, Live 71
Human Book 73
Photo Voice: What Integration Looks Like 75
Forum Theatre 77
A Day in Court 79
Game On, Hate Off 81
A New Mosque in Sleepyville 83
Game Night on Discord 85
Our Voices Podcast 87
Sources and inspiration for further reading 89



What is this handbook about and how did it come to be?

About the handbook and the project that made it happen.

This material was designed as a practitioner toolkit for youth workers who work with young migrants, refugees and young people with a migration background. It was co-created by the participants of Roots & Routes during the mobility week they spent together in August 2026 in Merimasku, Finland.

It is meant as a practical working tool rather than a one-time read: it offers profiles of the systems young migrants move through, methods you can run with them, and the lessons that came out of the week.

About Roots & Routes in a nutshell

Migration and youth integration are key challenges facing European societies, with significant social and political implications. The European Union seeks to balance its commitment to human rights and the right to asylum with the need to maintain social cohesion. In this context, youth work plays an essential role in supporting inclusion, intercultural dialogue and peaceful coexistence.

Young migrants and refugees often face barriers such as limited access to education, language challenges and social exclusion. Second- and third-generation migrant youth and other young people with fewer opportunities may continue to experience discrimination and unequal access to participation. Youth workers and organisations encounter these challenges every day, but often lack tools, training and opportunities for exchange across borders.

This Erasmus+ KA1 project set out to strengthen the competences of youth workers in inclusive youth work, intercultural communication and non-formal education related to migration and youth integration. Through international mobility and peer learning, participants exchanged good practice and developed practical methods to better engage marginalised young people.

Roots & Routes in four relevant figures:

30	**15**	**20**	**9.65**
people from seven countries	sessions and activities rated by participants	methods in the Toolbox of the present Handbook	out of 10: would recommend this mobility to a colleague

The project followed **six objectives**:

1. **Exchange knowledge -** The situation in each country - policies, facts and figures, challenges, public debates.
2. **Learn from each other's organisations -** Activities, target groups, working methods.
3. **Peer learning -** Exchanging good practice through participant-led workshops.
4. **Improve youth work locally and in Europe -** An intersectional approach; countering racism, hate speech, xenophobia and radicalisation.
5. **Develop action plans -** Concrete follow-up for the local reality of every participating organisation.
6. **Create a handbook -** A practical resource for youth workers and trainers - the present material.

What happened and what we learned during the youth workers' mobility in Merimasku?

Here is a glimpse on what happened during the Roots & Routes mobility in Merimasku throughout the week spent together, day by day:

DAY	THEME	WHAT HAPPENED
Mon 17 Aug	Arrival & Welcome	Arrival in Turku, transfer to Merimasku, ice-breaking, first exchange.
Tue 18 Aug	Understanding Migration	Group agreements, concepts and terminology, push and pull factors, refugee workshop, country profiles.
Wed 19 Aug	Policies, Practices & Connections	Expert inputs from IOM and Finnish integration experts, integration barriers, ladder of integration, organisation fair, handbook launch.
Thu 20 Aug	Study Visits in Turku	Turku City Integration Department; Varissuo Youth Centre and the Intercultural Centre - youth work in a migrant neighbourhood.
Fri 21 Aug	Best Practices & Reflection	Participants' own methods, collected for the Toolbox; and Youthpass reflection.
Sat 22 Aug	Action Planning & Handbook	Future action plans with the NAOMI framework; handbook contributions.
Sun 23 Aug	Closing & Looking Forward	Handbook contributions, future projects and partnerships, final evaluation.
Mon 24 Aug	Departure	

The section below looks at the mobility topic by topic: what we did, what came out of it and what we would keep or change next time. It is based on the programme, on the mid-term evaluation (19 responses, collected on 20 August after the study visit) and on the final evaluation (20 responses). Ratings are averages on a scale from 1 to 5; the quotes come from participants' own answers.

THE MOBILITY FROM PARTICIPANTS PERSPECTIVE IN ONE SENTENCE

> *"7 countries, 30 people sharing thoughts about youth work and migration at the seaside in Finland — we are different but the same."* - Sofia Häärä, Finland
>
> *"It was a week that started with a group of strangers and ended with a community of people, full of learning, laughter, meaningful connections and unforgettable moments that made me grow both professionally and personally."* - Roberta Famà, Italy
>
> *"Whatever you were thinking about how it would go, it turned out even better."* - Ahmed Handous, Tunisia

From strangers to a community

Before it was a training course, Roots & Routes was a group of about thirty people from seven countries meeting at the Finnish seaside. The welcome evening and ice-breaking on Monday, the intercultural activities, the games,

the free time in between, and - why not - the Finnish sauna, was were where that group was formed. Participants rated these moments higher than any working session: **informal moments 4.75**, with 16 top scores out of 20 - the highest count in the whole evaluation - and the **welcome evening and the intercultural evening 4.74** each.

The climate carried into the work. "The group atmosphere has supported open, honest exchange" was the highest-rated statement of the final evaluation (**4.78**), and everyone who answered rated "I felt included, safe and able to express myself throughout the week" at 4 or 5.

> *"The cultural evening, where we started connecting and exploring each other's countries."* - participant comment, final evaluation

WHAT WE LEARNED

Group-building is part of the learning, not a pause from it. Participants linked the early social programme directly to the quality of the sessions that followed. In a project about belonging, the way a group welcomes its own members is an important lesson by itself.

Understanding migration: shared words, causes and seven realities

Tuesday 18 August · expectations, terminology, push and pull factors, country profiles

Second working day was dedicated on building a common ground. After expectations and group agreements ("Contributions / Expectations / Mission (im)possible", 4.42), the group worked on what migration is and on the words used to describe it (4.42) - the basis of the Key terminology in this handbook. A problem tree on **push and pull factors** followed and became one of the best-rated sessions of the week (**4.72**, with 14 top scores). The national teams then presented their country profiles (4.32), the base for what is now Migration Context chapter.

At mid-term, push and pull factors and the country profiles were the most-named highlight, and the reason was the same each time: seeing seven realities side by side turned migration into something to analyse from several perspectives, not only to discuss. The common challenges that came out - language barriers, legal status deciding who can take part, hate speech, and support that depends on projects rather than systems - are set out in the Migration Context chapter.

> *"The session on push and pull factors, which encouraged us to reflect on migration and mobility from different perspectives."* - Roberta Famà

WHAT WE LEARNED

Start with shared words and causes before methods and solutions. A common vocabulary made the later discussions on integration, rights and hate speech easier to have across seven countries. Give the definitions exercise enough time: one participant asked for it to be explained more fully.

Walking in someone else's shoes

Tuesday 18 and Wednesday 19 August · refugee workshop and suitcase exercise, ladder of integration

Two experiential sessions asked participants to look at migration from the inside. The **refugee workshop** was built around a suitcase exercise, a scenario in which each participant had to make their own choices (4.05). Sofia valued it "for immersion", but it also drew mixed reactions: at mid-term, some participants said they had been unsure of the scenario's rules and of how to make their choices.

On Wednesday the **ladder of integration** - now presented as M05 in the Toolbox - brought clarity through its eight steps, from Isolation to Shared Leadership. Small groups placed short scenarios about young newcomers on the step they thought fitted, and their disagreements showed that integration is gradual, two-way and hard to measure. It was rated **4.50** and drew the most personal answer in the whole evaluation:

> *"The ladder activity […] showing the different steps that migrants go through as I'm going to experience all of these steps myself next week as I move to a new country, so it was beautiful to learn about them and reflect on them in advance."* **- participant comment, final evaluation**

WHAT WE LEARNED

Experiential methods work when the frame is clear. Explaining the rules of a simulation before it starts and debrief it with care is paramount: in a mixed group, some people will recognise their own story. This is why every card in the Toolbox has a "Watch out for" box.

Policy meets practice: expert inputs and the study visit in Turku

Third day brought the expert inputs: a presentation on migration in Europe and the world (4.15) and one on integration law and policy in Finland (3.55). At mid-term evaluation, the participants found it too long and too formal and suggested turning it into a World Café, splitting it in two or adding practical examples; in the final evaluation, one participant proposed holding it after the study visit, so that practice comes before theory.

The **study visit** on Thursday showed what that framework looks like in a city. Since 2025, Finnish municipalities have been responsible for integration services, and in Turku the group saw them at work: the city's integration services at the Integration House, and the main library, which several participants described as a revelation as a place of integration. The visit was the most-named highlight of the final evaluation - in about half of all answers - and nobody rated it below 4 (**4.63**).

> *"Theory might be interesting, but practical visits impress the most."* - participant, mid-term evaluation

WHAT WE LEARNED

Let practice lead and theory follow, and keep expert input interactive. Look beyond the obvious institutions too: the library was the surprise of the visit, and one participant plans to propose the library as a place of integration in Yerevan.

Learning from each other: practices, methods and the Toolbox

The seven organisations presented themselves at the organisation fair on Wednesday, and on Friday each national team shared what works in its own practice ("Sharing practices on integration", 4.25). Nine of the methods the teams ran and wrote up, together with one from the training team, form Part 1 of the Toolbox; ten more were adapted from Council of Europe, SALTO-YOUTH and Verke resources. Each participant also reflected on their own learning for Youthpass.

This is where the learning became something to take home. In the final evaluation, 15 of 20 participants gave the top score to "I gained practical tools and methods I can use in my own work with young people" (**4.65**), up from 4.05 at mid-term, when participants were still asking for more hands-on tools and more time to share what each of them actually does at work. Asked which competences they had developed, they named above all cultural awareness and social and civic competences (more than one answer was possible):

COMPETENCE DEVELOPED	PARTICIPANTS	SHARE
Cultural awareness and expression	13 of 20	65%
Social and civic competences	11 of 20	55%
Sense of initiative and entrepreneurship	6 of 20	30%
Critical thinking and problem-solving	5 of 20	25%
Communication in foreign languages	4 of 20	20%

COMPETENCE DEVELOPED	PARTICIPANTS	SHARE
Digital competence	2 of 20	10%
Learning to learn	1 of 20	5%

WHAT WE LEARNED

Introduce the organisations first. Participants wanted to know at the very start who was in the room and how each organisation works. A short presentation round on the first day makes the practice sharing later in the week richer.

From ideas to action: Open Space, action plans and this handbook

The last part of the week was about production. In an **Open Space on future action plans** (4.40), working with the NAOMI framework, participants turned what they had learned into next steps for their own organisations. The handbook, launched on Wednesday, was produced in the same days: nobody rated its development below 4 (4.40), although more participants gave it a 4 than a 5 - a solid result rather than an outstanding one.

> *"Open space technology: perfectly handled and productive."* - Federico Maria Chiarello

The networking went beyond goodwill. Of the 14 participants who answered the question on future cooperation, **seven described cooperation already under way or specifically planned**, four possible cooperation and three no plans yet. The ideas include a new KA153 application on youth unemployment prepared by a consortium of partners, further KA220 and KA210 applications, a partnership-building activity in Sicily, a joint project on the mental health of young people facing career hardship, and an initiative to help young people from different backgrounds exchange opportunities and ideas.

WHAT WE LEARNED

Leave time to produce, not only to plan. The Open Space and the handbook were where, as participants described it, the learning became transferable - and where most of the follow-up ideas started.

What the evaluation tells us

Participants would recommend this kind of mobility to a colleague with an average of **9.65 out of 10**: 16 of 20 gave 10 and nobody gave less than 8. The facilitation was the most consistent block (all four statements between 4.65 and 4.70, no rating below 3), and nobody rated the accommodation (4.85) or the venue (4.80) below 4. Every question asked in both evaluations scored higher at the end of the week than in the middle:

QUESTION	MID-TERM	FINAL
Understanding of migration and integration	4.11	**4.60**
The nonformal methods worked for my learning	4.16	**4.37**
Practical tools I can use in my own work	4.05	**4.65**
Pace and balance of input, workshops, free time and rest	3.83	**4.45**
The group atmosphere supported open, honest exchange	4.35	**4.78**

The suggestions for a next edition are few and concrete. Together with what worked, they are the practical lessons of the week for anyone organising a similar mobility:

WHAT WE WOULD KEEP	WHAT WE WOULD CHANGE
• The mix of experiential, analytical and social formats	• More time to explore Turku and the area - the most repeated request
• A study visit that grounds the theory in practice	• Expert input after the study visit, and in a more interactive format
• Real time for informal moments - they built the group	• A round presenting all organisations on the first day
• Methods brought and run by the participants themselves	• More breathing space and energisers, and the next day's schedule shared in advance
• A production phase that ends with a shared product	• More contact with local people with their own experience of migration

Who was involved?

Four participants from each of seven countries - Armenia, Egypt, Finland, Greece, Italy, Romania and Tunisia: youth workers, decision-makers, peer educators, youth leaders and municipal representatives who work with young migrants and refugees in their communities.

COUNTRY	ORGANISATION
Armenia	Youth for Development Foundation
Egypt	Shemol For Development
Finland	**Yhdessä-yhdistys ry / Together Association, Turku - coordinator**
Greece	Κοιν.Σ.ΕΠ. "EDU-EUROPE"
Italy	Trailblazers Network Trapani Erasmus Generation Associazione di Promozione Sociale
Romania	Asociatia Activ Yourope
Tunisia	L'Association Euro-Méditerranéenne des Échanges, Volontariats, Événements (AEMEVE)

Facilitation:

- Hasan Habib (project manager, coordinator and facilitator) and
- Andrei Popescu (trainer and facilitator).

Below are available the detailed profiles of each of the seven partner organisation.

Yhdessä-yhdistys ry / Together Association - Finland (coordinator)

Turku · Non-governmental association · Founded in 1998

- A joint association of immigrants and Finns that promotes diversity, equality, participation and interculturalism, supports integration and employment, and empowers women.

- Runs two intercultural centres in the Turku suburbs of **Varissuo** and **Runosmäki**, with around 32 weekly courses and activities: language courses (Finnish, English, Arabic, Spanish, French, Russian), clubs, a women's living room, counselling and peer support.
- Works with young people from minority backgrounds on participation, job-search skills and volunteering, and offers premises to communities to practise their own culture.
- **Participants:** Sofia Häärä, Toni Antonov, Ohon Mahi, Olad Aden; Hasan Habib, project coordinator and facilitator.
  Web: www.yhdessa.fi

Youth for Development Foundation - Armenia

Yerevan · Non-governmental organisation · Founded in 2015

- Started from a group of young volunteers; has trained more than 15,000 young people in soft skills. Mission: "developing, consolidating and altering the environment through innovative approaches to youth for the sake of society's progress".
- Focuses on youth employment, participation in decision-making, the rights of young people and children, education reform and eco-education; localised the international Eco-School programme in Armenia.
- Works with more than 100 volunteers and with people aged 6 to 35, in close cooperation with teachers.
- **Participants:** Hasmik Chaloyan, Arpine Harutyunyan, Diana Margaryan, Marina Hovhannisyan.

Shemol For Development (Shemool) - Egypt

Giza · Non-governmental organisation

- Empowers young people, fosters social inclusion and improves the lives of people with fewer opportunities and disabilities, through non-formal education, sport and capacity building.
- Its flagship is the **Sevens CP Football Team**, set up in 2018 as the first football team in Egypt for people with cerebral palsy, with weekly training, tournaments and awareness campaigns.
- Active in Erasmus+ and the European Solidarity Corps, and in youth entrepreneurship, digital skills and volunteering.
- **Participants:** Michael Gendy, Salma Essam Elsayed Ali Sakr, Heba Khaial, Haneen Elweresh.
- **Web:** shemool.org/

EDU-EUROPE (Κοιν.Σ.ΕΠ.) - Greece

Platykampos, Larissa · Social cooperative enterprise

- An educational organisation of experienced educators working in public education, promoting quality education, STEAM and project-based learning, and bridging formal and non-formal education.
- Uses the arts - theatre, visual arts, photography, video and cinema - as teaching tools, and works for the inclusion of young people with disabilities.
- More than twenty years of experience in EU-funded programmes and a wide European partner network.
- **Participants:** Dimitrios Nakos, Paraskevi Koutrotsiou, Tilemachos Margaritis, Stefania Maria Bergianni.
- **Web:** www.edu-europe.eu

Trailblazers Network Trapani Erasmus Generation APS - Italy

Trapani, Sicily · Non-profit association for social promotion · Registered in 2021, roots in 2014

- Grew out of a group of Erasmus students promoting internationalisation in the province of Trapani; today a network of associations, schools, municipalities and companies.

- Works with secondary-school students, young adults (18-30) and adults including educators and NEETs, with a focus on people with fewer opportunities, migrants and people with a migrant background, and rural communities.
- Sees migration from both sides: young people leave the region, while Sicily is a key entry point to Europe.
- **Participants:** Federico Maria Chiarello, Emma Di Pietroantonio, Soumik Sengupta, Roberta Famà.
- **Web:** www.facebook.com/tnterasmusgeneration/

Asociația Active Yourope - Romania

Craiova · Non-governmental organisation · Founded in 2017

- Education, training and cultural development for young people and adults, with non-formal education as its main tool and Erasmus+ mobility for young people.
- Strong focus on digital and media literacy and on **combating disinformation**, including a project with local schools; runs non-formal activities in rural schools and health-education events.
- Promotes democracy, tolerance and diversity, and the inclusion of people with fewer opportunities.
- **Participants:** Alexandra Maria Balasa, David Stancu-Filipescu, Paul Pamfil, Anastasia Carabanov.
- **Web:** www.activeyourope.ro

Euro-Med EVE (AEMEVE) - Tunisia

Nabeul · Cultural non-governmental organisation

- Builds a cultural bridge between Tunisian and Euro-Mediterranean young people through youth exchanges, training seminars, study visits and European Solidarity Corps volunteering.
- Works on positive intelligence, talent management, creativity and entrepreneurship education, using arts - theatre, music, painting, poetry - in non-formal learning.
- Active in Erasmus+ since 2013, with partners among public bodies, schools, universities and cultural centres.
- **Participants:** Syrine Maaref, Alaa Saad, Maher Telmoudi, Ahmed Handous.
- **Web:** www.euromedeve.com



Migration Context & Country Profiles

Migration and integration across our seven countries

Key terminology

The definitions below follow international sources, so that the handbook uses each term the same way throughout. They are a starting point for discussion with young people, not legal advice.

Term[1]	What it means
Migrant	An umbrella term, not defined in international law, for a person who moves away from their place of usual residence, within a country or across a border, temporarily or permanently, and for a variety of reasons (IOM).
International migrant / migrant stock	For statistics, a person living in a country other than their country of birth. This is the definition behind the UN DESA figures used in the country profiles; it also counts people who have since become citizens.
Refugee	A person outside their country of nationality who has a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, and cannot or will not seek that country's protection (1951 Refugee Convention).
Asylum-seeker	A person who has applied for international protection and whose application has not yet been decided. Not every asylum-seeker will be recognised as a refugee, but every refugee was first an asylum-seeker.
Internally displaced person (IDP)	A person forced to leave their home - for example by armed conflict, violence, human-rights violations or disasters - who has not crossed an internationally recognised border (UN Guiding Principles on Internal Displacement).
Temporary protection	An EU emergency mechanism (Directive 2001/55/EC) that gives immediate, collective protection in a mass influx without individual asylum procedures. It was activated for people fleeing Ukraine in March 2022.
Forced migration	A movement in which force, compulsion or coercion plays a role - conflict, persecution, disaster - even if the reasons for leaving are mixed (IOM).

[1] **Sources for the definitions**

IOM, Glossary on Migration (International Migration Law No. 34, 2019): https://iran.un.org/sites/default/files/2020-08/iml_34_glossary_0.pdf

European Migration Network, Asylum and Migration Glossary: https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary_en

UN DESA, International Migrant Stock: https://www.un.org/development/desa/pd/content/international-migrant-stock

Council of Europe, Recommendation CM/Rec(2022)16 on combating hate speech: https://www.coe.int/en/web/combating-hate-speech/recommendation-on-combating-hate-speech

EDMO, Defining disinformation across EU and platform policies (2024): https://edmo.eu/wp-content/uploads/2024/10/EDMO-Report-%E2%80%93-Defining-Disinformation-across-EU-and-VLOP-Policies.pdf

Term[1]	What it means
Push and pull factors	The conditions that drive people to leave a place (push: conflict, poverty, persecution, climate) and those that draw them to another (pull: work, family, safety, education). Most real journeys combine several of both; IOM speaks of the "drivers" of migration.
Integration	A two-way process of mutual adaptation between newcomers and the society they live in: newcomers take part in society, and society opens its institutions and opportunities to them (IOM, EMN).
Assimilation	A one-way process in which newcomers are expected to give up their own language, culture and identity and become like the majority. It is the opposite of the two-way idea of integration.
Second generation	Children born in the country to parents who migrated. They may still lack citizenship (as in Italy) or be counted as having a "foreign background" (as in Finland).
Racism and racial discrimination	Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin that harms the equal enjoyment of human rights (UN Convention on the Elimination of Racial Discrimination). Every team named it as a barrier to integration.
Xenophobia	Attitudes, prejudices and behaviour that reject, exclude or vilify people because they are seen as outsiders or foreigners.
Hate speech	Any expression that incites, promotes, spreads or justifies violence, hatred or discrimination against a person or group, or denigrates them, because of real or attributed characteristics such as race, colour, language, religion, nationality, national or ethnic origin (Council of Europe, CM/Rec(2022)16).
Disinformation, misinformation, "fake news"	Disinformation is verifiably false or misleading information created and spread to deceive or for gain, which may cause public harm (EU definition). Misinformation is false information shared without the intent to deceive. "Fake news" is the everyday word for both.
Radicalisation	A process through which a person comes to support or adopt extreme views that can lead to the acceptance or use of violence. Exclusion, discrimination and the search for belonging can make young people more vulnerable to it.
Intersectionality	The way different parts of a person's identity and situation - gender, origin, religion, legal status, disability, age - combine and create specific experiences of discrimination (concept introduced by Kimberlé Crenshaw, 1989).

Context of the seven partners countries

In the project were involved seven countries with seven very different perspectives on the map of migration:

- Italy and Greece have been countries of arrival for decades
- Romania and Armenia are still better known for the people they lose, and are only now receiving newcomers in large numbers
- Egypt and Tunisia sit on the routes towards Europe and are, at the same time, countries of origin, transit and destination
- Finland needs newcomers to keep its population from shrinking. Four of the seven are inside the European Union.

What they share is that youth workers in all seven meet young people whose lives are shaped by moving - their own, or their parents'.

Each profile was written by the national team during the week we spent together, and follows the same template so the seven can be read side by side: a headline, three short blocks (the situation, policy and law, civil society), the challenges for youth work, six facts in fixed slots, and up to two charts.

IMPORTANT NOTE ON HOW TO READ THE NUMBERS

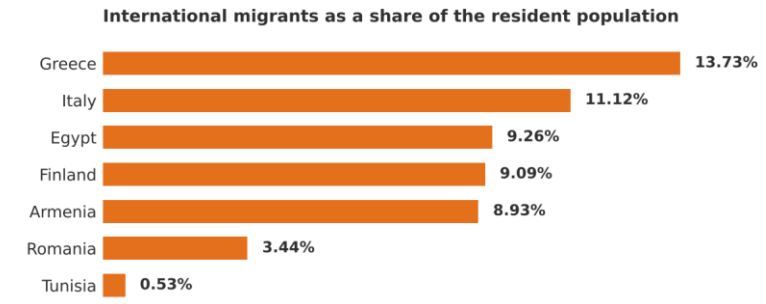
Countries count migrants differently. Some count people born abroad, some count foreign citizens, some count registered refugees or permit holders. The same country can look twice as "migrant" depending on which count you use.

So every profile uses one common series for comparison - UN DESA's International Migrant Stock 2024, which counts people living outside their country of birth - and gives the national figure next to it wherever the two differ. Greece is the case with the sharpest difference: 13.7% on the UN series, 7.3-7.8% in national sources, because naturalised residents and co-ethnic returnees count as migrants in one and not in the other.

The country profiles is developed base on the following six facts sit in the same slots in every profile to offer a comparable basis:

1. population and migrant stock
2. top three countries of origin
3. the dominant legal route in
4. the key law or policy
5. who does what
6. the number that surprised the team.

The seven countries number compared side by side[2]



UN DESA, International Migrant Stock 2024 — one definition for all seven: people living outside their country of birth.

[2] Source: UN DESA, International Migrant Stock 2024 →

The table below places the seven participating countries side by side. The UN DESA column gives the share of each country's population that lives outside its country of birth, using one common definition, so the figures can be compared across countries. The national figure comes from each country's own statistics, which use different definitions and reference years, and may therefore differ from the UN DESA value. The last two columns show the main way people arrive and the key law or policy framing migration and integration, with a link to the source.

COUNTRY	UN DESA 2024	NATIONAL FIGURE	MAIN WAY IN	KEY LAW OR POLICY[3]
Greece	13.73%	7.3% non-nationals (Eurostat, 2023)	Work permits; family reasons the largest share of first permits in 2025	Migration Code, Law 5038/2023
Italy	11.12%	9.4% foreign nationals (ISTAT, 2026)	Work quota (Decreto Flussi)	Testo Unico 286/1998, amended by Law 187/2024
Egypt	9.26%	about 8.7% (IOM, 2022)	Displacement from Sudan	Asylum Law 164/2024
Finland	9.09%	10.9% foreign-born (team, source to add)	Family reunification	Act on the Promotion of Integration 681/2023
Armenia	8.93%	-	Temporary protection for people displaced from Nagorno-Karabakh, then work and study	Conceptual Framework 2021-2031, Decree 801-L
Romania	3.44%	3.6% born abroad (Eurostat, 2025)	Work permits	Government Ordinance 44/2004; Strategy 2026-2030
Tunisia	0.53%	0.5% (UN DESA)	No national asylum procedure; student and work permits, and irregular transit	Organic Law 2018-50 against racial discrimination

[3] **Sources for the key laws and policies:**

Greece - Law 5038/2023 (Ministry of Migration and Asylum): https://migration.gov.gr/en/enarxi-ischyos-kai-efarmogis-toy-neoy-kodika-metanasteysis-n-5038-2023/

Italy - Testo Unico 286/1998, consolidated (Normattiva): https://www.normattiva.it/eli/stato/DECRETO_LEGISLATIVO/1998/07/25/286/CONSOLIDATED

Italy - Law 187/2024, GU no. 289 of 10.12.2024: https://www.ecnews.it/lavoro/news-del-giorno/decreto-flussi-pubblicata-gazzetta-legge-conversione/

Egypt - Asylum Law 164/2024, Arabic text (Refworld): https://www.refworld.org/legal/legislation/natlegbod/2024/ar/149388

Finland - Act 681/2023 (Finlex): https://data.finlex.fi/en/legislation/2023/681

Armenia - Government Decision N 801-L of 20.05.2021 (ARLIS): https://www.arlis.am/hy/acts/155100

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What are the main challenges for youth work in the seven countries

The seven "Challenges for youth work" sections show a reality that is even more clear than the numbers would suggest. Thus, there are several main common challenges such as:

- **Language barriers.** All seven teams name it. Romania's team puts it most sharply: courses for integration and develop language skills are few, short and almost never tailored for young people.
- **Legal status decides who can take part.** Documentation in Egypt, insecure status in Tunisia, second-generation youth without citizenship in Italy, refugees leaving reception centres with nowhere to go in Greece.
- **Hate speech is now dominant.** Six of seven teams describe it - online, in politics, and in Romania's case filmed in the street when a immigrant courier was physically molested.
- **Support runs on projects, not systems.** It is mostly the NGOs that carry the integration work, and when the grant ends, the support ends.

Also, there are several divergent challenges such as:

- **Asylum systems.** Tunisia has no national asylum procedure; Egypt only built one in 2024; the EU members work inside the common European framework.
- **Direction of travel.** Romania, Armenia, Tunisia and Egypt still lose more people than they receive, or did until very recently.
- **Who is invisible.** Each country has a group no integration programme is written for: Romania's children left behind by parents working abroad, Italy's second generation, Tunisia's undocumented young people.

COUNTRY PROFILE

Armenia

A country of three million reshaped by arrivals it did not plan for.

Population 3,075,800 (1 Jan 2025)	Migrants 274,645 | 8.93%

The situation

From 2021 to 2025 Armenia faced major changes in migration. Many people left for work or better opportunities, while the country also received large numbers of newcomers. In 2022, following the war between Russia and Ukraine, about 65,000 Russian citizens and 31,000 Ukrainians moved to Armenia; by 2025 around 58,000 remained, most on temporary and very few on non-temporary residence. In 2023, more than 110,000 people from Nagorno-Karabakh arrived and needed housing, jobs, healthcare, education and social support; they received the status of Internally Displaced Person, and by 2025 over 40,000 had obtained non-temporary residence. Indian migration also rose sharply - about 22,979 entries in 2022 and about 54,582 in 2023, mainly for education and work, with many students coming to study medicine.

Policy & law

Armenia's migration governance rests on the Constitution and on legislation regulating citizenship, asylum, refugees, residence, labour migration, return and reintegration. The Migration and Citizenship Service (MCS), under the Ministry of Internal Affairs, is the main responsible institution. Policy is guided by the 2021-2031 Conceptual Framework for State Migration Management (Government Decree No. 801-L), which prioritises return and repatriation, prevention of irregular migration, border and residence management, and labour migration. Recent reforms have focused on institutional restructuring, digitalisation of citizenship and residency procedures, and simplified access to services. Armenia has also developed Assisted Voluntary Return and Reintegration (AVRR) mechanisms, and a new Migration and Citizenship Strategy for 2026-2031 is being drafted. The key gaps are implementation and coordination: the frameworks exist, but access to integration, reintegration, employment and social services remains uneven, particularly at local level.

Civil society

Armenian NGOs and youth organisations provide legal and social assistance, information and referral services, return and reintegration support, community-based integration, skills development and awareness-raising. Armenian Caritas, the Armenian Red Cross Society, World Vision Armenia, People in Need and the Armenian Fund for Sustainable Development take part in migration coordination and policy processes, including the Return and Reintegration Quarterly Forum. Youth organisations add civic participation, volunteering, skills development and peer support. What civil society cannot close alone is long-term, sustainable socioeconomic integration - stable employment and comprehensive services at national scale - which requires sustained government policy, funding and coordination.

Challenges for youth work

Access to education is difficult for young migrants and refugees, especially where families face financial hardship. Language barriers make it harder to study, find work and communicate with local people. Discrimination and stereotypes create social barriers. Young people face hate speech and misinformation, particularly on social media. Youth participation in decision-making and community life remains limited. More opportunities for education, language learning, employment and safe youth activities are needed for all young people to participate equally in Armenian society.

The facts[4]

	FACT	SOURCE
1	Population 3,075,800 (1 January 2025); international migrant stock 274,645 - 8.93% of the population.	Statistical Committee of Armenia (Armstat), 1 January 2025; UN DESA, International Migrant Stock 2024. Armstat (via ARKA) → UN DESA →
2	Top three countries of citizenship among first-time asylum applicants in 2024: Iran, Iraq and Ukraine. The largest arrival groups overall in 2022-2023 were from Russia, Ukraine and Nagorno-Karabakh.	EMN Country Factsheet 2024: Armenia (Migration and Citizenship Service data): Iran 91, Iraq 82, Ukraine 67 first-time applicants. EMN factsheet → Ministry of Economy, via ARKA, March 2023: 113,753 arrivals from Russia, Belarus and Ukraine since February 2022. ARKA →
3	Most entries occur through legal channels. Recent inflows have been dominated by temporary protection and residence for people displaced from Nagorno-Karabakh, alongside work and study.	Council of Europe, Country Factsheet: Smuggling of Migrants - Armenia, 2026. Council of Europe → EMN Country Factsheet 2024: temporary protection granted on 26 October 2023 to over 115,000 people. EMN factsheet →
4	2021-2031 Conceptual Framework for State Migration Management, Government Decree No. 801-L (2021). A new Migration and Citizenship Strategy for 2026-2031 is being drafted.	Government of Armenia, Decision N 801-L of 20 May 2021 (ARLIS legal database). ARLIS → Armenpress and Office of the Prime Minister, October 2026: draft strategy, adoption planned by end of 2026. Armenpress → Prime Minister →
5	The Migration and Citizenship Service, under the Ministry of Internal Affairs, is the lead institution; local authorities and civil-society organisations deliver integration in practice.	IOM, Migration Governance Indicators Profile 2023 - Republic of Armenia (2024), p. 14; the team's own situation text. IOM report →
6	Armenia hosted 140,260 refugees at the end of 2024, mainly people displaced from Nagorno-Karabakh - in a country of just over three million.	UNHCR Armenia, December 2024: 140,260 refugees, 4,124 in a refugee-like situation, 981 asylum-seekers. UNHCR →

[4] **Sources for the Armenian data**

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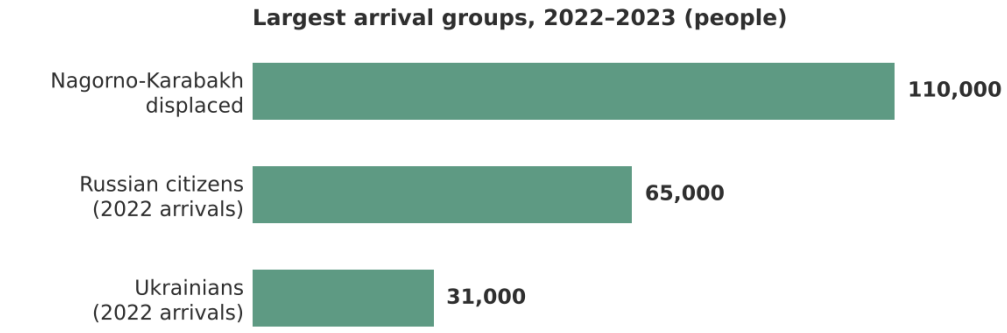
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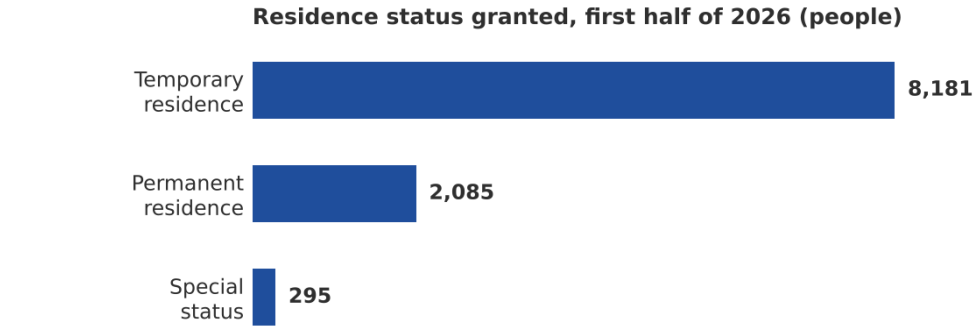
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Armenpress, asylum applications 2024: https://armenpress.am/en/article/1236381

Charts[5]



National team's own situation text — not an official origin ranking. Residence-permit leaders are Russia, India and Iran.



Migration and Citizenship Service. No comparable figure for irregular entry is published.

Armenian Team

Hasmik Chaloyan, Arpine Harutyunyan, Diana Margaryan, Marina Hovhannisyan - “Youth for Development” Foundation

[5] Click to open the source →

COUNTRY PROFILE

Egypt

Egypt is a country of destination, origin and transit in a changing regional migration landscape.

Population 108.6 million (Jan 2026)	Migrants 9,985,453 ·9.26%

The situation

Egypt is simultaneously a destination, a transit country and a country of origin. IOM estimated more than 9 million international migrants from 133 nationalities in 2022, with large communities from Sudan, Syria, Yemen and Libya. Since the war in Sudan began in April 2023, Egypt has received more than 1.5 million Sudanese arrivals according to government figures. Egypt also remains a country of origin, with Egyptians moving abroad for work, study and family reasons. The last five years have therefore brought a sharper focus on refugee protection, migration management and the participation of young migrants and refugees in education, work and community life.

Policy & law

Egypt adopted its first dedicated Asylum Law, No. 164/2024, establishing a Permanent Committee for Refugee Affairs and a national asylum framework. Executive regulations issued in May 2026 set out procedures for the new system and the transfer of asylum functions previously handled by UNHCR. Egypt continues to host refugees and migrants through a combination of national institutions, UN agencies and civil-society partners. The main challenge is implementation, including access to documentation, services, livelihoods and clear information while responsibilities move into the new national framework.

Civil society

Egyptian and international NGOs work alongside public institutions and UN agencies on legal assistance, protection, health, education, livelihoods, psychosocial support, community services and youth activities. Organisations such as the Egyptian Foundation for Refugee Rights, StARS, CARE and Terre des Hommes support different parts of this response. Community-based groups also help people navigate services and build local connections. The gap that civil society cannot close alone is scale: demand for housing, education, employment, documentation and protection is much larger than the capacity of individual organisations, especially after the increase in arrivals from Sudan.

Challenges for youth work

Youth work takes place amid rapid population growth, unemployment, economic pressure and unequal access to opportunities. In 2025, unemployment among Egyptians aged 15-29 was 13.2%, compared with 33.8% among young women. Young migrants and refugees can face additional barriers linked to documentation, language, discrimination and unfamiliarity with public services. Access to safe spaces and meaningful participation also varies by gender, legal status and location. Youth workers therefore need flexible, multilingual and practical approaches that connect young people with education, employment, services and community networks.

The facts[6]

	FACT	SOURCE
1	Population 108.6 million at the start of 2026. International migrant stock 9,985,453 - 9.26% of the population. The national/IOM estimate is close: 9,012,582 migrants from 133 countries, about 8.7%.	CAPMAS population clock, via Egypt Today, 28 Feb 2026: 108.5 million on 20 Dec 2025, 108.75 million on 28 Feb 2026. CAPMAS (Egypt Today) → UN DESA, International Migrant Stock 2024: 1,139,820 migrants, 0.98% of the population (see note[7]). UN DESA → Our World in Data → IOM Egypt, August 2022: 9,012,582 migrants from 133 countries, 8.7%. IOM Egypt →
2	Largest communities: Sudan, Syria, Yemen and Libya. Among people registered with UNHCR, 851,820 of 1,097,875 were Sudanese by 31 July 2026.	IOM Egypt, August 2022: Sudan (about 4 million), Syria (1.5 million), Yemen (1 million), Libya (1 million). IOM Egypt → UNHCR Egypt: 851,947 Sudanese as of 30 June 2026, out of 1,098,708 registered UNHCR Egypt →
3	Arrivals since 2023 have been dominated by displacement from Sudan, alongside long-settled communities and people arriving for study and work. A national asylum procedure only started under the 2024 law, once its executive regulations took effect in August 2026	UNHCR Egypt Fact Sheet, September 2025: 1.5 million Sudanese fled to Egypt since 2023; 780,000 of 1,043,000 registered were Sudanese. UNHCR fact sheet → AIDA Egypt: Law 164/2024 is the first national asylum legislation; UNHCR handled registration under the 1954 agreement. Al Manassa, 25 Aug 2026: regulations in force since 21 Aug 2026. AIDA → Al Manassa →

[6] **Sources for the Egyptian data**

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Al Manassa, explainer on the new asylum system, 25 Aug 2026: https://almanassa.com/en/stories/33545

Refworld, Asylum Law No. 164 of 2024 (Arabic): https://www.refworld.org/legal/legislation/natlegbod/2024/ar/149388

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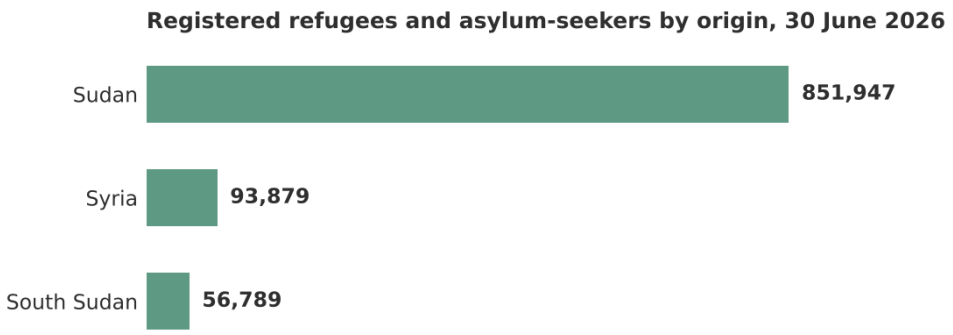
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ORAM, St. Andrew's Refugee Services legal aid: https://www.oramrefugee.org/seeking-help/st.-andrew's-refugee-legal-aid-program

[7] UN DESA's 2024 figure for Egypt is about 1.14 million international migrants, 0.98% of the population, not 9,985,453 (9.26%). The 9 million figure comes from IOM's 2022 estimate, which counts long-settled communities, so the two are not "close". The same correction applies to Egypt in the seven-country comparison table.

	FACT	SOURCE
4	Asylum Law No. 164/2024, with executive regulations issued in May 2026 (Prime Minister Decree 1568/2026).	Asylum Law No. 164 of 2024, Official Gazette issue 50 bis (C), 16 December 2024 (Arabic text on Refworld). Refworld → EIPR: Prime Minister Decree No. 1568 of 2026, published in the Official Gazette on 21 May 2026. EIPR →
5	National institutions lead through the new Permanent Committee for Refugee Affairs, with asylum functions transferring from UNHCR; UN agencies and NGOs - the Egyptian Foundation for Refugee Rights, StARS, CARE, Terre des Hommes - deliver legal aid, protection and services. The new Permanent Committee for Refugee Affairs is set to take over asylum functions from UNHCR	Al Manassa, 25 Aug 2026: committee under the Prime Minister; functions move from UNHCR. Committee for Justice, 15 June 2026. Al Manassa → Committee for Justice → UNHCR Egypt Fact Sheet, Sep 2025: partners include the Egyptian Foundation for Refugee Rights, CARE Egypt and Terre des Hommes. ORAM: StARS legal aid programme. UNHCR fact sheet → StARS (ORAM) →
6	Egypt received 1.5 million Sudanese arrivals after the war began in 2023 - more than the total registered refugee population.	Government of Egypt figure reported by UNHCR, Egypt Fact Sheet, September 2025: "1.5 million Sudanese have fled to Egypt since the onset of the conflict in 2023." UNHCR fact sheet →

Charts[8]



UNHCR Egypt. IOM's wider migrant-stock estimate names Sudan, Syria, Yemen and Libya as the largest communities.

Egyptian Team

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[8] Click here to open the source →

COUNTRY PROFILE

Finland

A country that needs newcomers and is losing them at the same time.

Population 5,652,897	Migrant 514,432 ·9.09%

The situation

Most people arriving in Finland are students, people coming for work and higher education opportunities together with their families, and people in search of a better life. The most significant change in the last five years is the war in Ukraine, which brought large numbers of people in need of temporary protection. Rising unemployment, inflation and prices have also been recent trends. At the same time many skilled foreigners, young people and families are leaving Finland to search for better opportunities elsewhere.

Policy & law

Four instruments matter most. The Aliens Act (301/2004) regulates entry and exit, residence, asylum and working in Finland. The Citizenship Act (359/2003) sets the conditions under which a person acquires or loses citizenship and how those matters are handled. The Act on the Reception of Persons Applying for International Protection and on the Identification of and Assistance to Victims of Trafficking in Human Beings (746/2011) governs reception. The Act on the Promotion of Integration (681/2023) came into force on 1 January 2025 and obliges municipalities to offer counselling to all immigrants - but the quality and content of that counselling varies from region to region.

Civil society

NGOs and youth organisations run free-time activities, especially in sports and the arts, leisure activities at school, neighbourhood events, language learning, mental health work, counselling and support, awareness-raising, on-call street work and exit work. What is not being done at other levels becomes visible at NGO level: digital services and forms are not easy enough to use and there is not enough support from the authorities for using them, and economic hardship and the employment situation land on organisations rather than institutions.

Challenges for youth work

Finding and motivating participants to engage in projects; short attention spans; language barriers; frustration with society; and increasing hooliganism, gangs and youth crime in some areas.

The facts[9]

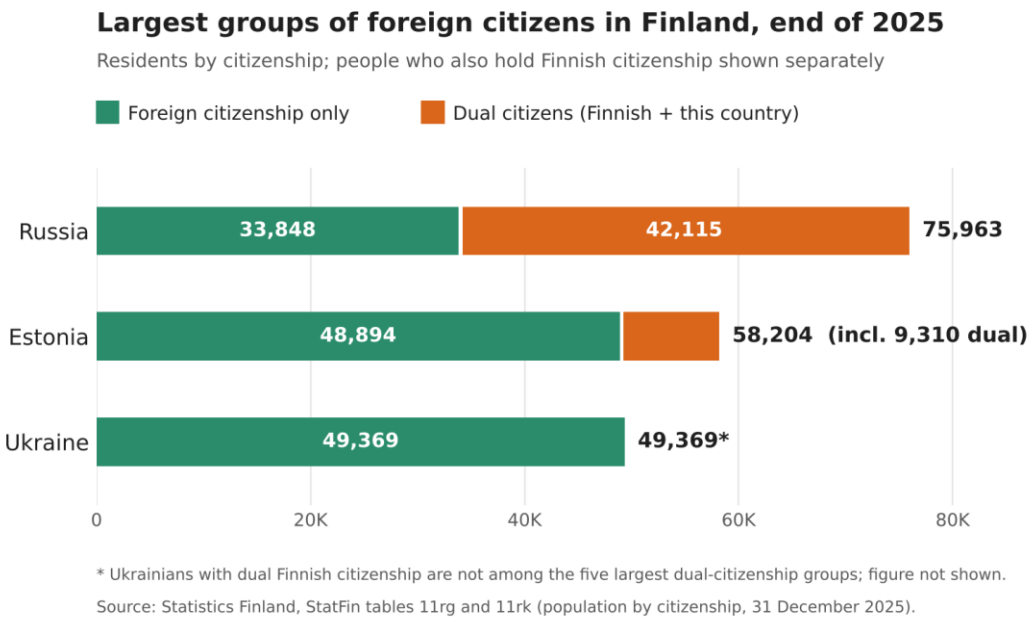
#	FACT	SOURCE
1	Population 5,652,881 at the end of 2025 (official figure). 10.9% of residents were born abroad and 11.7% have a foreign background (both parents, or the only known parent, born abroad), including about 102,000 second-generation residents. UN DESA puts the international migrant stock at 514,432, or 9.16% of the population.	Statistics Finland, Population structure 2025 (1 Apr 2026): official population 5,652,881; 10.9% born abroad; 11.7% with a foreign background. Statistics Finland → Definition → Yle, 2 Apr 2026: 661,000 people with a foreign background, including 102,000 second generation. Yle → UN DESA, International Migrant Stock 2024: 514,432 migrants, 9.16%. UN DESA → Our World in Data →
2	Counting dual citizens, the largest groups are Russia (33,848 Russian-only citizens plus 42,115 dual Finnish-Russian citizens), Estonia (48,894 plus 9,310) and Ukraine. Counting sole foreign citizenship only, Ukrainians are now the largest group (49,369), followed by Estonians (48,894) and Russians (33,848). By country of origin, the former Soviet Union (114,779) and Estonia (51,165) lead.	Statistics Finland citizenship tables, end of 2025: sole and dual citizenship by country. Citizenship table → Dual citizenship table → Statistics Finland, population by country of origin, end of 2025. Origin table → Yle, 2 Apr 2026: Ukrainians the largest foreign national group. Yle →

[9] **Sources for the Finnish data**

Statistics Finland, Population structure 2025: https://stat.fi/en/publication/cmg6f46k91y0e07w0qtdt6yl7
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Yle, lower immigration and higher birth rate in 2025 (22 Jan 2026): https://yle.fi/a/74-20205861

3	Family ties have been the most common ground for a first residence permit since 2023 (23,831 applications in 2025, about the same as in 2024). Work-based applications reached a record of over 20,000 in 2022 and have fallen since, which Migri links to the economic downturn: 11,324 first applications in 2025, with work-based applications down 25% on 2024. Study permits remain common (13,565 applications in 2025, down 4%), and the decline is speeding up: down 25% in January-May 2026.	Migri, statistics 2025 and 2024: first applications by ground (family 23,831 / 23,701; study 13,565 / 14,163; work 11,324 / 15,024). Migri 2025 → Migri 2024 → Migri, Nov 2023: record of over 20,000 work-based applications in 2022; fall linked to the economic downturn. EMN Finland: family ties the most common ground in 2023. Migri 2023 → EMN Finland → Migri, July 2026: study applications down 25% in Jan-May 2026. Migri forecast →
4	Act on the Promotion of Integration (681/2023), in force from 1 January 2025. With it, municipalities took over overall responsibility for integration services.	Finlex: Act 681/2023. EU Migrant Integration Hub: reformed Integration Act in force since 1 January 2025. Finlex → EU Integration Hub → City of Helsinki, 31 Dec 2024: municipalities take overall responsibility for integration services from 1 January 2025. City of Helsinki →
5	The Finnish Immigration Service (Migri) decides residence permits, citizenship and asylum, and Kela handles social security. Since 2025, municipalities are responsible for integration services, including integration plans, language training, job-seeking, studies and referral to other services. NGOs such as the Finnish Red Cross and migrant associations offer counselling, language cafés, leisure activities and events where newcomers meet locals.	Migri: grants residence permits, decides citizenship and asylum. Kela: benefits for people living permanently or working in Finland. Migri → Kela → City of Helsinki and EU Integration Hub: municipal integration plans, civic orientation, language and employment services. City of Helsinki → EU Integration Hub → City of Jakobstad (local example): Red Cross, 4H, Folkhälsan and migrant associations run activities, language cafés and events; the team's own experience. Jakobstad →
6	In 2025, 50,060 people moved to Finland, down from 63,965 in 2024. There were 45,835 births and about 59,000 deaths (13,195 more deaths than births), so the population grew only because of immigration.	Statistics Finland, preliminary statistics Dec 2025 (22 Jan 2026): 50,060 immigrants in 2025, 13,905 fewer than in 2024; births 13,195 fewer than deaths. Statistics Finland → Yle, 22 Jan 2026: 45,835 births in 2025; growth "solely due to migration gain from abroad". Deaths derived: 45,835 + 13,195. Yle →

Chart[10]



Finnish Team

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[10] Source: Statistics Finland, population by citizenship (StatFin table 11rg) and dual citizenship (StatFin table 11rk), 31 December 2025. Table 11rg → Table 11rk →

COUNTRY PROFILE

Greece

Greece serves as a key EU gateway, shifting from a transit route to a long-term destination.

Population 10.4 million	Migrant 1,423,964 ·13.73%

The situation

Greece forms the EU's eastern border, reachable by land (Evros, Albania, Bulgaria, North Macedonia) and by sea (Crete, Chios, the Aegean islands). Traditionally a transit stop towards Northern Europe, stricter border controls now push more migrants to settle long-term. According to the Ministry of Migration & Asylum the major nationalities are Afghanistan (25%), Sudan (20%) and Egypt (20%), alongside Syria, Somalia and Palestine. Arrivals are housed in Closed Controlled Access Centres on the islands and in mainland facilities. Second- and third-generation migrant youth continue to face integration and participation barriers.

Policy & law

Overseen by the Ministry of Migration & Asylum, Greek policy combines strict border checks with labour integration. Asylum seekers gain legal access to the labour market two months after applying, and special work permits exist for long-term undocumented migrants in high-demand sectors - agriculture, construction, hospitality. Healthcare is accessible free of charge through the Temporary Insurance and Healthcare Number for Aliens (PAAPA). Minors enter compulsory education supported by the "All Children in Education" (ACE) programme. A critical gap remains: after leaving state facilities within strict deadlines, recognised refugees face severe social housing shortages and homelessness.

Civil society

NGOs and youth organisations deliver psychosocial care, legal aid, non-formal education and integration activities, bridging state services and local communities. They run non-verbal artistic programmes, language courses and community outreach. But civil society faces a gap it cannot close alone: severe funding cuts and dwindling international grants have crippled long-term integration initiatives. Local NGOs struggle with financial sustainability, while a polarised public debate and shrinking civic space limit their ability to provide permanent housing or broad-scale integration without institutional state support.

Challenges for youth work

Youth workers navigate language barriers, educational drop-out, discrimination, xenophobia and online hate speech targeting young migrants. A major hurdle is the transition of refugee youth from reception centres into local society without social housing or family networks. Youth organisations also lack sustained funding, non-formal toolkit resources and the institutional recognition needed to run long-term intercultural projects.

The facts[11]

	FACT	SOURCE
1	UN DESA counts 1,423,964 international migrants in Greece in 2024, or 14.17% of the population - the highest of the seven countries. National sources count differently: Eurostat counted 764,800 non-nationals (7.3%) on 1 January 2023, and ELIAMEP estimates the legally residing immigrant population, including protection holders and EU citizens, at 816,790 (7.79%) in September 2024 and 916,697 (8.75%) in October 2025. The gap is mainly one of definition: UN DESA counts everyone born abroad, including people who have since become Greek citizens.	UN DESA, International Migrant Stock 2024: 1,423,964 migrants, 14.17%. UN DESA → Our World in Data → Eurostat, population without Greek citizenship (latest value 737,061 for 2025, via Trading Economics). Eurostat series → ELIAMEP, SOPEMI reports: 816,790 (7.79%) in Sep 2024, p. 10; 916,697 (8.75%) in Oct 2025, pp. 21-22. ELIAMEP 2025 → ELIAMEP 2026 →
2	In 2025, the largest groups of asylum applicants were Afghans (15,296, about 25%), Egyptians (9,548, about 15%) and Sudanese (8,179, about 13%). Among holders of valid residence permits, Albanians are by far the largest group (267,761, or 51.7% in October 2025), well ahead of Chinese (43,345, 8.4%), Pakistanis (27,669) and Georgians (19,920).	AIDA Greece, 2025 update (July 2026), Ministry of Migration and Asylum data: 61,629 applicants in 2025, pp. 8-9. AIDA 2025 → ELIAMEP, SOPEMI 2025 (March 2026), Table 4, p. 23: permit holders by nationality, Oct 2024 and Oct 2025. ELIAMEP 2026 →

[11] **Sources for the Greek data**

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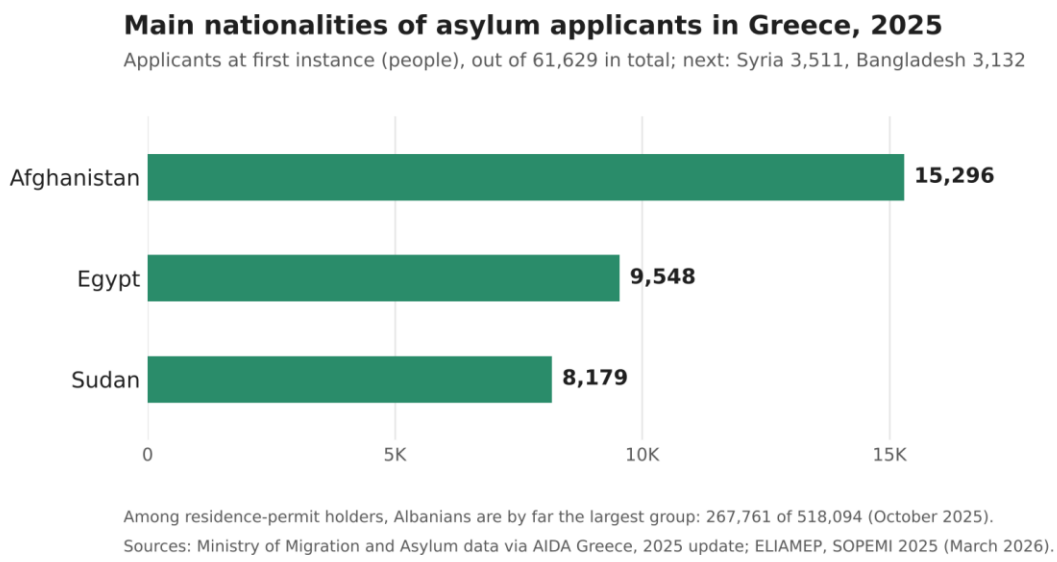
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	FACT	SOURCE
3	Valid employment residence permits rose from 92,064 in September 2023 to 112,656 in September 2024 and 123,011 in October 2025. Family permits remain the largest named category (156,908 in October 2025). In 2025 Greece issued 69,786 first residence permits, 21% fewer than in 2024, with family reasons the largest share.	ELIAMEP, SOPEMI 2024 (March 2025), Figure 2, p. 13; SOPEMI 2025 (March 2026), Figure 2, pp. 24-25. ELIAMEP 2025 → ELIAMEP 2026 → Eurostat first permits 2025 (released 11 Sep 2026), reported by GreekReporter: 69,786 in 2025, 87,932 in 2024. GreekReporter →
4	The Migration Code, Law 5038/2023 (Government Gazette A' 81, 1 April 2023), entered into force on 31 March 2024.	Ministry of Migration and Asylum: entry into force on 31 March 2024. Ministry → AIDA Greece, legal framework: Law 5038/2023, Gazette 81/A/01-04-2023. AIDA →
5	The Ministry of Migration and Asylum leads migration and asylum policy. Residence permits are processed by the one-stop shops of the Decentralised Administrations and of the Ministry. Municipalities run Migrant Integration Centres (KEM), which offer counselling, education support for children and Greek language lessons. NGOs provide legal aid and integration support, and IOM runs the HELIOS+ integration and housing programme.	European Commission, EU Immigration Portal: one-stop shops of the Decentralised Administrations and the Ministry. European Committee of the Regions: division of powers. EU Immigration Portal → Committee of the Regions → Ministry of Migration and Asylum: Migrant Integration Centres in municipalities (Law 4368/2016). EU Integration Hub: NGOs and HELIOS (IOM). KEM → EU Integration Hub →
6	According to Ministry data, 273,900 residence-permit applications, including renewals, were pending in September 2024, more than three-quarters of them at the Attica Directorate. Applicants hold only a temporary (digital) certificate of application while they wait. A clearance drive has since processed 61,301 of the 87,623 permits pending since 2022 (69.95%, October 2026).	Greek City Times, 27 Oct 2024, citing Ministry of Migration and Asylum data: 273,900 pending applications as of September 2024. Greek City Times → ELIAMEP, SOPEMI 2025, p. 8: temporary digital certificate pending a final decision. ELIAMEP 2026 → SKAI, 17 Oct 2026: 61,301 of 87,623 pending permits processed (69.95%). SKAI →

Chart[12]



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[12] Sources: Ministry of Migration and Asylum data in AIDA Greece, 2025 update (July 2026), pp. 8-9; ELIAMEP, SOPEMI 2025 (March 2026), Table 4, p. 23. AIDA 2025 → ELIAMEP 2026 →

COUNTRY PROFILE

Italy

Italy's population has stopped shrinking only because immigration now offsets record-low births.

Population 58.94 million (Jan 2026)	Migrant 6,553,671 · 11.12%

The situation

Italy has gone from a country of emigration to one of Europe's major destination countries since the 1980s, with sustained flows accelerating after 1989 and the 2004/2007 EU enlargements. As of January 2026, 5.56 million foreign nationals live in Italy, 9.4% of residents, up 3.5% in a year, driven almost entirely by net migration rather than births among foreign residents. For the first time in over a decade Italy's total population stabilised at 58.94 million, because immigration offset a shrinking native population and record-low fertility of 1.14 children per woman. Second- and third-generation youth, children of immigrants born or raised in Italy, remain legally distinct from citizens for years under current nationality law, shaping their access to rights and belonging.

Policy & law

Migration is governed by the 1998 Consolidated Immigration Act (Testo Unico, Legislative Decree 286/1998), amended repeatedly since. Labour migration runs through the annual and triennial "Decreto Flussi" quota system; the 2026-2028 decree allocates about 497,550 work permits over three years via employer-driven "click day" applications, criticised for being oversubscribed and hard to access. Law 187/2024 restricted asylum-seekers' access to reception if they file more than 90 days after arrival and extended the residency requirement for family reunification to two years. In June 2025 a referendum to shorten the citizenship residency requirement from ten to five years failed to meet the participation threshold after the government urged a boycott. Public debate is highly polarised.

Civil society

Italian and international NGOs - SOS Méditerranée, Sea-Watch, ASGI, ARCI, Caritas and many local associations - are active in rescue, legal aid, reception and integration support, and are frequently the first point of contact for migrants navigating a slow bureaucracy. UNAR (National Office Against Racial Discrimination) and OSCAD (Observatory for Security against Discriminatory Acts) are the two state bodies mandated to monitor hate speech and hate crime, and a new National Plan against racism, xenophobia and intolerance was adopted in June 2025. The gap civil society cannot fill: NGOs increasingly report being obstructed rather than supported, government decrees have restricted NGO rescue-ship operations at sea, and Italy still lacks a fully independent equality body, something the Council of Europe's ECRI has repeatedly recommended.

Challenges for youth work

Public discourse has grown more openly xenophobic, including from politicians, normalising hostility towards migrants, refugees and Italians with a migration background. Civil-society monitors recorded well over a hundred racially motivated hate-speech incidents around recent election cycles. Second-generation youth face a specific bind: culturally and often linguistically Italian, but without citizenship until adulthood or later, leaving them in legal limbo. Access barriers include slow reception and permit bureaucracy, discrimination in housing and employment, and school systems under-resourced for language support and for anti-bullying work targeting ethnicity.

The facts[13]

	FACT	SOURCE
1	Population 58.94 million and 5.56 million foreign nationals (9.4% of residents) at 1 January 2026 (provisional). UN DESA counts the foreign-born rather than foreign citizens and puts the migrant stock at 6,553,671, or 11.04% of the population. Much of the gap is naturalised residents: 196,000 people acquired Italian citizenship in 2025 and 217,000 in 2024.	ISTAT, Indicatori demografici 2025 (31 Mar 2026), pp. 2-3: 58,943 thousand residents; 5.56 million foreign citizens (9.4%); citizenship acquisitions. ISTAT → UN DESA, International Migrant Stock 2024: 6,553,671 migrants, 11.04%. UN DESA → Our World in Data →
2	Top three citizenships of foreign residents at 1 January 2025: Romania (1,053,042), Albania (414,622) and Morocco (412,457), followed by China (311,250) and Ukraine (287,187). Albanians and Moroccans are also the largest groups acquiring Italian citizenship (about 26,000 and 23,000 in 2025).	ISTAT data at 1 January 2025, as published by Tuttitalia: foreign residents by citizenship. Tuttitalia (ISTAT) → ISTAT, Indicatori demografici 2025, p. 3: acquisitions by country of origin. ISTAT →

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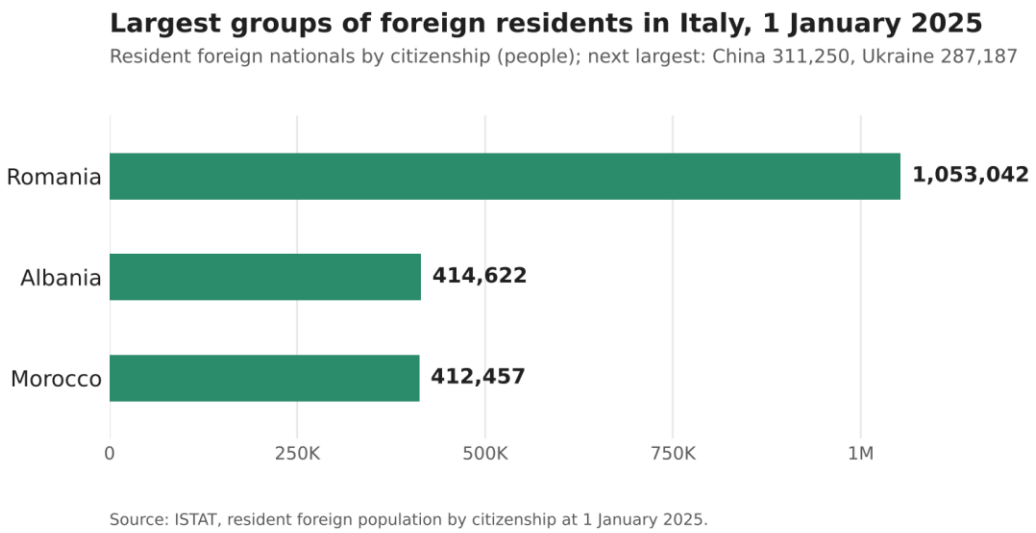
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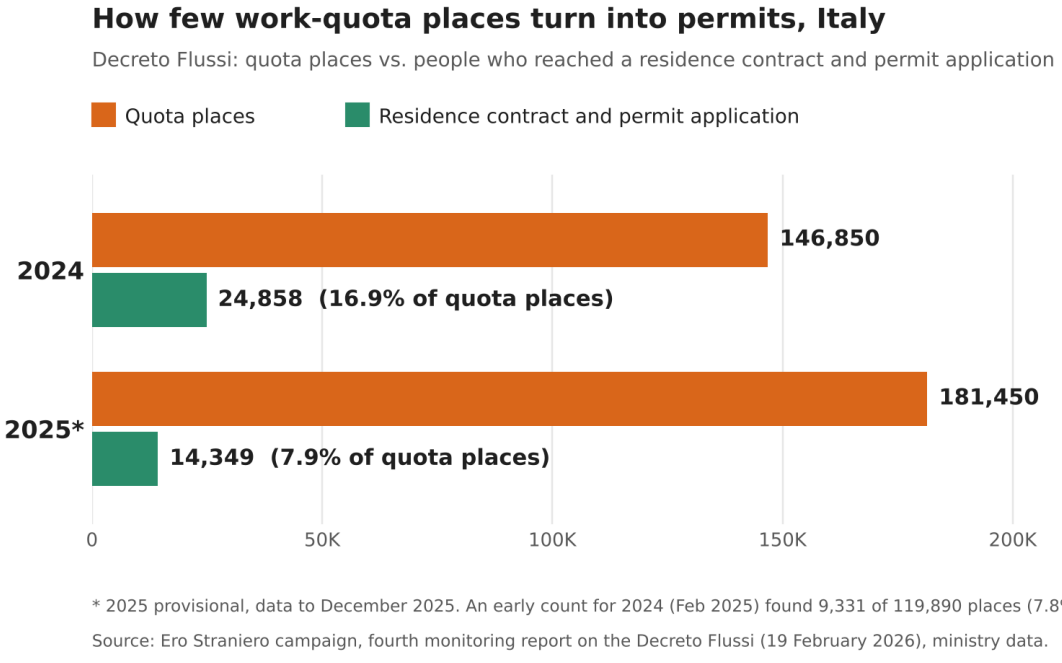
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	FACT	SOURCE
3	The three main routes are the work quota system (Decreto Flussi), family reunification and asylum / sea arrivals. Work quotas are by far the largest planned channel (497,550 entries for 2026-2028), but among the 290,119 new permits issued in 2024, family reasons (36.1%) and asylum or protection (35.9%) dominated, and work made up only 13.9% (40,451). Sea arrivals were 66,617 in 2024 and 66,316 in 2025, yet asylum and irregular arrivals dominate public debate.	ISTAT, Cittadini non comunitari - Anno 2024 (28 Oct 2025), p. 2: new permits by reason. ISTAT → DPCM of 2 October 2025 (Gazzetta Ufficiale n. 240/2025): 497,550 work entries for 2026-2028, as reported by EC News. EC News → Ministry of the Interior, daily statistical dashboard, 14 Jan 2026: sea arrivals 2024 and 2025. Ministry of the Interior →
4	Testo Unico dell'Immigrazione (Legislative Decree 286/1998). Recent amendments include Decree-Law 145/2024 (converted by Law 187/2024) and Decree-Law 146/2025 (converted by Law 179/2025 of 1 December 2025); the consolidated text on Normattiva is updated to 1 July 2026. In June 2026, Decree-Law 100/2026 began implementing the EU Pact on Migration and Asylum.	Normattiva: consolidated text of D.Lgs. 286/1998, "ultimo aggiornamento all'atto pubblicato il 01/07/2026". Normattiva → Law 187/2024 (GU n. 289, 10 Dec 2024); DL 146/2025 and Law 179/2025 (GU n. 279, 1 Dec 2025), coordinated text. Law 187/2024 → DL 146/2025 → Law 179/2025 → Integrazione Migranti (Ministry of Labour portal), 15 Jun 2026: DL 100/2026 in force. DL 100/2026 →
5	The state sets the law and the work quotas: quotas are fixed by a Prime Ministerial decree (DPCM), and the Ministry of the Interior is responsible for immigration and asylum. The Sportello Unico per l'Immigrazione at each prefecture handles work and family entry authorisations, and the Questura (police) issues and renews residence permits. Prefectures coordinate the extraordinary reception centres (CAS), while municipalities run the SAI reception and integration system with NGOs. NGOs also provide legal aid and integration support and carry out rescue at sea.	European Commission, EU Immigration Portal - Italy: one-stop shops at prefectures; Questura issues and renews permits. EU Immigration Portal → EU Migrant Integration Hub - Italy: prefectures coordinate CAS; municipalities run SAI with NGOs. DPCM: EC News. EU Integration Hub → EC News → Rescue at sea: the team's own text.
6	Only a small share of work quotas turns into actual jobs and permits. An early count for 2024 found only 9,331 of 119,890 quota places (7.8%) completed at prefectures. With fuller data, 24,858 of 146,850 quota places (16.9%) reached a residence contract or permit in 2024; for 2025 the provisional rate is 7.9% (14,349 of 181,450).	Ero Straniero campaign, monitoring dossier, 12 Feb 2025 (data from civic access requests to the ministries). AgenSIR → ASGI (dossier) → Ero Straniero, fourth monitoring report, 19 Feb 2026 (2025 data provisional, to December 2025). Ero Straniero → Report (PDF) →

Charts



Source: ISTAT, resident foreign population by citizenship at 1 January 2025 (as published by Tuttitalia)[14]. Tuttitalia (ISTAT data) →



Source: Ero Straniero campaign, fourth monitoring report on the Decreto Flussi (19 February 2026), based on ministry data; early 2024 count from the February 2025 dossier[15].

Italian team

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[14] Click here to open source (ISTAT data) →

[15] Sources: Ero Straniero dossier → Report (PDF) → Feb 2025 dossier (ASGI) →

COUNTRY PROFILE

Romania

The country everyone left is now a country people arrive in.

Population 19.041 million	Migrants 655,579 ·3.44%

The situation

Romania has spent thirty years as a country where people leave. More than 3 million Romanians live in other EU states. What changed recently is that the traffic started going both ways. About 220,000 people came back in 2024, and almost two thirds of everyone arriving in Romania is a Romanian coming home. Then came the war: after February 2022 more than 180,000 people from Ukraine were registered here under temporary protection. And since 2023 employers have brought in tens of thousands of workers from Nepal, Sri Lanka and Bangladesh. One group was here all along - the children who grew up with grandparents while their parents worked in Italy or Spain.

Policy & law

Romania has no integration law as such. What exists is Government Ordinance 44/2004 on the integration of foreigners, plus a National Immigration Strategy - the 2021-2024 one ran out, and a new strategy for 2026-2030 was approved by Government Decision in March 2026. The authority that matters in practice is the General Inspectorate for Immigration, under the Ministry of Internal Affairs. The law has changed far less than the conversation around it. Before 2023 almost nobody in Romania discussed migration. Now it is a standard far-right talking point: AUR politicians have told Romanians to refuse food deliveries from foreign couriers, and ECRI has warned about hate speech in politics and the media.

Civil society

If a young migrant gets Romanian lessons, legal advice, help finding a room, a place in school, or somebody to sit with them at an appointment, it is almost always an NGO doing it. Most of that work runs on AMIF money or private grants, and most of it happens in Bucharest, Timișoara, Cluj, Iași and Constanța. Youth organisations add the non-formal part: peer groups, workshops in schools, anti-discrimination work. What none of us can fix is the structure. Romania has no permanent, state-funded integration service. Support follows project cycles, so when a grant ends a young person's support ends with it, and outside the big cities there is often nothing to begin with.

Challenges for youth work

Language comes first. Romanian courses are few, short, and almost never built for young people. Schools take the children in, then find they have no trained teachers, no mediators and no psychologist, and that recognising previous schooling takes months. In 2025 racism stopped being abstract - people filmed themselves hitting Asian delivery riders in the street. Youth workers end up being an important part of the support system, usually unpaid and untrained for it. And the young people we worry about most, the ones left behind when their parents went abroad, are not counted as migrants, so no integration programme is written for them.

The facts[16]

	FACT	SOURCE
1	About 19.041.000 people. Around 3.6% were born abroad, and 368,670 residents (about 1.9%) do not hold Romanian citizenship. UN DESA puts the migrant stock at 655,579, or 3.45% of the population, close to the national foreign-born figure. At the end of 2025, 299,839 foreigners held a valid residence permit: 227,865 third-country nationals and 71,974 EU/EEA citizens.	Eurostat, population without Romanian citizenship: 368,670 (latest value, via Trading Economics). Foreign-born 3.6%: team's Eurostat figure. Eurostat series → UN DESA, International Migrant Stock 2024: 655,579 migrants, 3.45%. UN DESA → Our World in Data → IGI, Analysis of activity in 2025 (Feb 2026), p. 7: valid residence permits at 31 Dec 2025. IGI 2025 →
2	The largest groups are Ukrainians, most of them under temporary protection (199,358 Ukrainians have received temporary protection permits since 2022), followed by Nepalis (45,802) and Sri Lankans (22,559) holding residence permits for work in August 2025, then Turkish, Moldovan and Indian citizens. Returning Romanians are still the biggest single inflow: in 2023, 201,800 of about 324,000 immigrants (67%) were Romanian citizens.	IGI, Analysis of activity in 2025, p. 2: temporary protection permits issued since 2022. IGI 2025 → IGI data in the Economic and Social Council (CES) report, Nov 2025, p. 12: work residence permits by citizenship, 31 Aug 2025. CES report → Romania Insider → INS (National Institute of Statistics), analysis cited by Curs de Guvernare, 23 Feb 2026: returning Romanians in 2023. Curs de Guvernare →

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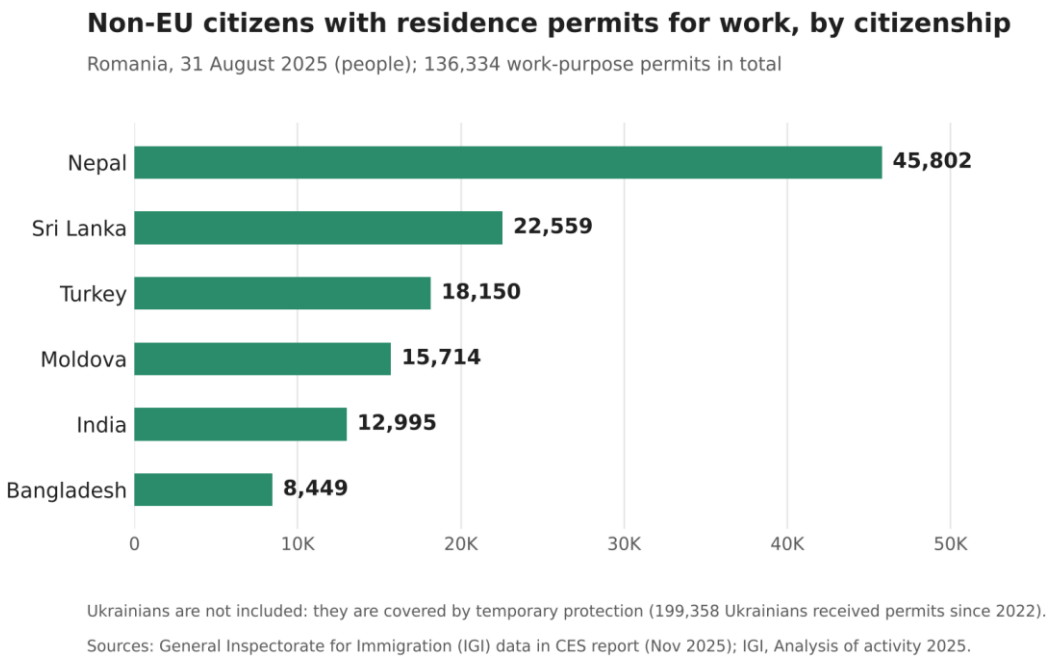
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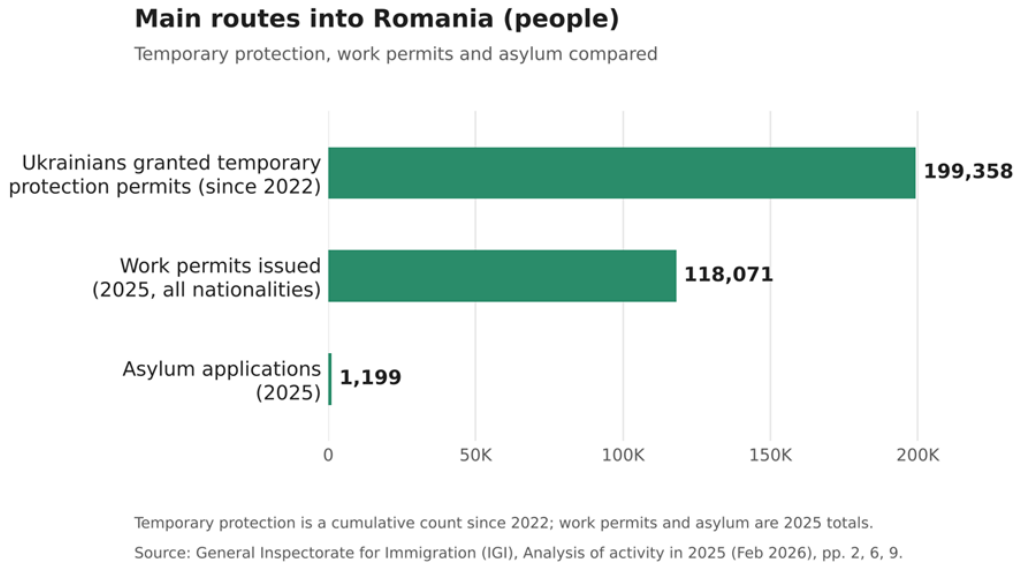
EU Migrant Integration Hub - Romania: https://home-affairs.ec.europa.eu/policies/migration-and-asylum/migrant-integration/migrant-integration-hub/eu-countries-updates-and-facts/migrant-integration-romania_en

	FACT	SOURCE
3	Work is the main route for new arrivals: IGI issued 118,071 work permits in 2025 (up 11.4%), and 64% of third-country nationals' residence permits are for employment, followed by family reunification (16%) and study (9%). Temporary protection covers the largest single group, about 200,000 Ukrainians. Asylum is small: 1,199 applications in 2025.	IGI, Analysis of activity in 2025, pp. 2, 6, 9: work permits, temporary protection, asylum applications. IGI 2025 → CES report, Nov 2025, p. 14: residence permits by purpose. CES report →
4	Government Ordinance 44/2004 on the social integration of foreigners remains the main integration act; there is no general integration law. The National Immigration Strategy 2026-2030 was published as a draft in March 2026 (its adoption could not be confirmed). In 2026, Emergency Ordinance 32/2026 introduced new rules on foreigners' access to the labour market, including a procedure to regularise residence.	OG 44/2004: Law 185/2004 approving it (legislatie.just.ro) and consolidated text. legislatie.just.ro → Consolidated text → Ministry of Internal Affairs: draft Strategy 2026-2030, Annex 1; EUAA: draft published 17 March 2026. Previous strategy: Government Decision 884/2021. Draft strategy → EUAA → HG 884/2021 → Migrant Center Romania, 2 Jul 2026: OUG 32/2026 and the regularisation procedure. OUG 32/2026 →
5	The General Inspectorate for Immigration (IGI) decides residence rights, work permits and protection status, and coordinates the integration programme (1,019 participants in 2025, mainly protection holders). Local authorities have a formal role under OG 44/2004 but lack resources and specialised staff and depend on project funding. NGOs, mostly funded through AMIF (FAMI), provide much of the legal, social and counselling support and cultural mediation.	IGI, Analysis of activity in 2025, p. 9: integration programme participants. IGI 2025 → CES report, Nov 2025, pp. 17-20: roles of IGI, local authorities and NGOs. EU Integration Hub: OG 44/2004 and the integration programme. CES report → EU Integration Hub →
6	South Asia dominates labour migration: in 2025, 100,458 of the 145,102 work-permit applications (69%) came from Nepal, Sri Lanka, Bangladesh, India and Pakistan, including 54,588 from Nepal alone (37.6%). IGI issued 118,071 work permits in total.	IGI, Analysis of activity in 2025, p. 6 and Graph 5: applications by citizenship (Nepal 54,588; Sri Lanka 16,307; Bangladesh 10,894; India 9,647; Pakistan 9,022). IGI 2025 →

Charts



Sources[17]: IGI data in the Economic and Social Council (CES) report on third-country nationals, November 2025, p. 12; IGI, Analysis of activity in 2025, p. 2.



Source[18]: General Inspectorate for Immigration (IGI), Analysis of activity in 2025 (February 2026), pp. 2, 6, 9.

Romanian Team

Alexandra Maria Balasa, David Stancu-Filipescu, Paul Pamfil, Anastasia Carabanov - Asociația Active Yourope

[17] Sources: CES report → IGI 2025 →

[18] Source: IGI 2025 →

COUNTRY PROFILE

Tunisia

Immigrants in Tunisia face legal insecurity, discrimination and tightening migration controls.

Migrant stock 63,201 ·0.53%	715,000 emigrants abroad

The situation

Tunisia is simultaneously a country of origin, destination and transit. Immigrants include students and workers with legal residence, refugees and asylum-seekers fleeing conflict, and people travelling irregularly towards Europe. Many come from sub-Saharan Africa, alongside Syrians and other nationalities. Tunisia also has far more emigrants abroad than immigrants at home. Since 2023 migration controls have tightened and thousands have become stranded around Sfax and other coastal areas. UN bodies and rights organisations report racist hate speech, evictions, job loss, denial of transport and health care, violence, racial profiling, arbitrary detention and collective expulsions, especially affecting sub-Saharan migrants. Legal status, nationality, gender and age shape each person's risks and access to services.

Policy & law

Organic Law No. 2018-50 criminalises racial discrimination and also protects non-citizens. Yet UN CERD found in 2025 that there is under-reporting, weak enforcement, limited complaint data, hate speech and racial profiling affecting migrants. The Constitution protects political asylum, but Tunisia has no national asylum procedure; UNHCR refugee-status determination was reportedly suspended in June 2024. Laws No. 1968-7 and No. 2004-6 criminalise irregular entry and stay and permit expulsions without adequate individual safeguards. The main gaps are safe legal pathways, regularisation possibilities, accessible complaints procedures, independent oversight and consistent access to housing, health care, education and justice.

Civil society

Civil-society organisations such as FTDES, Mnemty and the Tunisian Council for Refugees have documented abuses, challenged racist speech and supported migrants and refugees. Lawyers and humanitarian organisations provide legal information, shelter referrals, health care, food and emergency assistance; youth associations organise language support, peer activities and intercultural dialogue. This work faces growing pressure, including arrests, suspensions, harassment and legal risks for people assisting migrants. NGOs cannot create an asylum system, issue residence permits, prevent abuse by state agents or guarantee housing and employment. The gap they cannot close alone is a coherent, rights-based immigration and integration policy implemented by accountable institutions.

Challenges for youth work

Young immigrants may avoid activities because of racism, police checks, online hate, insecure legal status, transport costs or language barriers. Some cannot safely access education, housing, health care or public spaces. Mixed groups can reproduce stereotypes or an unequal helper-beneficiary relationship. Youth workers need safe multilingual spaces, confidentiality, trauma-aware facilitation and clear referral pathways. Trust is crucial: registration, photographs or personal stories may feel risky to undocumented participants. Activities should be co-designed with migrant youth, remain voluntary and never expose anyone's identity, migration route or legal status.

The facts[19]

	FACT	SOURCE
1	UN DESA counts 63,201 international migrants in Tunisia in 2024, about 0.5% of the population - the lowest of the seven - against 715,249 Tunisians living abroad. Here the team's figure and UN DESA's own count match.	UN DESA, International Migrant Stock 2024: 63,201 migrants in Tunisia (about 0.5%). UN DESA → Measured World → UN DESA, migrant stock by origin: 715,249 Tunisians abroad at 1 July 2024 (via Statbase). Statbase (UN DESA) →
2	Top origins of registered refugees and asylum-seekers on 30 April 2026: Sudan 3,740, Syria 1,915 and Somalia 421, followed by Eritrea (165) and Cameroon (154), out of 7,515 in total.	UNHCR Operational Data Portal - Tunisia, data date 30 April 2026. UNHCR data portal →
3	There is no national asylum procedure: an asylum bill has been pending since 2021, and UNHCR's registration and refugee-status determination have been suspended since June 2024 at the authorities' request. Legal entry is through student, work and residence permits, alongside irregular transit towards Europe. Registered refugees and asylum-seekers fell from 18,362 in June 2024 to 7,515 in April 2026.	Amnesty International, 2 Jul 2026: suspension ordered in June 2024; 18,362 registered in June 2024, 7,515 in April 2026. HRW World Report 2026: no national asylum system. Amnesty → HRW → CERD summary record CERD/C/SR.3182 (27 Nov 2025), paras 14 and 20: asylum bill pending since 2021; no national legal framework on asylum. CERD record → Permit routes: the team's own policy text (no published permit statistics found).

[19] **Sources for the Tunisian data**

UN DESA, International Migrant Stock 2024: https://www.un.org/development/desa/pd/content/international-migrant-stock

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UN DESA, Tunisian emigrants abroad 2024 (Statbase): https://statbase.ru/data/tun-international-migrant-stock-by-origin/

UN DESA 2024 shares (Our World in Data): https://ourworldindata.org/grapher/migrant-stock-share

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Human Rights Watch, World Report 2026: Tunisia: https://www.hrw.org/world-report/2026/country-chapters/tunisia

CERD, summary record of the review of Tunisia, CERD/C/SR.3182: https://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=dE7qmHpb1yEWZJyOb8fSZc9j0LPgNoROIeQLb+jjSi8L6qiw8i1T95zLov%2F71ACgHQOZQYRZAC7kAhW0sqP93w%3D%3D

UN Geneva, summary of the CERD review of Tunisia (27 Nov 2025): https://www.ungeneva.org/fr/news-media/meeting-summary/2025/11/examen-de-la-tunisie-au-cerd-la-situation-des-migrants-des

Organic Law 2018-50 on racial discrimination, French text: https://cyrilla.org/api/files/1733412084658f7nhr4m6lq.pdf

EuroMed Rights, Law on the elimination of racial discrimination in Tunisia: https://euromedrights.org/publication/law-on-the-elimination-of-all-forms-of-racial-discrimination-in-tunisia-a-historic-step-in-achieving-equality/

EuroMed Rights / CETUMA, advocacy paper on migration and foreigners' laws: https://euromedrights.org/wp-content/uploads/2015/07/REMDH_CETUMA_Monia-BJ_Souhayma-BA_Plaidoyer_r--forme-des-lois-sur-la-migration-les---trangers-et-la-nationalite_fr-2.pdf

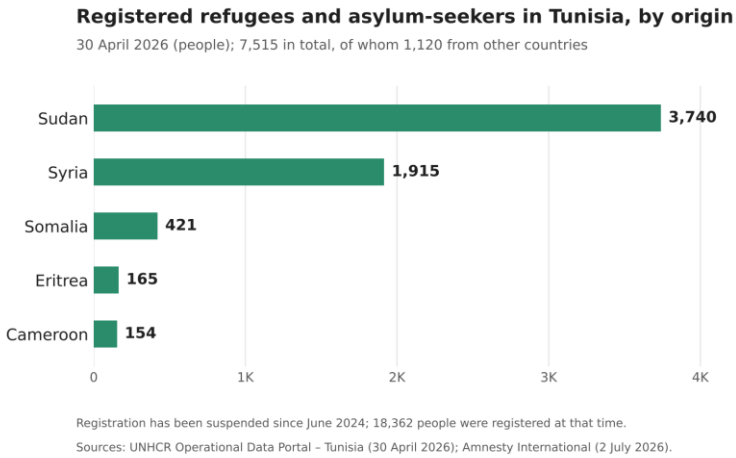
Business News, aiding irregular migrants and the law (29 Apr 2026): https://businessnews.com.tn/2026/04/29/tunisie-risque-t-on-vraiment-3-a-5-ans-de-prison-pour-avoir-aide-un-migrant-en-situation-irreguliere/1399168/

IOM MENA, over 5,000 assisted voluntary returns from Tunisia in 2025: https://mena.iom.int/news/over-5000-migrants-were-assisted-through-iom-tunisias-assited-voluntary-return-and-reintegration-programme-during-first-part-2025

Xinhua, 3,295 migrants assisted under IOM voluntary return in H1 2026: https://english.news.cn/20260722/23120a8a30a445c7a27a783b3aa9e341/c.html

	FACT	SOURCE
4	Organic Law No. 2018-50 of 23 October 2018 criminalises racial discrimination and protects non-citizens. Law No. 1968-7 of 8 March 1968 on the status of foreigners punishes irregular entry, exit and stay (one month to one year in prison), and Organic Law No. 2004-6 of 3 February 2004, amending the 1975 passport law, targets smuggling and any help with irregular entry or exit.	Organic Law 2018-50, French text; EuroMed Rights explainer. Law 2018-50 → EuroMed Rights → REMDH / CETUMA legal advocacy paper: Law of 8 March 1968, art. 23-25; Organic Law 2004-6 of 3 Feb 2004, art. 38. Business News, 29 Apr 2026. EuroMed Rights paper → Business News →
5	State agencies control entry, residence and expulsion; there is no national asylum system, and UNHCR and IOM provide protection and return assistance. NGOs such as FTDES, Mnemty and the Tunisian Council for Refugees have documented abuses and given legal and humanitarian help, but since 2024 many have been suspended or prosecuted: two Tunisian Council for Refugees staff were sentenced in November 2025, and FTDES was suspended.	HRW World Report 2026: arrests of NGO workers; two Tunisian Council for Refugees employees sentenced to two years on 24 November. HRW → UN Geneva, CERD review summary, 27 Nov 2025: FTDES and ATFD suspended; "unprecedented crackdown" on groups helping migrants. UN Geneva → Mnemty and the role of municipalities: the team's own text.
6	IOM helped more than 5,000 migrants (5,336 by 30 July 2025) to return home in 2025, and 3,295 more in the first half of 2026 - in a country with only 7,515 registered refugees and asylum-seekers. Authorities also expelled at least 11,500 refugees and migrants between June 2023 and May 2025, according to a CERD expert.	IOM MENA: over 5,000 migrants assisted by IOM Tunisia's voluntary return programme in the first part of 2025. Xinhua, 22 Jul 2026: 3,295 in H1 2026. IOM → Xinhua → UNHCR data portal: 7,515 (30 Apr 2026). UN Geneva CERD summary: at least 11,500 expelled, June 2023-May 2025. UNHCR → UN Geneva →

Chart[20]



Tunisian team

Syrine Maaref, Alaa Saad, Maher Talmoudi, Ahmed Handous - Euro-Med EVE

[20] Source: General Inspectorate for Immigration (IGI), Analysis of activity in 2025 (February 2026), pp. 2, 6, 9. IGI 2025 →



TOOLBOX

Methods you can pick up and run

In the following section there are presented twenty methods for working with young migrants, refugees and the communities they join. Each is written with the same structure, with enough detail for someone who was not in Merimasku to run it, and with a note on why it matters for youth work with migrants.

Where the methods come from

PART	METHODS	WHAT IT IS
Part 1 · From the group	10	Ten methods that the national teams from all seven countries ran during the week and wrote up. Their text is kept as sent, with light copy-editing.
Part 2 · Adapted	10	Ten methods adapted from Council of Europe, SALTO-YOUTH and Verke resources on topics such as countering hate speech, online youth work, energisers and language. Each is rewritten and adapted with credits to the original activity, publication and link.

How to read a method card

ON THE CARD	WHAT IT TELLS YOU
Header	Number, name and where the method comes from: from the group (with country), from the training week, or adapted (with the original publication).
Type · Delivery · Time · Group · Age	Delivery says whether the method runs in person (offline), online or mixed. Most cards also offer an online variation.
Works on	The themes the method addresses, from the six used across the handbook.
Why it matters for youth work with migrants	Links the method to a situation young migrants face, and where possible to a finding from the seven country profiles in the Context section.
Watch out for	Safety, consent, trauma and accessibility. No card is published without it.

One rule runs through every card: no method asks a participant to disclose their migration status, legal situation or traumatic experiences. Where a method touches personal stories, the "Watch out for" box says how to keep that voluntary.

The twenty methods at a glance

	METHOD	FROM	TYPE	DELIVERY	TIME	GROUP	AGE
M01	Map of the New Place	Armenia		Offline	45 min	6-20	16+
M02	SEA You on the Shore	Armenia	Group activity	Offline	40 min	10+	12+
M03	Take a Step Forward	Egypt	Group activity	Offline	60 min	10-30	13+
M04	Creative Story Learning	Finland	Group activity	Offline	30 min	5-10	12+
M05	The Ladder of Integration	Finland	Workshop	Offline	60-90 min	16-30	18+
M06	Nonverbal Theatrical Performance	Greece	Theatre & drama	Offline	15-20 min	5-6	
M07	PPP - Inclusion Starts Here	Italy	Group activity	Offline	Ongoing	Any	
M08	Opportunities Mapping	Romania	Workshop	Mixed	120 min	8-25	16-30
M09	Roots & Routes Treasure Hunt	Tunisia	Group activity	Offline	30 min	8-30	14+
M10	Diani, a Refugee in Our Town	Training team	Workshop	Offline	60 min	8-30	15+
M11	Name Aerobics	SALTO · refugees booklet	Energiser	Offline	10-15 min	8-25	10+
M12	Play, Learn, Live	SALTO · D.G.T. tools	Energiser	Offline	30 min	6-25	10+
M13	Human Book	SALTO · D.G.T. tools	Workshop	Offline	60 min	12-24	15+
M14	Photo Voice: What Integration Looks Like	SALTO · D.G.T. tools	Workshop	Mixed	Half a day	10-24	15+
M15	Forum Theatre: Stop the Scene	SALTO · IYNF guidelines	Theatre & drama	Offline	90 min	10-25	14+
M16	A Day in Court	CoE · Bookmarks	Workshop	Offline	120 min	9-15	15+
M17	Game On, Hate Off	CoE · Bookmarks	Workshop	Mixed	60-75 min	12-30	14+
M18	A New Mosque in Sleepyville	CoE · Bookmarks	Workshop	Online	Up to 3 h	15-30	15+
M19	Game Night on Discord	Verke (FI)	Group activity	Online	60-90 min	4-12	13+
M20	Our Voices Podcast	Verke (FI)	Workshop	Online	3 × 60-90 min	3-6	14+

What the methods work on

THEME	NO.	METHODS
Intercultural dialogue	11	M02 SEA You on the Shore M03 Take a Step Forward M07 PPP - Inclusion Starts Here M08 Opportunities Mapping M09 Roots & Routes Treasure Hunt M10 Diani, a Refugee in Our Town M12 Play, Learn, Live · M13 Human Book M14 Photo Voice: What Integration Looks Like M15 Forum Theatre: Stop the Scene M18 A New Mosque in Sleepyville
Identity & belonging	8	M01 Map of the New Place M03 Take a Step Forward M05 The Ladder of Integration M07 PPP - Inclusion Starts Here M09 Roots & Routes Treasure Hunt M10 Diani, a Refugee in Our Town M14 Photo Voice: What Integration Looks Like M20 Our Voices Podcast

THEME	NO.	METHODS
Participation & access	15	M01 Map of the New Place M02 SEA You on the Shore M03 Take a Step Forward M05 The Ladder of Integration M06 Nonverbal Theatrical Performance M07 PPP - Inclusion Starts Here M08 Opportunities Mapping M09 Roots & Routes Treasure Hunt M14 Photo Voice: What Integration Looks Like M15 Forum Theatre: Stop the Scene M16 A Day in Court M17 Game On, Hate Off M18 A New Mosque in Sleepyville M19 Game Night on Discord M20 Our Voices Podcast
Countering racism & hate speech	8	M03 Take a Step Forward M06 Nonverbal Theatrical Performance M10 Diani, a Refugee in Our Town M13 Human Book M15 Forum Theatre: Stop the Scene M16 A Day in Court M17 Game On, Hate Off M18 A New Mosque in Sleepyville
Language & communication	7	M02 SEA You on the Shore M04 Creative Story Learning M09 Roots & Routes Treasure Hunt M11 Name Aerobics M12 Play, Learn, Live M19 Game Night on Discord M20 Our Voices Podcast
First contact & trust	8	M01 Map of the New Place M02 SEA You on the Shore M06 Nonverbal Theatrical Performance M09 Roots & Routes Treasure Hunt M11 Name Aerobics M12 Play, Learn, Live M13 Human Book M19 Game Night on Discord

How to choose a method

Start from your situation - the time you have, the group in front of you, and whether you meet in a room or online.

IF…	TRY
You have 10-15 minutes	M07 PPP - Inclusion Starts Here M11 Name Aerobics M12 Play, Learn, Live *(phase 2 alone)*
The group has no shared language yet	M01 Map of the New Place M02 SEA You on the Shore M06 Nonverbal Theatrical Performance M11 Name Aerobics M12 Play, Learn, Live *Movement, pictures and drawing do the talking.*
First meeting of a mixed group	M02 SEA You on the Shore M09 Roots & Routes Treasure Hunt M11 Name Aerobics M12 Play, Learn, Live M13 Human Book
You are working online	M17 Game On, Hate Off M18 A New Mosque in Sleepyville M19 Game Night on Discord M20 Our Voices Podcast
Training youth workers, volunteers or staff	M03 Take a Step Forward M05 The Ladder of Integration M10 Diani, a Refugee in Our Town M16 A Day in Court
Planning next steps with young people	M01 Map of the New Place M08 Opportunities Mapping M14 Photo Voice: What Integration Looks Like M20 Our Voices Podcast
A group that meets over several days or weeks	M07 PPP - Inclusion Starts Here M14 Photo Voice: What Integration Looks Like M19 Game Night on Discord

Using methods from other publications

The ten adapted methods are rewritten and shortened to our card; none reproduces the original text. When you use one, credit the original, as given under "Source & author".

- Council of Europe (Compass, Bookmarks): reproduction is authorised for non-commercial educational purposes, provided the source is quoted.
- International Young Naturefriends (IYNF): educational use is permitted with acknowledgement and notification to the IYNF Secretariat.
- SALTO-YOUTH Toolbox publications from D.G.T. Romania and Verein InterAktion: no licence is stated; SALTO asks users to credit the authors and adapt tools to their own context.
- Verke (Finland): practical tips published openly on digitalyouthwork.eu.

M01 · FROM THE GROUP · ARMENIA

Map of the New Place

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Offline	45 min	6-20 people	16+

Works on: identity & belonging · participation & access · first contact & trust

IN A NUTSHELL

Participants create a symbolic map of safety, support, helpful resources and barriers, then compare maps and explore how organisations can help turn barriers into opportunities.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Newcomers rarely lack resources altogether - they lack a picture of which ones are theirs. The jump from a reception centre into local society, without social housing or family networks, are most often one of the hardest moment for refugee youth. This map makes the support network visible, and the debrief turns barriers into a to-do list for the organisation rather than for the young person.

Aim

Help participants recognise resources, support networks, barriers and opportunities in their current environment, while creating a low-risk space for reflection and peer learning.

Before you start

A comfortable space.

Materials

One blank sheet of paper per participant; pens, pencils or markers; optional coloured pens or stickers; a flipchart or board for the debrief. If materials are unavailable, participants can use any paper or a digital drawing tool.

Step by step

1. (1 min) Introduce the activity and explain that the map is symbolic, not geographical.
2. (2 min) Emphasise that participants share only what they feel comfortable sharing.
3. (2 min) Ask each participant to divide the page into four zones and label them: Where I feel safe · People I can turn to · Things that help me move forward · Things that make life difficult.
4. (5 min) Invite participants to fill their maps with words, symbols or drawings. Remind them they do not need to describe personal migration experiences.
5. (8 min) Pair participants and invite them to compare maps. Ask them to notice similarities and differences, without asking for explanations of anything personal.
6. (12 min) Bring everyone back together and facilitate the debrief.
7. (12 min) Record recurring resources, barriers and possible forms of support on a flipchart or board.
8. (3 min) Close by thanking participants for their thoughts and inviting them to follow up on the actions they came up with.

Debriefing

1. What resources or forms of support appeared most often on the maps?
2. What can make something feel like a "safe place"?
3. What resources or opportunities seem to be missing?
4. How could an organisation help move something from "Things that make life difficult" to "Things that help me move forward"?
5. What is one practical connection or resource you could explore after this activity?

> **⚠ WATCH OUT FOR**
>
> Make sure participants who do not want to share are never made to share.

Source & author

Hasmik Chaloyan, Arpine Harutyunyan, Diana Margaryan and Marina Hovhannisyan - "Youth for Development" Foundation, Armenia.

M02 · FROM THE GROUP · ARMENIA

SEA You on the Shore

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Offline	40 min	10+ people	12+

Works on: intercultural dialogue · participation & access · language & communication · first contact & trust

IN A NUTSHELL

The exercise helps build connections and starts support and cooperation among participants - building trust through supporting each other.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

A strategy game played on chairs needs very little shared language: teams can plan with gestures, pointing and drawing on the floor tape, so newcomers and locals start on equal terms. It works best early in a week, as a first experience of a mixed team succeeding together - once the safety rules below are settled.

Aim

To develop participants' critical thinking, teamwork, communication, strategic thinking and decision-making skills.

Before you start

Space, and one chair per participant.

Materials

Thick paper tape - or chalk, rope or similar.

Step by step

1. (1 min) Divide participants into two equal teams.
2. (2 min) Ask participants to stand on a chair - one participant per chair.
3. (20 min) Invite the teams to develop a strategy and, using their chairs, move towards the other team's territory. Participants cannot touch the floor. Members of one team may hinder the other team's movement. The winner is the team whose members all reach the opposite side first.
4. (15 min) Debrief.
5. (7 min) Close by encouraging participants to get to know each other better and share contacts for future communication.

Debriefing

1. What were you feeling during the exercise?
2. What did you like?
3. What would you do differently next time?
4. What decisions and strategies helped you?
5. How did cooperation affect the outcome?
6. One thing you take from this exercise.

> **⚠ WATCH OUT FOR**
>
> The facilitator must pay attention to safety and make sure participants do not harm each other, must ensure participants do not touch the floor, and should keep strictly to the 20 minutes - if neither team succeeds, the exercise still ends. Organise the debrief using the suggested questions. A person in a wheelchair can also take part.

Source & author

Hasmik Chaloyan, Arpine Harutyunyan, Diana Margaryan and Marina Hovhannisyan - "Youth for Development" Foundation, Armenia

M03 · FROM THE GROUP · EGYPT

Take a Step Forward

Sent as "Compass"

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	**Offline**	**60 min**	**10-30 people**	**13+**

Works on: intercultural dialogue · identity & belonging · participation & access · countering racism & hate speech

IN A NUTSHELL

Participants step into secret role cards and stand silently along one starting line. The facilitator reads statements about life chances and rights, and everyone takes a step forward each time their character could answer "yes". As the gaps between people widen, structural inequality, privilege and marginalisation become visible in the room.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Most of what decides a young migrant's chances - legal status, documents, language, money for transport - is invisible in a group. This activity makes it visible without asking anyone to talk about their own life. Documentation and legal status are barriers that shapes everything else; the statements can be written around exactly those barriers.

Aim

To raise awareness of social inequality, privilege and access to human rights, while fostering empathy for people who are marginalised.

Before you start

Facilitators review, select and adapt the role cards and statements in advance, so that they reflect - or safely challenge - the realities of the local society.

Materials

Printed role cards (see below); a list of situation statements; a hat or container; a music player with soft background music. With none of it: write roles on hand-cut scrap paper, pull them from a cup or bag, play soft ambient sound from a phone, and run the exercise in any open hallway or outdoor space.

Step by step

1. (5 min) Set the atmosphere. Clear an open space - a large room, a corridor or outdoors. Play soft background music or ask for silence to set a reflective mood.
2. (5 min) Distribute roles. Put folded role cards in a hat. Each participant draws one, reads it silently and keeps it confidential.
3. (10 min) Guided visualisation. Participants sit quietly while you read character-building questions slowly, with long pauses: "What was your childhood like?", "What is your daily routine?", "What excites or scares you?"
4. (5 min) Form the starting line. Participants stand in silence, side by side, along one line.

5 (15 min) Read the statements one by one. For every "yes" the character takes one full step forward; for "no" they stay where they are. Pause after each statement so people can notice where the others are.

6 (5 min) Freeze and reflect. After the last statement everyone freezes and looks, in silence, at the distance between the front and the back of the room.

7 (5 min) De-role. Participants drop their role cards, shake out their arms and legs and step out of character before sitting down together in a circle.

Role cards

Print the cards, cut along the dashed lines, fold them and put them in a hat. For a smaller group, use the cards in order: any first 10, 15 or 20 give a mix of newcomers, people born here and locals. These are just examples, they can be replaces with other relevant roles.

Adapted from the role cards and situations of "Take a step forward", Compass — Manual for Human Rights Education with Young People, Council of Europe: coe.int/en/web/compass/take-a-step-forward

ROLE 01

You are 19. You applied for asylum fourteen months ago and are still waiting for a decision. You live in a reception centre outside town and are not yet allowed to work.

Take a Step Forward · Roots & Routes

ROLE 02

You are 17 and were born here. Your parents came from abroad before you were born. This is the only country you know and its language is your first language — but you do not have citizenship.

Take a Step Forward · Roots & Routes

ROLE 03

You are 20 and study law at the university in the capital. Your parents pay your rent, and you spent last summer on an Erasmus+ exchange.

Take a Step Forward · Roots & Routes

ROLE 04

You are 16 and arrived in this country alone last year. You live in a care home with other boys and have a legal guardian you have met twice. You go to a language class every morning.

Take a Step Forward · Roots & Routes

ROLE 05

You are 24 and have refugee status. At home you were a trained nurse. Here your diploma is not recognised, so you work night shifts as a cleaner in a hospital.

Take a Step Forward · Roots & Routes

ROLE 06

You are 21. Your visa expired two years ago. You work cash-in-hand on building sites and share one room with four other men.

Take a Step Forward · Roots & Routes

ROLE 07

You are 22 and came from outside Europe to study engineering. Your residence permit depends on passing your exams, and you may only work a few hours a week.

Take a Step Forward · Roots & Routes

ROLE 08

You are 18. Your father is a manager in an international company that moved your family here two years ago. You go to an international school where lessons are in English.

Take a Step Forward · Roots & Routes

ROLE 09

You are 24 and come every year on a seasonal work permit to pick fruit. You live in housing provided by your employer, far from the nearest town.

Take a Step Forward · Roots & Routes

ROLE 10

You are 19 and grew up in a village where the bus passes twice a day. You left school at 16 and have been looking for work for a year.

Take a Step Forward · Roots & Routes

ROLE 11

You are 18 and belong to an ethnic minority that has lived in this country for centuries. You are a citizen, but you left school early to help support your family.

Take a Step Forward · Roots & Routes

ROLE 12

You are 17. You fled the war in your country with your mother and younger brother and have temporary protection. You go to a local school by day and follow online lessons from home in the evening.

Take a Step Forward · Roots & Routes

ROLE 13

You are 19, president of the city youth council and active in a political party's youth wing. Your mother is a city councillor.

Take a Step Forward · Roots & Routes

ROLE 14

You are 20 and came here a year ago to join your husband. Your residence permit depends on your marriage. You do not speak the language yet and rarely leave the house alone.

Take a Step Forward · Roots & Routes

ROLE 15

You are 18. You grew up abroad, where your parents worked, and the family has just moved back to their home country. You speak its language only a little and struggle at school.

Take a Step Forward · Roots & Routes

ROLE 16

You are 15. Both your parents work abroad and send money home. You live with your grandmother and talk to your parents by video call on Sundays.

Take a Step Forward · Roots & Routes

ROLE 17

You are 25, a citizen of another EU country, and moved here for a well-paid job in IT. You work in English and have just bought a flat.

Take a Step Forward · Roots & Routes

ROLE 18

You are 20, a refugee, and have used a wheelchair since you were injured during the war in your country. The reception centre where you live has no lift.

Take a Step Forward · Roots & Routes

The statements

Read each statement aloud, slowly. Participants take one step forward if the statement is true for their character, and stay where they are if it is not. Pause after each one so people can see where the others are. These are just examples, they can be replaces with other relevant statements.

Adapted from the role cards and situations of "Take a step forward", Compass — Manual for Human Rights Education with Young People, Council of Europe: coe.int/en/web/compass/take-a-step-forward

NO.	STATEMENT
1	You have never had to worry about whether you will be allowed to stay in this country.
2	You can travel abroad on holiday and be sure you will be let back in.
3	You can open a bank account and get a phone contract in your own name.
4	When you are ill, you can see a doctor without worrying about the cost or about being reported.
5	You can read and understand official letters from the authorities without help.
6	You can apply for any job you are qualified for.
7	Your diplomas and qualifications are recognised here.
8	You can vote in the next local or national elections.
9	You can rent a flat in your own name.
10	You are not afraid of being stopped and checked by the police.
11	You have never been insulted — online or in the street — because of where you or your family come from.
12	You can make plans for your studies or work for the next five years.
13	You have family or close friends nearby whom you can call in a crisis.
14	You could take part in a youth exchange in another country next month.
15	You often see people like you on television, in films and in politics.
16	You can afford public transport, a mobile phone and internet every month.
17	You can go to school or university here and expect to finish.
18	You can live in the same country as the people closest to you — partner, parents, children.
19	People pronounce your name correctly and do not ask where you are "really" from.
20	You speak the language well enough to stand up for your rights at a public office.
21	If your rights were violated, you would know where to go — and you believe you would be taken seriously.
22	You can join a sports club, volunteer or be part of a youth organisation without your papers getting in the way.
23	If you work, you have a written contract and are paid at least the minimum wage.
24	You can invite a friend from abroad to come and visit you.
25	You feel that you belong here and are accepted as you are.

Debriefing

1. What happened: how did it feel to move forward, or to stay behind? At what moment did you notice the distance growing?
2. How it felt: how easy or difficult was it to imagine your character's life? Can you guess who played which role?
3. What it means: in what ways does the layout of the room mirror real inequalities, privilege and human-rights violations in our society?
4. What changes on Monday: what concrete first steps can we take in our daily lives or organisations to reduce inequality and address prejudice?

> ⚠ **WATCH OUT FOR**
>
> Assigning real-life vulnerable identities (for example "undocumented migrant" or "refugee") to participants who have lived experience of migration can trigger trauma, make them feel exposed or reinforce harmful stereotypes. Hold the space safely: keep the card draw random, allow anyone to ask privately for a swap before you start, stress in the debrief that the roles stand for barriers in society rather than personal attributes, and close with a clear de-roling ritual.

Variations

Bigger group: Place co-facilitators along the line to relay the statements so that everyone hears clearly.

Younger group: Simplify the role cards and statements so they focus on everyday settings young people know - school, family life, youth clubs.

Online room: Use a virtual whiteboard with a numbered grid; participants move a named digital avatar forward after each statement.

Source & author

Michael Gendy - Shemol For Development, Egypt

Adapted from "Take a step forward", Compass - Manual for Human Rights Education with Young People, Council of Europe.

https://www.coe.int/en/web/compass/take-a-step-forward

M04 · FROM THE GROUP · FINLAND

Creative Story Learning

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Offline	30 min	5-10 people	12+

Works on: language & communication

IN A NUTSHELL

A story created together in the group - each person contributes one sentence at a time, inspired by a given word. Fun and educational, it encourages participants to use a new language more creatively than word lists and grammar books allow.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

All seven country profiles name language as a barrier for young migrants, and the courses that exist are few, short and almost never built for teenagers. This method turns language practice into play: every participant contributes, mistakes become part of the story, and the group leaves with new words written down in context.

Aim

To learn to be creative in a new language.

Before you start

A language level that allows participants to form sentences. Before the activity, the basic structure of a story can be taught: Who? What did they do, or wish for? Where? When? Why?

Materials

A card deck with 20-50 words for each category - verbs, nouns and adjectives. A whiteboard and markers, a projected text document, or a notebook and pen.

Step by step

1. Take a deck of word cards - Alias or a similar word game is ideal, preferably with word and picture, but words on sticky notes also work. Divide the cards into verbs, adjectives and nouns. Start with verbs.
2. Give a few cards to each participant. Begin with "Once upon a time there was a…" and let the group decide who the story is about.
3. Going clockwise, each participant adds a sentence or two that must include the word on their card. The next person continues the same story with the next word. The facilitator writes the story down in real time, underlining the card words.
4. At the end, read the story aloud together. Participants write down new words and their spelling and ask questions.
5. After a couple of stories, move on to nouns, then adjectives.

Debriefing

1. What do you think of the story?
2. How did you feel while writing it?
3. What did you learn?
4. What result did you expect at the beginning, and how did it turn out?
5. What would you like to write next?

> ⚠ **WATCH OUT FOR**
>
> Let each participant come up with their own solution. Sometimes you may need to ask the most eager participants to let everyone speak in turn.

Variations

Bigger group: Divide into smaller groups with one story each, and choose one writer per group.

Younger group: A picture and a word on each card makes the game more accessible - make your own word-and-picture cards.

Online room: Works online with the story written on a shared screen.

Source & author

Sofia Häärä - Yhdessä-yhdistys ry / Together Association, Finland

Go further

Learning Zone - new approaches to language courses for migrants and refugees (SALTO-YOUTH Toolbox), a guidebook in six modules on non-formal language learning

M05 · FROM THE GROUP · FINLAND

The Ladder of Integration

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Offline	60-90 min	16-30 people	18+

Works on: identity & belonging · participation & access

IN A NUTSHELL

The room becomes an eight-step ladder, from Isolation to Shared Leadership. Small groups place short scenarios about young newcomers on the step they think fits - and justify it. Disagreement is the point: it shows that integration is a gradual, two-way process that cannot be measured simply.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

In Pekka Kettunen's input in Turku, integration came across as a process with several dimensions, not one moment of arrival. The ladder gives youth workers a shared language for that process, and it moves the question from "is this person integrated?" to "what would help them take the next step, and who is responsible for it?"

Aim

To explore integration as a gradual process and identify practical ways to support inclusion and belonging.

Learning objectives

- Understand the difference between participation and integration.
- Recognise the different stages of integration.
- Reflect on barriers and opportunities.
- Develop practical ideas to support integration in local communities.

Before you start

Before the session, print the eight ladder levels separately on A4 sheets and lay them out vertically on the wall - or, better, on the floor - so the room itself becomes the ladder. Prepare the scenario cards and keep your own suggested answers separately: do not write the "correct" level on the cards.

Materials

The eight ladder levels printed on A4; scenario cards; flipchart; markers; sticky notes.

The ladder

LEVEL 8	**Shared Leadership**	Shares responsibility and decision-making power; initiates or leads activities together with others and may mentor others.
LEVEL 7	**Influence**	Has a real voice in decisions and can influence activities, programmes or the community.
LEVEL 6	**Belonging**	Feels accepted and respected, has friendships and feels genuinely part of the community.
LEVEL 5	**Contribution**	Works, volunteers, organises activities, shares skills, ideas, experiences and cultural background.
LEVEL 4	**Participation**	Actively joins clubs, sports, community events, volunteering and interacts with others.
LEVEL 3	**Presence**	Attends activities or services but mainly as an observer or recipient, with limited active involvement.
LEVEL 2	**Access**	Knows about and can use opportunities and services such as language courses, health care and public services.
LEVEL 1	**Isolation**	Has limited contact with society and may face language barriers, exclusion or social isolation.

Participation and integration - what is the difference?

PARTICIPATION	INTEGRATION
Taking part in activities or decision-making.	A long-term process of becoming an active member of society while keeping one's identity.
Focuses on involvement.	Focuses on belonging, inclusion and equal opportunities.
Anyone can participate.	Often discussed in the context of migrants and newcomers.
Example: volunteering.	Example: learning the language, building friendships, finding work and influencing society.

Step by step

1. (10 min) Icebreaker. Ask "What does integration mean to you?" and "When do you feel that you belong somewhere?" Collect the ideas on a flipchart.
2. (10-15 min) Explain the ladder, level by level, from Isolation to Shared Leadership. Stress that integration is a two-way process involving both newcomers and the host society, that access is not the same as participation, and that contribution is not necessarily influence.
3. (20-25 min) Scenario activity. Divide the group into 4-5 small groups of 4-6 and give each 3-4 scenario cards. Groups discuss where each person belongs and one member places the card next to that level (8-10 min). Then gather everyone around the ladder and go through the cards one by one - ask for the reasons, not the right answer (see the facilitator notes).
4. (20 min) Group discussion. Compare the placements and discuss what could help people move to the next level: "What needs to happen for a young migrant or refugee to move from one level to the next?"
5. (10-15 min) Personal reflection. Each participant writes down one action they can take to support someone's integration.

Facilitator notes for the scenario activity

- Instead of saying right or wrong, ask: Why did you put this person at this level? Does everyone agree? Could it fit another level? What is missing for this person to reach the next one? Who could help - the individual, youth workers, the community, institutions?

- Disagreement is useful. "Ahmed volunteers at a youth centre every week" may land on Participation for one group and Contribution for another. Say: "There may not always be one correct answer. What matters is why you chose the level", then ask what extra information would settle it.
- A 25-minute version of the scenario activity: 3 min to explain and form groups · 8 min to place the cards · 10 min for groups to explain and others to agree or disagree · 4 min on the key question, "What would help these people move one step higher?"

Scenario cards

Print one per card. Do not write the level on the card - keep your suggested answers separately.

- Samir recently arrived and spends most of his free time at home because he does not know anyone locally.
- Lina knows there is a youth centre nearby but has never visited, because she is unsure whether she would be welcome.
- A newcomer attends language classes.
- Omar comes to a youth centre regularly but usually sits alone and watches what others are doing.
- Sara attends a local community event for the first time but does not speak to anyone.
- Maria only socialises with people from her own country.
- Ali joins a local football team.
- Yusuf joins a weekly basketball group and gradually starts making friends.
- Ahmed volunteers at a youth centre every week.
- Mohamed helps organise an international food evening and teaches others to prepare a traditional dish from his country.
- Elena volunteers at a local festival and uses her language skills to help newly arrived participants.
- Fatima starts a multicultural cooking club.
- Nadia has been part of a youth group for a year and says: "This is my community. I feel that I am one of them."
- Karim suggests changes to the youth centre's programme, and the staff include his ideas when planning.
- Amina represents young migrants in a municipal youth forum.
- David is invited to planning meetings and has an equal say in deciding which activities the organisation runs.
- Olga becomes a board member of a neighbourhood association and takes part equally in decisions.
- Hassan mentors newly arrived refugees and helps lead activities.

Debriefing

1. What barriers prevent integration?
2. How can youth work support integration?
3. Who is responsible for integration?
4. What helps a person move from one level of the ladder to the next?
5. What practical action can you take after this workshop?

KEY MESSAGE

Integration is a two-way process. Newcomers actively engage with society while communities create welcoming conditions for access, presence, participation, contribution, belonging, influence and shared leadership.

⚠ WATCH OUT FOR

Use the scenarios, never the people in the room: do not ask participants to place themselves or anyone they know on the ladder. Common first names from migrant communities can make a participant with the same name feel singled out - change names that match people in the group. Keep coming back to the two-way message, so the ladder does not read as a test newcomers pass or fail on their own.

Variations

Same card, more groups: Give the same scenario to two or more groups without telling them. When they place it at different levels, compare their reasoning - it shows that integration is complex and cannot always be measured simply.

Online room: Draw the eight levels on a shared whiteboard; groups work in breakout rooms and drag their scenario notes onto the ladder, then everyone returns to discuss the placements.

Source & author

Hasan Habib - Yhdessä-yhdistys ry / Together Association

M06 · FROM THE GROUP · GREECE

Nonverbal Theatrical Performance

TYPE	DELIVERY	TIME	GROUP	AGE
Theatre & drama	Offline	15-20 min (as sent)	5-6 people (as sent)	-

Works on: participation & access · countering racism & hate speech · first contact & trust

IN A NUTSHELL

In small mixed groups, participants create and perform a three-minute silent scene - a journey, an encounter and an act of solidarity - using only movement, sound and everyday objects, then perform it a second time with their own additions. Because nobody has to speak, nobody is held back by language.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Language barriers, xenophobia and online hate are often targeting young migrants. Theatre without words removes the first barrier entirely: a young person who arrived last week can take a full part, and a mixed group discovers it can build something together before it shares a language.

Aim

To foster social inclusion, empathy and group cohesion among local and refugee youth by using non-verbal theatre, movement and facial expressions to overcome language barriers, and to empower participants to express emotions, share personal narratives and build trust without relying on spoken words.

Before you start

No prior acting experience or common language is required. A safe, open space suitable for movement, some simple materials and a supportive, non-judgemental group mindset.

Materials

Everyday personal items (jackets, bags) as props; body percussion (clapping, snapping, chest-patting) and natural vocal rhythms.

Step by step

1. (20 min) Group scene creation: split into small mixed groups of 4-5, combining local and migrant youth. Challenge each group to create a three-minute silent scene showing a journey, an encounter and an act of solidarity, using only movement, sound effects and props.
2. (15 min) Rehearsal and non-verbal polish: groups practise their silent scenes, focusing on eye contact, body posture and shared timing instead of words.
3. (20 min) Showcase: gather everyone as an audience. Each group performs its silent play.
4. (15 min) Instant repeat: invite groups to perform again. In the team's experience the repeat generates real enthusiasm - participants grow confident, add spontaneous gestures and enrich the storyline on their own terms.

Debriefing

1. How did it feel to express your emotions and act on stage without using spoken language?

2 What did this activity show us about communicating and building trust across cultural and language barriers?

3 How can you use body language, active listening and non-verbal tools to make newcomers feel included in your local daily activities?

> ⚠ **WATCH OUT FOR**
>
> Safety and consent: always ask for permission before introducing physical contact during pair work. Trauma sensitivity: avoid forcing participants to re-enact traumatic personal migration stories.

Variations

Bigger group: Split into two parallel circles with co-facilitators, or form larger performance subgroups of 6-8 focused on collective movement.

Younger group: Simplify themes into playful storytelling (for example "The island of hope") and use short one-minute silent mime challenges.

Source & author

Dimitrios Nakos, Secondary Education Teacher & EDU EUROPE National Team - EDU EUROPE, Greece

M07 · FROM THE GROUP · ITALY

PPP - Inclusion Starts Here

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Offline	12-13 min to introduce; then ongoing	No upper limit	-

Works on: intercultural dialogue · identity & belonging · participation & access

IN A NUTSHELL

Each participant draws a personal symbol and places it on a shared triangle to reflect on their day in the team. The placement is repeated regularly and followed by an open discussion, shared openly or reflected on silently. Regular check-ins show how inclusion in the group is evolving.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

In a mixed group, the people who feel least included are often the least likely to say so - especially in a second language. A symbol on a wall is a low-pressure way to signal it, and watching the symbols move over several days gives the facilitator an early warning long before anyone complains. It suits youth exchanges, residential trainings and any group that meets regularly.

Aim

To build daily inclusion and cohesion within the group by giving each participant a personal, visible way to signal how they feel about the team's dynamic. The symbol and where it is placed act as a low-pressure entry point into honest reflection and open discussion.

Before you start

None beyond explaining the tool.

Materials

A large flipchart or roll of paper taped to a whiteboard or wall; markers. Many colours make it more eye-catching, but one colour works.

Step by step

1. Each participant creates their own symbol - it can be anything, but it is theirs.
2. Draw a large triangle on the shared flipchart and explain how it works.
3. Participants place their symbol on the triangle.
4. As they place it, they think about their day and their role in the team's work together.
5. Repeat the placement daily, or more often if someone feels the need.
6. Open the floor for discussion. Participants may share - anonymously if they wish - or simply reflect silently.
7. Check in regularly - with yourself, your team, the whole group - about how things are evolving.
8. Look at how the placements change across the days and across the different team activities.
9. Organise a sharing meeting whenever it is needed.

Debriefing

1. Where did you place your symbol today, and why there?
2. How did it feel to see your symbol next to everyone else's?
3. What does the position of your symbol tell you about how included you feel right now?
4. What would need to change for your symbol to move closer to the centre?

> **⚠ WATCH OUT FOR**
>
> Symbols are personal, so others may recognise whose is whose: tell people they never have to explain their placement in front of the group, and follow up privately - not in plenary - with anyone whose symbol stays far from the centre. Keep the sharing voluntary and time-boxed, so the same voices do not take over. Make sure the flipchart is at a height everyone can reach.

Variations

Bigger group: Give each team its own triangle, and bring the teams together only for a weekly overview.

Online room: Draw the triangle on a shared whiteboard and let each person keep a personal sticker or emoji they move each day.

Source & author

Federico Maria Chiarello - Trailblazers Network Trapani Erasmus Generation APS, Sicily, Italy

Inspired by the "iron triangle" of project management, and by the People-Process-Product triangle used in software engineering (J. Scott Hawker, "Integrating Process, Product, and People Models to Improve Software Engineering Capability", University of Alabama technical report, 2002, p. 4).

Project management triangle · People-Process-Product paper (p. 4)

M08 · FROM THE GROUP · ROMANIA

Opportunities Mapping

Harta Oportunităților

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Mixed	120 min incl. debrief	8-25 people	16-30

Works on: intercultural dialogue · participation & access

IN A NUTSHELL

Young people usually do not miss opportunities because they fail to qualify. They miss them because nobody ever told them the opportunity existed. In this workshop a group builds one shared map of the world and pins real, checked opportunities onto it - traineeships, volunteering, Erasmus+ mobilities, entry-level jobs, events, mentoring and funding. By the end everyone can see at a glance what is actually open to them, and where.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Young newcomers are often the last to hear about traineeships, volunteering and mobilities - and the first to be shut out by the small print: visas, residence permits, fees. Most of the seven country profiles name unequal access to education, work or services as a core barrier. This method makes the gap visible, keeps local and remote options on the map, and builds one habit that protects against scams: check the source.

Aim

To turn "there is nothing out there for me" into a concrete list of things a young person can apply to this month - and to leave the group with one habit that outlasts the session: check the source before you pass it on.

Before you start

A facilitator who has personally used at least a few of the opportunities being mapped. Internet on at least half the phones in the room. No prior knowledge needed from participants.

Materials

A large world map - printed A0, or four A3 sheets taped together. Sticky notes in five or six colours, one per category. Markers. Masking tape. If you have none of it: draw the continents freehand on flipchart paper, or run the whole thing on a shared online board. The map does not need to be accurate; it needs to be big enough for the whole group to crowd around.

Step by step

1. (5 min) Put the map on the wall or flat on the floor and get everyone standing around it. Do not explain the theory yet.
2. (10 min) Ask: in the last two years, what did you do that somebody else paid for or organised? Everyone writes one thing on a sticky note and places it where it happened. The map fills up before anyone has searched for anything - opportunities are already in the room.
3. (10 min) Introduce the categories, one colour each: traineeships and internships, volunteering, Erasmus+ mobilities, entry-level jobs, events and conferences, mentoring, funding.
4. (20 min) In pairs, hunt. Each pair looks for opportunities open right now and writes one per sticky note: what it is, who can apply, the deadline, and where they found it.

5. (10 min) Verification round - the step that makes the method worth doing. Nothing goes on the map until it passes three checks: there is a real organisation behind it, the deadline has not passed, and applying is free.
6. (10 min) Pin the verified notes on the map, by country.
7. (5 min) Everybody steps back and looks at the map in silence for a moment.
8. (10 min) "Dacă nu există?" - what if it does not exist? Each person names one thing they wanted and could not find. Those go on a separate sheet next to the map. That sheet is a list of project ideas.
9. (10 min) Everyone photographs the map and writes down one opportunity they will actually apply to, with the date they will do it by.

Debriefing

1. Look at the map. Where are the empty spaces, and what do you think puts them there?
2. How did it feel to find something you could genuinely apply to - and to check one and find it expired or fake?
3. Who in your community would never have found any of this on their own, and what stops them?
4. What is the difference between an opportunity you can apply to and a project you would have to build yourself?
5. Name the one thing you will apply to and the date. Who in this room is going to ask you whether you did it?

⚠ WATCH OUT FOR

Not everyone in the room can use the same map. Visas, passports, residence status and money decide who can go where, and saying "anyone can apply" in front of someone who cannot is worse than saying nothing at all. Name that constraint out loud early, and make sure a real share of the opportunities on the map are local, remote or fully funded. Watch the notes themselves: an expired call or a scam left up there does actual harm when somebody builds a plan on it. And never push anyone to explain in front of the group why they cannot travel.

Variations

Bigger group: Split the map by continent, one small group each, then bring the pieces together and give every group two minutes to present its region.

Younger group: Drop funding and grants. Use only volunteering, exchanges and local events, and check the opportunities yourself before the session instead of asking them to.

Online room: Use a shared online board with a world-map image. Verification happens in breakout rooms of three. Leave the board open afterwards - it becomes a living document the group keeps adding to.

Source & author

David Stancy Filipescu - Oportune/ Active Yourope, Romania

Adapted from Oportune (oportune.ro), developed as the ON/OFF Inclusion workshop "Opportunities Mapping".

M09 · FROM THE GROUP · TUNISIA

Roots & Routes Treasure Hunt

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Offline	30 min	8-30 people	14+

Works on: intercultural dialogue · identity & belonging · participation & access · language & communication · first contact & trust

IN A NUTSHELL

Teams search the room for hidden cards with questions, pictures, myths and facts, and mini-challenges linked to one topic, such as migration or belonging. At each card they discuss briefly and record one idea, then share the most surprising discovery with the whole group. Because roles rotate between searching, reading, drawing, writing and speaking, everyone can contribute.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Mixed groups can reproduce stereotypes or an unequal helper-beneficiary relationship. The hunt is built against that: roles rotate, nobody has to speak in front of the whole group, and "myth or fact?" cards let a group test common claims about migration together rather than be lectured about them.

Aim

Make learning about a sensitive topic active, low-pressure and collaborative. Encourage discussion, intercultural exchange and participation without requiring everyone to speak in front of the whole group.

Before you start

Choose one clear topic and prepare 8-12 short challenge cards before the session. No prior knowledge is required; the space only needs safe places where cards can be hidden or placed.

Materials

8-12 paper cards; tape or reusable adhesive; pens or markers; one sheet per team; a timer. Optional: simple images, true/false statements or small objects linked to the topic. Examples for migration: "Myth or fact?", "Name one barrier to belonging", "Draw a safe arrival", "Find one solution". With no printed materials, tear scrap paper into cards and write the tasks by hand; with no flipchart, teams keep answers on a phone note or ordinary paper. Keep tasks short and in plain language; add symbols or drawings where literacy or language levels differ.

Step by step

1. (Preparation) Before participants enter, hide or place 8-12 challenge cards around the room.
2. (2 min) Form teams of 2-5 and give each team one answer sheet and a pen.
3. (2 min) Explain the goal: find cards, discuss each one, and record one shared answer. Speed is not the main goal.
4. (1 min) Ask teams to rotate roles - finder, reader, recorder, artist/timekeeper - so everyone has a way to contribute.
5. (10 min) Start the hunt. Teams move around the room and complete as many cards as they can. At each card, require at least a short team discussion before an answer is written or drawn.

6 (2 min) Stop the hunt and ask each team to choose its most surprising, difficult or useful card.
7 (3 min) Give teams time to prepare a 30-45 second explanation of what they learned or debated.
8 (5 min) Invite each team to share one discovery; allow another team to add a different perspective.
9 (5 min) Debrief with the questions below and end with one practical action participants could use in youth work.

Debriefing

1 Which card created the most discussion, and why?
2 When did you feel included, confused, challenged or surprised during the hunt?
3 Did different backgrounds or experiences lead to different answers?
4 What does this show us about learning and talking about migration, identity or belonging?
5 What is one thing you would change or try in your youth-work practice next Monday?

⚠ WATCH OUT FOR

Do not hide cards in unsafe, inaccessible or private places, and do not turn the activity into a race that excludes slower participants. Avoid tasks that force people to disclose migration status, trauma, religion, ethnicity or other personal experiences. Check myths and facts carefully and avoid stereotypes; on sensitive topics, challenge harmful comments without humiliating participants. Offer non-speaking roles, readable fonts, simple language and seated or low-mobility options so the activity remains accessible.

Variations

Bigger group: Create 2-3 colour-coded routes or duplicate the cards so teams do not crowd one place.

Younger group: Use more pictures, drawing, matching and acting; reduce reading and abstract questions.

Online room: Put one challenge per shared slide; teams work in breakout rooms, then post one answer on a shared board.

Source & author

Syrine Maaref, Alaa Saad, Maher Talmoudi and Ahmed Handous - Euro-Med EVE, Tunisia

M10 · FROM THE TRAINING WEEK · TRAINING TEAM · DAY 3

Diani, a Refugee in Our Town

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Offline	60 min	8-30 people	15+

Works on: intercultural dialogue · identity & belonging · countering racism & hate speech

IN A NUTSHELL

The group meets Diani - a fictional young woman who arrived in "our town" two months ago, fleeing danger because of her political beliefs and her economic situation. In small groups, participants imagine her life here, her journey and how the town treats her, then compare what they imagined with real figures and with each other.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Every country profile describes young migrants through numbers, routes and laws; Diani turns those into one person whose day can be imagined. Because she is fictional, nobody in the room has to tell their own story - and the gaps and assumptions that appear in what participants imagine become the material for the debrief.

Aim

To build empathy with young refugees and an understanding of their situation in the local community, and to surface the assumptions and media images participants bring with them.

Before you start

A short factual input on refugees and asylum in your own country (the Context section of this handbook can be used). A facilitator ready to correct myths without shaming anyone.

Materials

The scenario printed or projected; the question sets on cards (one set per group); flipchart paper and markers.

The scenario

Diani is a refugee in our town. She arrived two months ago from her country, where she was in fear of her life because of her political beliefs and her economic circumstances.

Question sets - one per small group

SET	QUESTIONS
Her life here	What is Diani's life here like? What difficulties does she face? How is she being supported - or not? How does she learn the language? Can she work, and in what kind of job? Do you think she is having an easy life? How does she feel about us?
Her journey	What do you think Diani had to do to get to our town? How did she travel? Where did she find money? What were the administrative procedures? What did she leave behind?

SET	QUESTIONS
How she is seen	What kind of attitudes does she face in the media and from the host community?

Step by step

1. (5 min) Read the scenario aloud and put it up where everyone can see it.
2. (5 min) Divide the group into three (or six) small groups and give each one question set: her life here, her journey, how she is seen.
3. (20 min) Groups discuss their questions and draw Diani's story on flipchart paper - a day in her life, a map of her journey, or the headlines and comments she meets.
4. (10 min) Each group presents in two minutes, in the order of the story: journey, life here, how she is seen.
5. (10 min) Factual input: compare what the groups imagined with real figures, procedures and rights in your country.
6. (10 min) Debrief.

Debriefing

1. Which question was hardest to answer, and why?
2. Where did your picture of Diani come from - personal contact, news, social media, films, jokes? How reliable are those sources?
3. What surprised you when you compared your story with the facts?
4. What would make our town easier for Diani in her first month - and what could your organisation do?

> ⚠ **WATCH OUT FOR**
>
> Participants with refugee experience may recognise their own story in Diani. Never ask them to confirm, correct or complete it - let them contribute as everyone else does, or step out. Watch for a "single story" of the helpless refugee: ask also about Diani's skills, plans and humour. When the media question brings up hostile comments, name them as hate speech and do not let them stand unchallenged.

Variations

Younger group: Use only the "Her life here" questions and let groups draw a comic strip of her first week.

Online room: Put each question set on its own board in a shared whiteboard; groups work in breakout rooms.

Longer version: Continue with short silent scenes of five moments in her story - before leaving, the journey, arriving, living in the town, meeting the community.

Source & author

Roots & Routes training team.

Go further

A related activity with a similar structure: "Refugee: why is she here?", The European Wergeland Centre

M11 · ADAPTED · SALTO · YOUNG REFUGEES BOOKLET

Name Aerobics

TYPE	DELIVERY	TIME	GROUP	AGE
Energiser	Offline	10-15 min	8-25 people	10+

Works on: first contact & trust · language & communication

IN A NUTSHELL

Standing in a circle, each person says their first name with one movement for every syllable, and the whole group repeats the name and the movements until it gets them right. Nobody needs a shared language, and by the end everyone has heard - and said - every name properly.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Having your name mispronounced, shortened or replaced is one of the first small exclusions a newcomer meets. This energiser makes saying each name correctly the whole group's job, needs no common language, and gives a mixed group its first shared laugh within minutes.

Aim

To learn everyone's name, pronounced the way its owner says it, and to warm up a group with no shared language.

Before you start

None. Space for a standing circle.

Materials

None.

Step by step

1. (1 min) Stand in a circle. Explain by doing, not by talking: you go first.
2. (1 min) Step into the middle and say your first name slowly, making one movement for each syllable - a clap, a jump, a turn, a stretch.
3. (1 min) The whole group repeats your name with your movements, two or three times, until most people have it right.
4. (8-10 min) Move to the person on your right and continue round the circle until everyone has introduced themselves.
5. (2 min) Finish with a fast round: point at someone, and the group calls out their name and does their movements.

Debriefing

1. Which names were new to you? Which were hardest to say - and how did you learn them?
2. How did it feel when the whole group said your name the way you say it?
3. What do we do in our organisations when we cannot pronounce someone's name?

> **⚠ WATCH OUT FOR**
>
> Let each person choose the name they want to be called - a nickname is fine. Never joke about a name that sounds unusual. Offer seated or hands-only movements so that everyone can take part.

Variations

Bigger group: Run two circles in parallel, then swap one person between circles and let them teach the other circle's names.

Online room: Cameras on: each person says their name with a movement visible on screen; everyone repeats it in gallery view.

Name and meaning: Add one optional sentence: what the name means, or who chose it.

Source

Adapted from "Name Aerobics" (pp. 8-9) in Developing and adapting non-formal education methods to the needs of young refugees, booklet of an Erasmus+ training course led by Verein InterAktion (Austria), SALTO-YOUTH Toolbox for Training.

Credit and original source:

https://www.salto-youth.net/tools/toolbox/tool/developing-and-adapting-non-formal-education-methods-to-the-needs-of-young-refugees.2282/

M12 · ADAPTED · SALTO · NON-FORMAL TOOLS FOR IMMIGRATION YOUTH WORKERS

Play, Learn, Live

TYPE	DELIVERY	TIME	GROUP	AGE
Energiser	Offline	30 min (phase 2 alone: 10 min)	6-25 people	10+

Works on: language & communication · first contact & trust · intercultural dialogue

IN A NUTSHELL

A three-round word game that teaches everyday vocabulary in the local language through pictures, gestures and movement: first see and say the words, then play a fast swap-places game with pictures stuck to everyone's chest, then throw a ball and name what the catcher is wearing. Locals and newcomers learn on the same footing.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

All seven country profiles name language as a barrier, and courses for young people are scarce. This game gives a mixed group a first set of everyday words in an hour, with body language doing the work grammar cannot yet do - and it is fun enough to repeat on every day of a project.

Aim

To learn and pronounce basic everyday words in the local language, and to build bonds between newcomers and locals through play.

Before you start

Choose one everyday topic (food, transport, places in town, things at school) and prepare 10-20 picture cards with the word written underneath.

Materials

Picture cards (printed, drawn or cut from magazines); tape; a soft ball; one chair per participant minus one.

Step by step

1. (8 min) See and say. Show each picture, act it out and say the word slowly; the group repeats it after you.
2. (2 min) Tape one picture to each participant's chest and sit everyone on chairs in a circle, with one person standing in the middle and no chair for them.
3. (10 min) Swap places. The person in the middle calls one word. Everyone wearing that picture must swap seats, while the caller tries to grab a free chair. Whoever is left standing calls next. Calling "market!" (or another word that covers all the pictures) makes everyone move.
4. (7 min) Ball round. Standing in a circle, throw the ball; the thrower names the picture on the catcher's chest before letting go.
5. (3 min) Go through all the pictures once more together.

Debriefing

1. Which words do you remember now? Which ones did you learn from the others rather than from the facilitator?
2. How did it feel to play in a language you do not fully speak?
3. What helped you understand when the words did not?
4. Where could you use these words this week?

> ⚠ **WATCH OUT FOR**
>
> Never laugh at pronunciation - model and praise attempts. Run the swap-places round with care: no pushing, and a seated or slow-motion version for anyone who needs it. Keep pictures neutral; check that food and clothing images do not offend anyone's religion or culture.

Variations

Reverse round: Newcomers teach the same pictures in their own languages, and the locals become the learners.

Next level: Move from single words to short phrases or daily dialogues ("Where is the bus stop?").

Online room: Show the pictures on screen; replace swapping chairs with "stand up if…", and the ball with naming the next person.

Source

Adapted from "Play Learn Live" (p. 4) by Konstantinos Voutsinos (GR), Şeyma Doğan (TR) and Alexandra Marcu (RO), in Non-formal tools for immigration youth workers, workshop collection from a seminar organised by D.G.T. Romania (2019), SALTO-YOUTH Toolbox for Training.

Credit and original source:

https://www.salto-youth.net/tools/toolbox/tool/non-formal-tools-for-immigration-youth-workers.2628/

Go further

Learning Zone - new approaches to language courses for migrants and refugees (SALTO-YOUTH Toolbox): a guidebook in six modules on non-formal language learning

M13 · ADAPTED · SALTO · NON-FORMAL TOOLS FOR IMMIGRATION YOUTH WORKERS

Human Book

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	**Offline**	**60+ min**	**12-24 people (about 1 "book" per 3-4 "readers")**	**15+**

Works on: intercultural dialogue · countering racism & hate speech · first contact & trust

IN A NUTSHELL

A few people who have volunteered to be "books" - young newcomers and locals - each tell a short story from their life to a small group of "readers", who can ask questions. Readers rotate between books. Meeting a person instead of a category is one of the most direct ways to loosen a stereotype.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Most prejudice about migrants survives because many locals have never had a real conversation with one. A Human Book creates that conversation in a protected format. The Tunisian profile is a warning, too: personal stories may feel risky for undocumented young people - so books are volunteers, prepared in advance, and free to tell a story that has nothing to do with migration.

Aim

To create a meeting point between newcomers and the local community, to challenge stereotypes through personal storytelling, and to find common ground.

Before you start

Recruit and prepare the books individually, a few days ahead: each chooses a title and the story they are willing to tell, and agrees what they will not talk about. A facilitator who knows the books personally.

Materials

A welcoming room with small circles of chairs; drinks and snacks; soft music; a "catalogue" - a sheet listing each book's title.

Step by step

1. (5 min) Welcome everyone, explain the format and the rules: readers listen, ask respectfully, and a book may close at any time.
2. (5 min) Short energiser to relax the room.
3. (5 min) Books introduce themselves informally with their title only; readers choose the book they want to read first.
4. (30 min) Reading: two rounds of about 15 minutes. Books tell their story; readers ask questions and look for things they have in common. Readers then move to another book.
5. (5 min) Readers write down, individually, one thing they did not expect.
6. (10 min) Closing circle and debrief.

Debriefing

1. What did you have in common with the book you read?
2. Which question would you never have dared to ask before today?
3. Books: how did it feel to be read? What should readers do differently next time?
4. What will you say the next time you hear a generalisation about people like the person you met?

> **⚠ WATCH OUT FOR**
>
> Books are volunteers, never recruited on the spot, and their story is their own choice - it does not have to be about migration, and never about trauma unless they insist and are supported. Agree a simple signal for "this question is closed". Do not photograph or record books without explicit consent; for anyone with insecure legal status, use first names only. The source suggests having a psychologist available when stories are heavy.

Variations

Bigger group: Add books, not readers: keep each reading circle to four people at most.

School setting: Run it as a lesson with one book per class group, and the teacher as co-facilitator.

Online room: Each book in its own breakout room; readers choose a room, and rotate after 15 minutes.

Source

Adapted from "Human Book" (p. 3) by Viktoria Petrova (BG), Artemis Dodopoulou (GR) and Elitsa Bozhkova (BG), in Non-formal tools for immigration youth workers, D.G.T. Romania (2019), SALTO-YOUTH Toolbox for Training. The approach is widely known as the "Human Library".

Credit and original source:

https://www.salto-youth.net/tools/toolbox/tool/non-formal-tools-for-immigration-youth-workers.2628/

M14 · ADAPTED · SALTO · NON-FORMAL TOOLS FOR IMMIGRATION YOUTH WORKERS

Photo Voice: What Integration Looks Like

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Mixed	Half a day (or two sessions)	10-24 people (in pairs)	15+

Works on: identity & belonging · participation & access · intercultural dialogue

IN A NUTSHELL

Pairs of one newcomer and one local young person discuss what integration means to them, then go out and photograph it for an hour. Each pair picks its strongest photo, gives it a title and one sentence, and the group discusses and selects photos for a small exhibition. The pictures say what words might not yet.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Young migrants are usually photographed by others - in the news, in project reports. Here they hold the camera. Pairing a newcomer with a local means each sees the town through the other's eyes, and an exhibition gives the group a public voice. It answers a need several profiles name: meaningful participation for young migrants in community life.

Aim

To promote intercultural exchange and reflection on integration, give participants a creative way to express what they feel and think, and share the results with the wider community.

Before you start

Agree the rules on photographing people (consent, faces, children) before anyone goes out. A closed online group or shared folder for uploading. Optional: a venue for an exhibition.

Materials

Phones or cameras (one per pair); a closed online group or shared folder; paper and pens; a printer if you exhibit.

Step by step

1. (20 min) Opening: a photo-themed icebreaker - for example, everyone shows the last photo on their phone they are happy to share and says why they took it.
2. (15 min) Form pairs of one newcomer and one local. Each pair talks about what "integration" means to them.
3. (60 min) The pairs go out and photograph what integration looks like - or does not look like - in their surroundings.
4. (20 min) Each pair chooses one photo, gives it a title and a one-sentence caption, and uploads it to the closed group.
5. (30 min) Gallery: everyone looks at all the photos, comments, and votes for two (not their own). Discuss the most-voted photos together.
6. (15 min) Decide together which photos go public - online, printed, or in an exhibition with titles and the photographers' names (or not).

Debriefing

1. What did you photograph, and what did you leave out on purpose?
2. What did your partner see that you would not have noticed?
3. Which photo changed how you think about integration?
4. Who should see these photos - and what do we want them to understand?

> **⚠ WATCH OUT FOR**
>
> Use a closed group, not a public page, until the group decides what to publish. No identifiable faces without written consent; no photos at all that could reveal where an undocumented or at-risk person lives or stays. Let each photographer choose whether their name appears. Check in on participants while they are out, if the setting allows.

Variations

Two-day version: Day 1: talk and photograph. Day 2: select, caption and build the exhibition.

Other topics: Belonging, safety, home, a day in my life.

Online room: Pairs photograph separately in their own surroundings and meet online to choose and caption.

Source

Adapted from "Photo Voice" (p. 17) by Alex Garcia (DE), Monica Maiolo (DE), Cecilia Trastulli (IT) and Annarita Falanga (IT), in Non-formal tools for immigration youth workers, D.G.T. Romania (2019), SALTO-YOUTH Toolbox for Training.

Credit and original source:

https://www.salto-youth.net/tools/toolbox/tool/non-formal-tools-for-immigration-youth-workers.2628/

M15 · ADAPTED · SALTO · IYNF GUIDELINES

Forum Theatre

TYPE	DELIVERY	TIME	GROUP	AGE
Theatre & drama	Offline	90 min	10-25 people	14+

Works on: countering racism & hate speech · participation & access · intercultural dialogue

IN A NUTSHELL

Small groups act out a short everyday scene in which someone faces discrimination, and let it end badly. Then they play it again - and this time anyone in the audience can shout "stop!", take the place of the person targeted or a bystander, and try something that might change the outcome. The group rehearses real responses in a safe, fictional space.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

The Romanian profile records people filming themselves hitting delivery riders in 2025; the Italian one describes openly xenophobic public talk becoming normal. Most people who witness this freeze. Forum Theatre lets young people - locals and newcomers - rehearse what a bystander or a target could actually say or do, before they need it.

Aim

To let participants experience the consequences of their choices in a safe fictional setting, and to find creative, realistic responses to discrimination and racism.

Before you start

An experienced facilitator (the "joker") who can keep the scene safe and steer the debrief. A group that already knows each other a little.

Materials

Open space; a few chairs and props (optional).

Step by step

1. (15 min) Warm-up with physical games and short image exercises (freeze in a pose that shows "waiting", "being ignored", "helping").
2. (25 min) In groups of 4-6, build a 2-3 minute scene from everyday life in which someone is treated unfairly because of where they come from - at a counter, on a bus, in a shop, in a group chat read aloud. The scene must end badly.
3. (5 min) Each group shows its scene once, all the way through. The audience only watches.
4. (30 min) Replay one or two scenes. Now anyone in the audience can call "stop!", replace the person targeted or a bystander, and try a different response. The joker asks the audience after each attempt: did that work? Is it realistic? Try several alternatives.
5. (15 min) De-role and debrief.

Debriefing

1. Which intervention changed the most? Which would you dare to try in real life?
2. What made it hard to step in?
3. What did the person targeted need most - from the bystanders, from institutions?
4. What will you do the next time you witness something like this?

> ⚠ **WATCH OUT FOR**
>
> Only realistic changes count: no magic solutions, and the person behaving unfairly is not replaced - otherwise the scene stops teaching anything. Never cast someone with lived experience of racism as the target unless they choose it. Keep the scenes about everyday situations, not violence or traumatic journeys. Always de-role at the end. The source stresses that an experienced facilitator is essential for the debrief.

Variations

Online version: Act out a hateful comment thread: the audience pauses the thread and writes a different reply.

Shorter version: One scene prepared by the facilitators in advance, replayed with the whole group - 45 minutes.

Mixed language: Allow the scene to be mostly silent or in several languages; interventions can be gestures.

Source & author

Method developed by Augusto Boal (Theatre of the Oppressed). This card is adapted from "Method 1: Theatre of the Oppressed" (pp. 20-21) in Working with Migrants and Refugees - Guidelines, Tools and Methods, International Young Naturefriends (IYNF, 2017), SALTO-YOUTH Toolbox for Training.

Credit and original source:

https://www.salto-youth.net/tools/toolbox/tool/working-with-migrants-and-refugees-guidelines-tools-and-methods.2213/

M16 · ADAPTED · COUNCIL OF EUROPE · BOOKMARKS

A Day in Court

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Offline	120 min	9-15 people (multiples of 3)	15+

Works on: countering racism & hate speech · participation & access

IN A NUTSHELL

Participants become judges, a journalist and government lawyers in a real case decided by the European Court of Human Rights: a Danish TV journalist convicted for broadcasting an interview in which young men made racist remarks about immigrants. In small "courts" of three, they argue and decide where freedom of expression ends and protection from racist abuse begins.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Young people meet racist comments about migrants online every day, and often hear "it's just free speech". Armenia's, Greece's and Tunisia's profiles all name hate speech and misinformation on social media. A real case gives the group the actual arguments and an actual ruling, instead of opinions - and the skills to answer back.

Aim

To weigh freedom of expression against protection from racist abuse, explore the protections and limits of Article 10 of the European Convention on Human Rights, and understand the role of the European Court.

Before you start

The facilitator reads the case summary and the Article 10 section of Bookmarks beforehand. Designed for ages 13-18 in the original; given its complexity, we suggest 15+.

Materials

Role cards for judges, the journalist's representatives and the government's representatives - use the ones printed in Bookmarks (pp. 29-31); paper and pens; separate corners or rooms for the three-person courts.

Step by step

1. (10 min) Introduce the European Court of Human Rights and ask: what does freedom of expression mean to you?
2. (5 min) Read out the facts of the case so that everyone understands them.
3. (5 min) Divide the group into three equal parts: judges, the journalist's side, the government's side. Number the members of each part 1, 2, 3…
4. (30 min) Each part prepares: the two sides build their arguments; the judges prepare questions for both. Remind everyone to take their own notes.
5. (25 min) Form mini-courts - one judge, one journalist representative and one government representative with the same number. Each court hears both sides and the judge's questions.
6. (10 min) Each judge decides alone whether the journalist's conviction violated Article 10, and announces the decision with reasons to the whole group.

7 (10 min) Let the others react, then reveal the real judgment: the Court found that punishing the journalist was not justified - the case was about his conviction, not about the speakers' racist statements.

8 (25 min) De-role and debrief.

Debriefing

1 What was most difficult in this case? Was it hard to play your role?

2 Was the Court right? Which factors mattered most?

3 Have you seen racist comments about migrants online? How did you react?

4 Should people be allowed to post racist comments online? Where is the line?

5 What can you do to make such abuse less common?

> ⚠ **WATCH OUT FOR**
>
> Participants who are themselves targets of racism may find it hard to defend the side they are given - offer them the judge role. Make clear that playing a side is not agreeing with it. Do not read out the racist statements in full; the case can be argued without repeating them.

Variations

Observed trial: One court acts it out in front of the group; the rest observe and give their verdict afterwards.

Online room: Run the mini-courts in breakout rooms of three.

Source

Adapted from "A Day in Court" (p. 25), Bookmarks - A manual for combating hate speech online through human rights education (revised edition), Council of Europe. The case is Jersild v. Denmark.

Credit and original source:

https://rm.coe.int/168065dac7

Go further

Ideas for action from the Bookmarks manual: compare the hate-speech policies of sites the group uses, monitor how they are enforced, and write counter-arguments to racist views.

M17 · ADAPTED · COUNCIL OF EUROPE · BOOKMARKS

Game On, Hate Off

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Mixed	60-75 min	12-30 people	14+

Works on: countering racism & hate speech · participation & access

IN A NUTSHELL

Starting from real kinds of abuse that young migrants meet in online games and chats, small groups design a mini-campaign aimed at one audience each - targeted players, abusers, bystanders, platforms, policy-makers or the public - and present their first-draft strategy. Online abuse stops being "just the internet" and becomes something the group can act on.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Verke, Finland's centre for digital youth work, treats gaming as a youth-work setting - and games are also where much casual racism happens. The Armenian and Greek profiles name hate speech on social media as a direct barrier for young migrants. This activity turns frustration into a plan, and shows that bystanders are an audience that can be reached.

Aim

To explore racist and anti-migrant abuse in online gaming, develop online campaigning skills, and show participants they can act against hate speech.

Before you start

Prepare 4-6 short examples of the kind of comments young migrants receive in games or chats. Remove or soften the most offensive words. Read about the Council of Europe's No Hate Speech Movement youth campaign (chapter 2 of Bookmarks).

Materials

The examples on a slide or handout; flipchart paper and markers; one instruction card per group naming its audience.

Step by step

1. (10 min) Show the examples. Ask: how might a young person feel receiving these? Have you seen or experienced anything similar?
2. (5 min) Name it: these are examples of hate speech, and they violate human rights. Introduce the No Hate Speech Movement.
3. (5 min) Explain the task: design a mini-campaign against racist abuse in gaming. Form groups, one audience each: (1) young players who are targeted; (2) players who abuse others, or might; (3) players who watch and do nothing; (4) game companies and platforms; (5) policy-makers; (6) the general public.
4. (20-30 min) Groups plan their message and methods, online and offline, on flipchart paper.
5. (15 min) Each group presents; others ask questions and give feedback - something positive first, then a suggestion.

6 (10 min) Debrief: a real campaign takes far longer to build and test - what would the next step be?

Debriefing

1 How easy was it to think of online actions? What are their advantages and limits?
2 Which audience is hardest to reach, and why?
3 Would offline actions make your strategy stronger?
4 Do you feel you can make a difference? What will you do the next time you see this in a game?

> ⚠ **WATCH OUT FOR**
> Some participants will have received exactly this abuse: never ask them to share examples, and keep the examples anonymous and softened. Aim for mixed groups. Close on action, not on the abuse itself.

Variations

Week-long project: Add research into how common the problem is and what the platforms' rules and the law say.

Online room: Groups plan in breakout rooms on a shared board, then present to the whole group.

Other spaces: Swap gaming for social media comments, group chats or video platforms.

Source

Adapted from "Changing the Game" (p. 49), Bookmarks - A manual for combating hate speech online through human rights education (revised edition), Council of Europe. The original focuses on sexism in gaming; its own variations suggest racism online.

Credit and original source:

https://rm.coe.int/168065dac7

M18 · ADAPTED · COUNCIL OF EUROPE · BOOKMARKS

A New Mosque in Sleepyville

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Online	Up to 3 hours, or 3 × 50 min	15-30 people	15+

Works on: countering racism & hate speech · intercultural dialogue · participation & access

IN A NUTSHELL

A simulation of a town's online consultation: should a mosque be built on empty council land in a traditionally Christian town? Participants play residents, groups and councillors, argue in a closed online space, and the council votes. One rule applies throughout - racist or abusive comments are deleted - so the group experiences moderation from the inside.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

Debates about new arrivals - a mosque, a reception centre, a school with many newcomers - are where online hostility towards migrants spikes. This simulation lets young people practise arguing their case online, meet the other side's fears, and decide in real time what counts as hate speech and should be removed.

Aim

To explore the rights of religious minorities and how they relate to online hate speech, build online debate and analysis skills, and consider how democratic participation can increase tolerance.

Before you start

Set up a closed online space (for example a private group or forum) and check that every participant can log in. Two facilitators. Copy the problem description and role handouts from Bookmarks (pp. 33-39).

Materials

At least five devices with internet access; space for groups; the Bookmarks handouts; optional ballot papers.

Step by step

1. (10 min) Read the problem: everyone is a resident of Sleepyville, where a mosque is proposed on derelict council land.
2. (10 min) Hand out the roles, explain the consultation rules (including: racist or abusive comments will be deleted by moderators) and check that everyone can log in.
3. (30 min) Pre-consultation: groups agree their position, assign roles and meet other groups.
4. (45-60 min) Public consultation online: residents post statements and comment on each other's.
5. (10 min) Close the consultation; councillors vote, and the mayor has the casting vote if there is a tie. The mayor announces the decision.
6. (30 min) Gather in a circle, greet each other by real names to leave the roles, and debrief.

Debriefing

1. Were you surprised by the result? Did it suit your role?
2. Is an online consultation a good way to decide such questions? What are its advantages and disadvantages?
3. Did the rule to delete racist or abusive comments change how you wrote? How hard was it to decide what to delete?
4. Could this happen in your town? How would you react?

> **⚠ WATCH OUT FOR**
>
> Muslim participants, or anyone from a religious minority, may hear real hostility through the roles: speak to them beforehand, and never assign them a role that attacks their own faith. Moderators must act fast and consistently. Help everyone step out of role without replaying the arguments.

Variations

Short posts: Limit posts to 140 characters to mimic social media.

Spread out: Run the consultation over several days so that participants comment from home.

Offline: Run it on paper walls if online tools are not available.

Source

Adapted from "A New Mosque in Sleepyville" (p. 32), Bookmarks - A manual for combating hate speech online through human rights education (revised edition), Council of Europe.

Credit and original source:

https://rm.coe.int/168065dac7

M19 · ADAPTED · VERKE · DIGITAL YOUTH WORK, FINLAND

Game Night on Discord

TYPE	DELIVERY	TIME	GROUP	AGE
Group activity	Online	60-90 min, weekly	4-12 young people + 2 youth workers	13+

Works on: first contact & trust · participation & access · language & communication

IN A NUTSHELL

A regular online evening where young people and youth workers play together and talk over voice chat on a closed Discord server. The youth worker is a trusted adult presence in a space young people already use - no transport, no registration desk, no need to speak perfectly to join in.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

The Tunisian profile lists why young migrants avoid activities: racism, police checks, transport costs, language. An online game night removes several of these at once. The Finnish profile names finding and motivating participants as a core difficulty; Verke's tips start from the platforms young people already use, and note that many Finnish youth workers already run Discord servers.

Aim

To build trust and a low-threshold contact between youth workers and young people, especially those who do not come to in-person activities, and to create a safe, moderated online space.

Before you start

Check your organisation's policy on online youth work and the platform's minimum age (13 in most countries for Discord). Two youth workers per session. Agree in advance how you will respond if a young person shares a worry or a safeguarding concern.

Materials

A free Discord server with a text channel for rules, a voice channel and a channel for announcements; a game that runs on most devices and has a private-room option - for example a drawing-and-guessing game such as Skribbl.io, or a game the group already plays.

Step by step

1. (Before) Set up the server and write short, clear rules with the young people on the first evening: respect, no hate speech, no sharing others' information, what happens if rules are broken.
2. (Before) Announce the session through the channels you already use with young people (WhatsApp, Instagram, school).
3. (10 min) Open the voice channel early; greet each person by name as they arrive and check that sound works.
4. (40-60 min) Play together. The youth workers play too, keep the tone friendly, and model how to react when someone loses or makes a mistake.
5. (10 min) Close with a short chat in the voice channel: how was tonight, what should we play next week, is anything on your mind?

6 (After) Note who came, anything to follow up, and announce the next session.

Debriefing

1 What made tonight fun - or not?
2 Did everyone get a chance to talk and play?
3 What should we change in our server rules?
4 Is there something you would like to do together offline?

> **⚠ WATCH OUT FOR**
>
> Safeguarding first: two adults online, no private one-to-one messages from staff unless your policy allows it, and a clear route to refer worries. Follow the law on data and on anonymity, and be honest with young people about its limits. Make rooms private and moderate quickly. Choose games without in-game purchases or age-inappropriate content.

Variations

Tournament: Organise a small tournament in a popular game, coordinated through your channels, optionally streamed.

Make a game: Use the free Scratch platform so young people build games together in pairs.

Language café: Use one evening a month for a game in the local language, with time to explain words.

Source

Adapted from tips 1, 15, 18, 19, 20 and 21 of "Tips for online youth work", compiled by Verke - the Finnish centre of expertise for digital youth work - on digitalyouthwork.eu.

Credit and original source:

https://digitalyouthwork.eu/tips-for-online-youth-work-when-youth-centres-are-closed/

M20 · ADAPTED · VERKE · DIGITAL YOUTH WORK, FINLAND

Our Voices Podcast

TYPE	DELIVERY	TIME	GROUP	AGE
Workshop	Online	3 sessions of 60-90 min	3-6 per podcast team	14+

Works on: identity & belonging · language & communication · participation & access

IN A NUTSHELL

A small team of young people plans, records and edits a short podcast episode on a topic they choose - growing up between two languages, what "home" means, the first week in a new country. Recording can be done online with free tools, and nobody has to show their face.

WHY IT MATTERS FOR YOUTH WORK WITH MIGRANTS

The Italian profile describes second-generation youth who are culturally Italian but without citizenship until adulthood: few public spaces let them tell that story themselves. A podcast does. It is also language practice with a purpose, and - voice only, with first names or pseudonyms - it protects young people for whom photos and full names are a risk.

Aim

To give young people a voice on topics that matter to them, build digital and communication skills, and practise the local language in a real project.

Before you start

A youth worker who has tried the recording tool once. Consent from participants (and parents for minors) before anything is published.

Materials

Phones or laptops with headphones; a free online recording tool (Verke suggests Zencastr); free editing software; somewhere to share the episode privately or publicly.

Step by step

1. (Session 1, 60 min) Choose the topic together and listen to a few minutes of a podcast the group likes. Agree roles: host, guests, producer, editor. Sketch a loose structure - opening, two or three questions, closing - not a script.
2. (Session 1, 30 min) Practise: short test recordings in pairs; listen back and adjust.
3. (Session 2, 60-90 min) Record the episode online or in a quiet room. Keep it short (10-20 minutes).
4. (Session 3, 60 min) Edit together: cut, add an intro and music, choose a title.
5. (Session 3, 30 min) Listen to the finished episode as a group and decide together whether and where to publish it.

Debriefing

1. What was it like to hear your own voice?

2 What did you want listeners to understand?
3 What did you learn from the others' stories?
4 What should the next episode be about?

> ⚠ **WATCH OUT FOR**
> Nothing is published without everyone's consent, and anyone can withdraw their part before publication. Use first names or pseudonyms; never mention addresses, schools or legal status. Prepare the host to steer away from questions that push guests into personal or traumatic territory.

Variations

Interview series: Each episode interviews someone from the community - a local business owner, a sports coach, a youth worker.

Multilingual: Record the same episode in two languages, or let guests answer in their own language with a short summary.

Offline: Record on one phone in a quiet room; no internet needed until sharing.

Source

Adapted from tip 22 ("Podcasts") of "Tips for online youth work", compiled by Verke - the Finnish centre of expertise for digital youth work - on digitalyouthwork.eu, which points to the Vernericast podcast as an example.
Credit and original source:
https://digitalyouthwork.eu/tips-for-online-youth-work-when-youth-centres-are-closed/

Sources and inspiration for further reading

The methods in this Toolbox is just a glimpse on the multitude existing. The list below gathers the publications and web resources behind the ten adapted cards, and the ones the group's own methods lean on. Each entry says which cards it was used for.

Go to the original for more inspiration, the full version of an activity, its handouts and its latest terms of use, and for the many further activities that did not fit here.

RESOURCE	PUBLISHER	USED FOR
Bookmarks - A manual for combating hate speech online through human rights education (revised edition)	Council of Europe	M16, M17, M18 - and 21 more activities on hate speech online.
Compass - "Take a step forward"	Council of Europe	M03. The full Compass manual: coe.int/compass.
Non-formal tools for immigration youth workers	D.G.T. Romania · SALTO-YOUTH Toolbox	M12, M13, M14 - plus three more tools on school, cover letters and job interviews.
Developing and adapting non-formal education methods to the needs of young refugees	Verein InterAktion · SALTO-YOUTH Toolbox	M11 - plus name games, teambuilding and workshops on discrimination for unaccompanied minors.
Working with Migrants and Refugees - Guidelines, Tools and Methods	IYNF · SALTO-YOUTH Toolbox	M15 - plus cooking evenings, urban gardening, slacklining and design thinking with young refugees.
Tips for online youth work	Verke · digitalyouthwork.eu	M19, M20 - 22 tips for online youth work.
Learning Zone - new approaches to language courses for migrants and refugees	Learning Zone consortium · SALTO-YOUTH Toolbox	Further reading for M04 and M12: non-formal language learning in six modules.
Refugee: why is she here?	The European Wergeland Centre	Related to M10.
More Than a Refugee - handbook for youth workers	SALTO-YOUTH Toolbox	Named in the project concept as a core reference.
GLOBALL - a toolkit for youth workers working with young migrants, refugees and asylum seekers	SALTO-YOUTH Toolbox	More methods for the same target group.
Resources about working with young refugees	SALTO Inclusion	The whole SALTO Inclusion collection on this theme.