

SECOND STOP FOR EFFECTIVE INCLUSION

Handbook for
Youth Workers
dealing with
newcomers

WostAYN - World Armenian Youth Network



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This Handbook is a practical set of materials, resources, tools and methods, created for Youth Workers dealing with Newcomers (International students, migrants, refugees, asylum-seekers, displaced people, etc.) and whose work aims to make the transition from a newcomer to an included member of society more coherent, who work to build inclusive and peaceful societies.

This handbook is a product of the training course "Second Stop for Effective Inclusion" held 24.06 – 01.07.2018 in Yerevan, Armenia organised by WostAYN - World Armenian Youth Network International Youth NGO with the support of European Youth Foundation of Council of Europe and Ministry of Sport and Youth Affairs of Armenia.

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Part 1. Introduction

Who we are?

The materials for the Handbook were collected by participants of the training course "Second stop for effective inclusion", held in Yerevan, Armenia 24 June – 01 July 2018. The course was organised by World Armenian Youth Network with the support of European Youth foundation of Council of Europe. The handbook was edited by Ruzanna Ivanyan, Atom Mkhitarian, Diana Yeghiazaryan and Harutyun Tsatryan.



World Armenian Youth Network (<http://wostayn.net/>) is an umbrella organisation which unites 28 worldwide Armenian youth organisations. It was founded in 2006 in Yerevan. You can find more information about Wostayn on <https://prezi.com/view/FUyhaXXUJRcjT6YnT0r0/>. WostAYN targets the activities at developing and strengthening Armenia-Diaspora youth partnership, supporting the Armenian communities in Diaspora and contributing to their cooperation with other national minorities. WostAYN advocates the benefits of open youth work by holding local and international joint trainings, study sessions, youth exchanges, promoting the equal rights and opportunities among young people.

Aims

The aim of WostAYN is to foster the unity of Armenian Youth worldwide and to strive to ensure their participation in their national communities and fulfilment of the aspirations of the Armenian Diaspora, its continuity, and the development of its religious, spiritual, cultural and social heritage.

To that end, it seeks:

- To unite Armenian youth worldwide.
- To promote and strengthen the ties of Armenian youth with the State of Armenia and Diaspora by combining and maximizing resources of the participating organisations and their members.
- To facilitate the exchange of ideas and information between its members, create new networks, share good practices, and coordinate international activities and projects.
- To encourage the formation of new Armenian student and youth organisations wherever there are Armenians.

- To educate Armenian youth about the Armenian heritage, history and traditions and to secure the formation of Armenian young generation aware of Armenian identity and fight for continuity of this identity.
- To fight for the rights, status, and interests of Armenians and Armenian communities and to defend them wherever they are; to fight against racism, xenophobia, genocide denial and other forms of discrimination.
- To support the empowerment of cooperation and reinforcement within Motherland and Diaspora.
- To contribute to youth participation's activating in the solution process of Armenia and other



Armenian identity related issues.

- To unite Armenian youth over such concepts as liberty, democracy and agitate on solidarity and peace.
 - Contribute to the active citizenship, youth work development and help build a better world where people are self-fulfilled as individuals and play a constructive role in society.
 - Empower youth inclusion into their own community life, participation, integration, citizenship, and encourage voluntary work.
 - Facilitate and support cooperation between member organisations and other youth organisations.
- Participate in development and realization of national and international youth projects.

Why did we write this handbook?

We acknowledge that young people are among the most vulnerable groups when moving from one place to another. It does not only refer to refugees but also to other less challenging causes to leave the home. Youth work has a huge potential to contribute to overcoming so called “refugee crisis” in Europe but not only. It can promote the ideas of solidarity and help young people to obtain intercultural competence. It can also be a more general instrument for social inclusion.

This handbook is a contribution to the improvement of the quality of youth work on grass-root level in particular field – welcoming of a new-comers in a society.

This handbook has been initiated within the project “Second Stop for Effective Inclusion”, funded by European Youth foundation of the Council of Europe¹. The handbook aims to provide with practical tools and methods for Youth Workers for their daily work dealing with newcomers, such as international students, emigrants, immigrants, refugees, asylum-seekers, etc.

Council of Europe's youth policy

The training course "Second stop for effective inclusion", held in Yerevan, Armenia 25-30 June 2018, has been supported by the European Youth Foundation which is the body of the Council of Europe. The Council of Europe's youth policy aims at providing young people with equal opportunities and experience, which enable them to develop knowledge, skills and competencies and to play a full part in all aspects of society. In pursuing this mission to secure and provide equal opportunities, specific attention is paid to vulnerable groups of young people such as refugees, asylum-seekers and migrants. The term young refugees often covers young people in search of asylum or protection or in migration processes regardless of their legal and administrative status (refugees, asylum-seekers, first generation migrants, unaccompanied minors, etc.).

In October 2015, the Joint Council on Youth adopted a Statement on the so-called refugee crisis in Europe, which and calls for special attention to particular vulnerable groups.

¹ EYF is a fund established in 1972 by the Council of Europe to provide financial and educational support for European youth activities. More information: <https://www.coe.int/en/web/european-youth-foundation>

In 2017, the Joint Council on Youth decided to prepare policy guidelines to protect and support refugees in transition to adulthood, in particular through the role of youth work and youth policy. This is an integral part of the Council of Europe Action Plan on protecting refugee and migrant children (2017-2019).

The 2018-2019 Youth for Democracy programme of the Council of Europe foresees several activities with youth organisations in this domain and is associating young refugees directly with these initiatives. An integrated approach is needed to increase the impact of each one of these measures and, especially, in advocating and recognising the role of youth policy and youth work for the social inclusion of refugees.

In 2018 the Youth Department of the Council of Europe is launching YOUTH.TOGETHER - a project to associate and support local youth work and youth policy actors to the work of the Council of Europe for social inclusion of young refugees and their access to rights. In addition to supporting the Action Plan on protecting refugee and migrant children, the project also promotes the implementation of the Committee of Ministers Recommendations to member states on Young People's Access to Rights [CM Rec(2016)7] and on Youth Work [CM Rec(2017)4].

How to use this handbook

The results of our work, together with materials produced and tested by some of WostAYN member organisations, form the content of this handbook. It can be useful for anyone willing to organise a youth work activity with newcomers on a base of youth organisation. Our first target group is diaspora youth organisations. The second target group – any youth worker, trainer, youth leader, representative of youth organisation willing to start the youth work with newcomers or dealing with this issue on a permanent or irregular way. Different parts of the handbook can be interesting for different purposes however we accept the limitations of the handbook.



This publication has three main chapters.

- The first chapter, “Second Stop for Effective Inclusion”, puts the emphasis on the Training course that we had. This can be interesting for other organisations working with the topic of inclusion, trainers.
- The second chapter, “The key concepts and practices of working with newcomers”, offers tips and good practices on the specified theme.
- Third chapter collects already existing the most practical and ready-to-use tools and resources for Youth Workers to have under their hand

Besides the main parts, we also included several very useful Appendixes.

Pay attention to the practical Activities developed by the Council of Europe, which you can use during your educational projects and sessions. Click on each activity that you want, which will guide you to the entire activity described in details.

Youth Workers can benefit either directly using them, or adjusting to their reality and context.

Acknowledgments

We would like to express our gratitude to all those who contributed to this handbook, with their input, suggestions and feedback, in particular:

- The participants and trainers of the TC "Second stop for effective inclusion", held in Yerevan, Armenia 24 June – 01 July 2018.
- The organisations involved in sending participants to our course: "Armenian Youth of Dnipro region" NGO, Dnipro, Worldwide Artists for Peace International Art Action Project W-AFPIAAP, Slusen at Aalborg University Copenhagen, AYAM – Armenian Youth Association of Moscow, Automy "Nairi" Stavropol, Russia, Armenian Youth Association of Kursk (AYAK), HAYORDI (Strasbourg, France), Armenian Cultural Association of Barcelona, Dublin City University (DCU), Ireland, VRS Vilnius, Lithuania.
- Diana Yeghiazaryan, coordinator of the project and author of this publication
- Ruzanna IvanYan, trainer of the course and
- Atom Mkhitarian, editor of the publication

We have made all possible efforts to trace references of texts and activities to their authors and give them the necessary credits. We apologise for any omissions and will be pleased to correct them.

Part 2. Second Stop for Effective Inclusion

General information on a project

The project was a 6 days training course held in Yerevan from 24th of June to 1st of July for the youth workers and youth leaders mainly from youth Armenian diaspora organisations but not only. The course focused around several areas: youth work (in particular youth work with newcomers), youth organisations (in particular with Armenian diaspora background), migration, human rights based approach to youth work, values and principles of youth policy and youth work of Council of Europe, project management and fundraising. During all days of the course participants were working on a 1) handbook for youth workers dealing with newcomers, 2) understanding human rights based approach while working with newcomers 3) video on Ukrainian constitution. The last product was suggested by participants of the course while the first one was foreseen beforehand.

The training course started with getting to know each other, presenting all of the participating organisations and wide discussion on challenges and opportunities in different communities and youth organisations. WostAYN, Council of Europe and European Youth Foundation were presented as potential platforms and supporters that can contribute to activities welcoming of newcomers. Lately the group addressed the topic of migration in a modern world, emphasizing the role that youth workers play welcoming new comers in their communities. It was also crucial to underline that youth workers need certain specific competences to work with newcomers.

Recognizing the fact that activities mentioned above require certain support, the group discussed where the youth workers can find potential donors and how to work with them. Further, the group discussed what are the challenges that Armenia faces today in regard of migration and had meetings with officials from the ministry of Diaspora and ministry of Sport and Youth.

The group also had a chance to visit local NGO working with migrants from Syria “The Centre of Syrian Armenians Issues”. President of NGO George Barseghyan told the history of NGO, the main aim and the activities they run for those who moved to Armenia from Syria after the conflict. The NGO is active in: organisation of campaigns, charity, providing free courses for newcomers in many different spheres, social and financial help, assisting in health care, organisation of Sports events, joining to initiatives in field of volunteering, legal assistance, organisation of festivities.

The project was linked to all three priorities of the Council of Europe’s youth sector:

- Access to rights – the training addressed the rights of newcomers to be fully included in a society and participate in decision making processes
- Youth participation and youth work – the course contributed to developing youth work with newcomers
- Inclusive and peaceful societies – the course aimed at inclusion of newcomers and peaceful coexistence in European society

The venue for the project was chosen because recently Armenia hosted more than 10 000 newcomers from Syria within the last 5 years. The experience of their inclusion could become an interesting learning point for many other countries. Besides Yerevan is a city where WostAYN secretariat is based. The benefit of doing this activity at an international level is strengthening the network and sharing different experiences including different experiences of youth work.

Aim and objectives of the course were achieved to a different extent. The aim of the course was formulated as “to strengthen WostAYN as an effective network of young people working with newcomers”.

The objectives were formulated as:

- To raise motivation of participants to get involved in international youth work in general and in particular in WostAYN and equip them with knowledge and skills of participation in international youth work
- To make participants aware about project management and fundraising
- To introduce basics of youth work with newcomers in a context of diaspora youth organisations
- To familiarize participants with the key values of Council of Europe, its approaches and principles in youth work
- To strengthen the communication and cooperation process within the WostAYN network
- To use the capacities of diaspora organisations in dealing with needs of local community in particular in field of welcoming newcomers

The learning outcomes that we achieved are in several key areas:

- Youth work
- Council of Europe
- Project management and Fundraising
- Working with newcomers

In terms of competences participants

- got knowledge about approaches to youth work, values of the CoE in youth work, non-formal education, project management, fundraising, programs of other similar organisations
- got skills of communication, intercultural cooperation, presentation, project drafting, preparing video and printed products
- changed attitudes to work with newcomers, youth work in general, raised the motivation for youth work

The key achievements within the course are

- 1) In relation to network – the course strengthened the cooperation between individuals and diaspora youth organisations





2) In relation to competence development – the course helped participants to develop competences, in particular: intercultural competence, youth work competences (in field of management, fundraising, international youth work, welcoming newcomers, ability to reflect critically about own work). It also raised motivation of participants to be involved in youth work and take an active role in it.

3) In relation to welcoming newcomers – the course laid down the theory of Second stop, helped to create a handbook for youth organisations dealing with newcomers, the team developed several activities of non-formal education to be used on a topic.

- 4) In relation to a local community – the course and its media coverage promoted the ideas of importance of youth work as an effective tool for social inclusion of newcomers.
- 5) In relation to youth NGO's – the course increased the capacity of individuals and potential of diaspora youth organisations.

Unexpected positive results are

- 1) creating additional product of the course by participants: video about Ukrainian constitution
- 2) developing a concept of Second stop
- 3) developing a specific skill – establishing a primarily contact with a newcomer through magic tricks (one of the participants had this competence and trained others)



Our personal stories of being newcomer



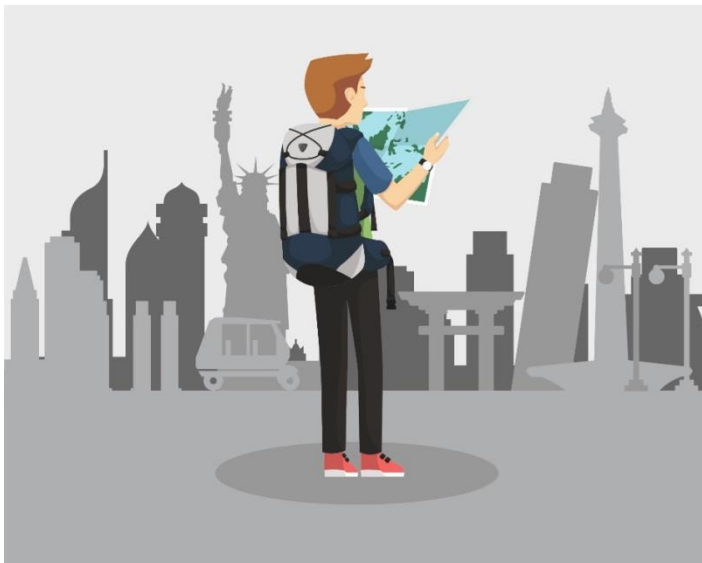
Maybe we are lucky and have never experienced the situation when we had to flee the home because of armed conflict, political or economic situation, but we all were in certain moments of our lives new-comers somewhere. In this chapter we would like to share the real stories that newcomers experienced in different parts of the world. It is the stories of the participants of the course. Every person is a unique individual with her/his own unique characteristics based on which each of them can have a different experience. But some challenges that newcomer experience are very similar despite the personality.

Ginush (Spain):**Have you ever felt like a newcomer?**

- I never felt like a newcomer in Spain, because I was 3 when I moved there and I grew up there. So I have never felt different. I felt special in a way that I am Armenian, I have my culture, but I have never felt out from Spanish people because I was raised there. I felt a newcomer when I came to Armenia for the first time when I was 12. The first thing that I remember is the happy faces of my family that welcomed us. I was very excited and happy. But then, as you grow older here as a newcomer, I felt different... not family, not friends... I am not used to seeing sad faces, because in Spain people live their “brains off” or so and here people are more conserved, they do not enjoy as much as the rest of the world. When you enter to a shop and you say “hi, good morning”, they look at you like you are a foreigner. I expect them only to say “hi” in return.

Nane (Czech Republic):**Have you ever felt like a newcomer?**

- I am originally from Armenia but I was born and raised in Prague and though I never lived in my hometown and therefore I wasn't a newcomer, I still felt like one because I was raised in an Armenian family with Armenian parents and Armenian culture. I was really involved in the Armenian community in Prague and I also grew up going to an International school, so when I started attending a Czech public school, the feeling of being a newcomer really hit me because suddenly I stood out and not in a positive way. There were times where it felt like everything was great and that people accepted me but there were times that I got weird looks and I wasn't accepted for who I was. I was made fun of, laughed at, people were treating me differently and I didn't understand as a 13-year-old why I couldn't be treated the same way that I treated them. It never occurred to me that this was ever a problem when I went to an international school before. Being a newcomer brings difficult times and good times and it shapes who we are as people, it shapes our personality. In my case I was happy to experience it.

**When was the first time you visited Armenia and how was it like being a newcomer?**

- I visited Armenia every summer. There's always this feeling of not knowing where you belong because in Prague people would say you're not from here and in Yerevan when I'd sit into a taxi, the driver would ask me “You're not from here, are you?”. It was a

dilemma, because if I'm not from here and I'm not from there, then where am I from?

Do you feel uncomfortable now about this dilemma?

- No, now I feel completely comfortable and I have accepted that I am both from Armenia and from the Czech Republic. I have grown out of the phase where I was angry, I wasn't totally accepted for who I was, but I learnt to take my unique traits and use that as a positive and for those who didn't accept me, I thought that's up to them. I focused on the Armenian community that was really supportive and the Czech community that supported me and wanted to know more about my culture and traditions. I think it's really important as a newcomer, to find the people who make you happy and keep you satisfied.

George (USA):

Have you ever felt like a newcomer?

- I definitely felt like a newcomer. Going to university was the time I most felt like a newcomer. I was born and raised in Glendale so I was surrounded by the Armenian community, I had a very distinct view to it, so leaving that and going to a small American town was completely different. I did feel like an outsider.

When you first arrived to Armenia, did you get any strange looks?

- Not anything too crazy but some people look at you when you speak English. I definitely don't dress like an Armenian most of the time. Even walking down the street people look at me because I look a little different. I've been asked multiple times: "Are you from Persia, from Iran?".

Has the feeling of being a newcomer disappeared or is it still present?

- I definitely still feel different here in Armenia because I don't speak the language so well. There is that difference but I do feel more comfortable now and it's not bothering me too much. I also feel like the people are more used to having Americans especially at this time of year.

Kate (Ukraine):

Have you ever felt like a newcomer?

- I have felt like a newcomer in Armenia as well as in Ukraine. I don't look like an Armenian, and it is obvious when people look at me and I get offended when people keep asking me and don't believe me when I say that I'm Armenian. People keep asking me who in my family is Armenian and where my roots come from. I also feel uncomfortable when people speak about you in Armenian taking advantage of the fact that you don't know the language. There is extra, unwanted attention and you feel isolated. Unfortunately, I feel the same in Ukraine because when you are the representative of the diaspora of the Armenian community you are not 100% Armenian.

How do you feel in the Ukrainian community?

- I feel like I have integrated well, because I was born in Ukraine, I know the language very well, the traditions, the culture etc. However, right now I'm more interested in the Armenian community that we are trying to develop.

Hasmik (France):

Have you ever felt like a newcomer?



- It has been 10 years now that I'm living in France. I went there with the programme For Young People called: "FYP". I had to live in a French family and later I started to study there. I felt like a newcomer because it was a totally different culture and language. I knew the language before going there but there people think differently and at university I was alone, I was the only foreigner. It was really hard for me to read quickly, to understand, even though I knew the language, the university language was totally different. I had to read it over 3-4 times. I had very long nights. The most disappointing part was when I hear the negative comments

coming from the Armenian diaspora. They would say: "What are you going to achieve with your books, with your studies?". They continued to say that: "many people have studied here and they have never found a job, people here won't treat you like French, you will not get anything, so stop it." They would mock me by saying "Let's go and get some coffee but don't forget your books". After that I finished university and I found great job.

What other difficulties did you face?

- The French people are really reserved and when I asked them for help with homework they were not willing to help me. They see you as a competition as after university you need to find a job and so they don't want to give you their French notes from the lesson. I once didn't know what was the exam question asking, so I asked the person sitting next to me to explain and she said that she doesn't know when she already had written 2 pages. I was alone.

How has the situation changed?

- In the beginning it was hard I didn't know how to get a transport card and so on, I had to approach others. Now I have a job and get the same salary as French people.

Tigran (Denmark):

Have you ever felt like a newcomer?

- Everyone in my opinion has felt like a newcomer. If you go to school -- you're a newcomer, go to university – you're a newcomer, you travel – you're a newcomer.

Has the feeling of being a newcomer disappeared?

- You can never fully get rid of the feeling, but you can learn how to deal with them in a better way.

What were the culture differences or language barriers that you faced?

- When I was 15 years old I went to America and there was a cultural difference there and now I'm in Denmark and there's a difference there. Where ever you go there are some challenges and you just need to learn how to overcome them.

Tatev (Russia):

Have you ever felt like a newcomer?

- Everyone faces with it in different period of their lives. But that feeling can disappear with the time. I have felt like a newcomer when I moved to Russia. It was not difficult to get rid of it, but it was different because I was 21 and moving country meant leaving my friends relatives and old habits behind.

What were the culture differences or language barriers that you faced?

- There were no big differences but I had some fears at that time. I was afraid to not being able to use my knowledge and find a job, I am a tutor interpreter, speaking 5 languages so there were no language barrier.

Has the feeling of being a newcomer disappeared?

- It had disappeared right after I started working in a language centre teaching foreign languages to people from different ages. So getting involved and integrate in the society was something that happened naturally.

The research has shown that moving at both young and old ages can create difficulties. But integration for children is easier and takes less time than for those who move after high school.

Agenda Appendix 1

Detailed Daily Programme with Session Outlines: Appendix 2

Part 3. The key concepts and definitions of youth work with newcomers

Ideology of “Second stop for effective inclusion”

“**Second stop for effective inclusion**” is a concept, which is developed of WostAYN. There are multiple types of people who fall under the category of being a “newcomer”. A newcomer is someone who has a cultural and mentality difference from the society where he/she newly arrived. This can be migrants, asylum seekers, refugees and unaccompanied children, displaced people or just students who came for the semester abroad. Though the reasons behind can be different majority of young newcomers face pretty much the same problems in a new community.

The “**First stop**” for any newcomer is focused on the administrative relations with governmental, local authorities, police and legal bodies. It is about getting official permit to stay in a country and have a legal income. The “**Third stop**” is focused on the newcomers’ final and full “inclusion” and obtaining higher social and legal status, that he or she is happy with. If this step is not achieved the newcomer can remain excluded from the host society.

The “**Second stop**” is a stage when newcomer has to understand the new reality better and find a way to deal with it. It pays attention to cultural differences that could cause newcomers to feel isolated from the society. Youth organisations can be the key actors at the Second stop for inclusion. Especially diaspora organisations, which are very often the first ones to be addressed by newcomers. Youth organisations can welcome newcomers, train young people in field of competences, which increase their ability to get included, explain new culture, and sometimes just be a friend in a new environment (in social sciences this sometimes called mentoring or/and befriending). The youth NGOs can also work on societal level – helping community to understand the benefits of welcoming newcomers. Somehow, youth diaspora NGOs serve as a connecting chain between newcomers and society.

There are numbers of international organisations which aim to help refugees. Very often it is a humanitarian help through providing basic supplies, food, shelter etc. A number of organisations are focused on migrants, they are active on training language issues, legal consultancy and teaching local culture. The diaspora youth organisations have their specific place. They are often the first ones to be addressed by young newcomers of different background. Their members can talk both



languages, which help newcomers to overcome language barriers. The members are also familiar with the legal procedures in a host country and can mentor newcomers in this field.

However very often the diaspora youth organisations operate as a “branch” of adult organisations which results in reproducing typical activities aiming at preserving cultural heritage such as dancing groups, celebrating national holidays etc. In majority cases these organisations lack critical thinking about their work and do not apply project based approach. As one of the participants stated “not many organisations even know and realize their capacities”. They also do not specially work with newcomers usually, just letting them to join the activities that they already run. Youth diaspora organisations need capacity building in order to be able to deal professionally in field of welcoming newcomers as their potential is not fully explored while the request for such type of assistance is growing.

One handbook for every type of youth work for every type of newcomer is, probably, a myth as there can be a huge diversity of approaches and tools in work with newcomers. However some basic attitudes can be similar: positive approach, befriending, acting as mediator between local reality and culture and the culture of a newcomer, legal, language assistance and mentoring etc.

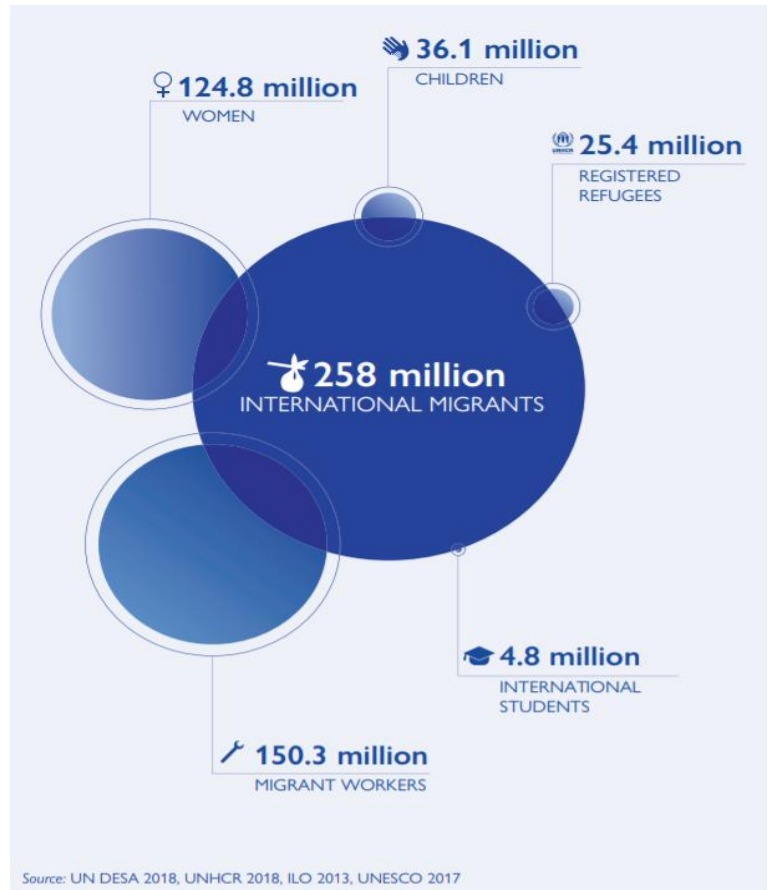
Key definitions

This part aims to define the main terms used during the Training Course in working in the field of social inclusion with newcomers. These terms are also useful to be on the table of Youth Workers to refer to during everyday life.

Who is a migrant?

While there is no unanimous opinion on who is a migrant, the participants of the TC agreed that an international migrant is someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status. Generally, a distinction was made between short-term or temporary migration, covering movements with a duration between three and 12 months, and long-term or permanent migration, referring to a change of country of residence for a duration of one year or more. For participants the most acceptable definition was one done by International Organisation of Migration:

“IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person’s legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.”²



Types of migration

Forms of migration can be distinguished according to various factors, for example the motives, the legal status of those concerned, or the duration.

Some generally used migrant categories:

- Temporary labour migrants (also known as guest workers)
- Highly skilled and business migrants: professionals, who move within the internal labour markets of transnational corporations and international organisations
- Irregular (or undocumented, unauthorised) migrants: people who enter a country without the necessary documents and permits
- Forced migrants: refugees, asylum seekers, or people forced to move due to external factors, such as armed conflicts or environmental disasters
- Family members: who join their close relatives who have already migrated
- Return migrants: people who return to their countries of origin after a period in another country³.

² IOM UN Migration - Key Migration Terms <http://www.iom.int/key-migration-terms>

³ Compass Manual; <https://www.coe.int/en/web/compass/migration>

Who is a refugee?

A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries⁴.



Who is an asylum seeker?

When people flee their own country and seek sanctuary in another country, they apply for asylum - the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded⁵.

Who is an internally displaced person?

An internally displaced person (IDP) is a person who has been forced to flee his or her home for the same reason as a refugee, but remains in his or her own country and has not crossed an international border (Guiding Principles on Internal Displacement, UN Doc E/CN.4/1998/53/Add.2.). Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid. Examples include South Sudan, where a humanitarian crisis grips the world's newest country, and Yemen, where more than 2.5 million people have been displaced by ongoing violence.

Freedom of movement

A human right comprising three basic elements: freedom of movement within the territory of a country (Art. 13(1), Universal Declaration of Human Rights, 1948: "Everyone has the right to freedom of movement and residence within the borders of each state."), the right to leave any country and the right to return to his or her own country (Art. 13(2), Universal Declaration of Human Rights, 1948: "Everyone has the right to leave any country, including his own, and to return to his country. See also Art. 12, International Covenant on Civil and Political Rights. Freedom of movement is also referred to

⁴ Convention and Protocol Relating to the Status of Refugees, UNHCR, <http://www.unhcr.org/3b66c2aa10.pdf>

⁵ Global Trends 2009: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons, UNHCR, <http://www.unhcr.org/4c11f0be9.html>

in the context of freedom of movement arrangements between States at the regional level (e.g. European Union).

Labour migration

Movement of persons from one State to another, or within their own country of residence, for the purpose of employment. Labour migration is addressed by most States in their migration laws. In addition, some States take an active role in regulating outward labour migration and seeking opportunities for their nationals abroad.

Who is a stateless person?

A stateless person is someone who is not a citizen of any country. A person can become stateless due to a variety of reasons, including sovereign, legal, technical or administrative decisions or oversights.

Who is not legally recognized as a refugee?

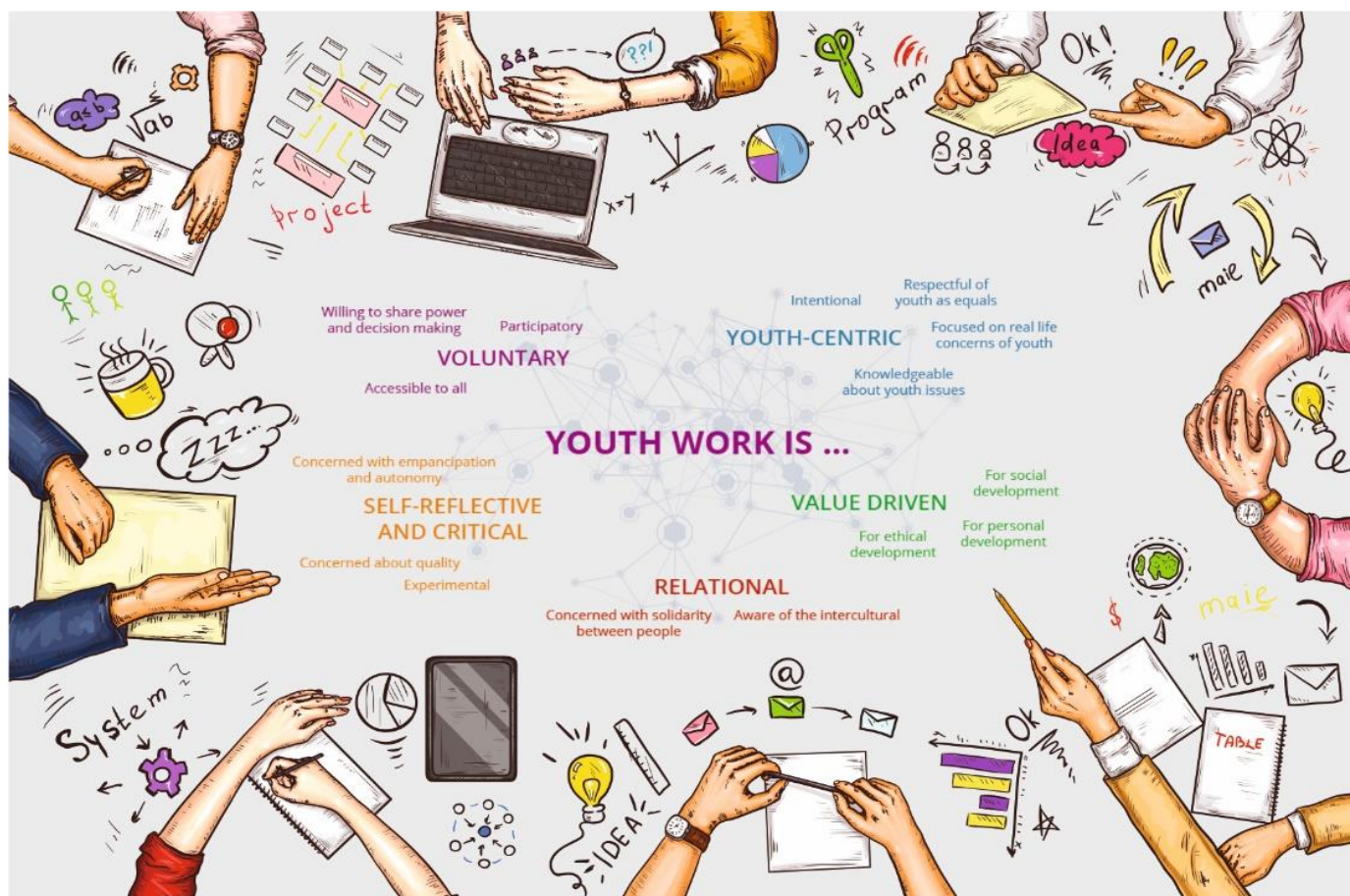
People who leave their homes and cross international borders due to natural disasters, climate change or environmental factors are not considered refugees. In addition, people who leave their homes and cross international borders due to severe situations, such as a lack of food (including famine), water, education, health care and a livelihood, are not legally-recognized refugees. The United Nations states, "All of these emerging trends pose enormous challenges for the international humanitarian community. The threat of continued massive displacement is real, and the world must be prepared to deal with it. Recognizing this, the United Nations - and UNHCR in particular - have already begun reviewing priorities, partners and methods of work in dealing with the new dynamics of human displacement." Example of this is the current El Nino food crisis in Sub-Saharan Africa.

Who is an unaccompanied minor ("unaccompanied child" or "separated child")?

An unaccompanied minor ("unaccompanied child" or "separated child") is a child /below the age of 18/ without the presence of a legal guardian. The UN Committee on the Rights of the Child defines unaccompanied minors and unaccompanied children as those "who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

Who is a youth worker?

A youth worker is a person that works intentionally with young people, which facilitates their personal, educational and social development. This will often be through activities designed to support development throughout both non-formal and informal learning. While youth workers can fulfil this role on a paid professional basis, many who engage with youth programs are volunteers or part-time employees, and many do not receive the benefits or earnings associated with employment.



What is diaspora?

Diaspora is defined as a community of people who do not live in their country of origin, but maintain their heritage in a new land. Many of you can probably relate to this issue, since you've got ancestral roots from one country but reside in a different place. For instance, in the United States, a plethora of ethnic communities exist. Americans can be classified according to sub-cultures, such as African-American, Mexican-American, Irish-American, and Indian-American. Inclusion of emigrants, or people who have left their homelands to settle permanently in a different one, is a major characteristic of a diaspora.

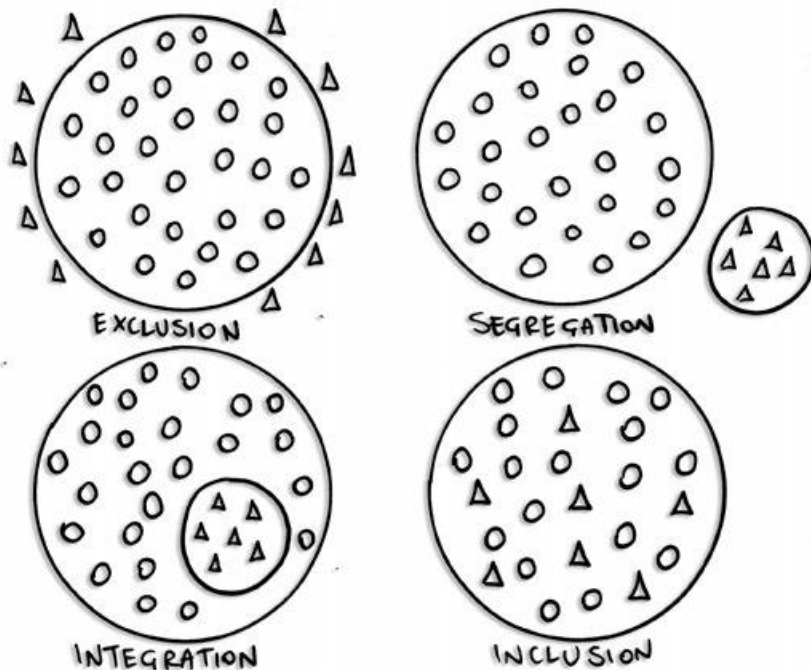
What is integration?

Integration reconciles difference(s) in the sense of a synthesis that creates a coherent entirety – “wholeness”. Well-achieved, integration is pleasing in that it constructs a genuine harmony – an equilibrium – between disparate elements⁶. The term “integration” refers to a process whereby the quality of relations among autonomous social units (kinship groups, tribes, cities, trade unions, trade associations, political parties) changes in such a way as to erode the autonomy of each and make it part of a larger aggregate. For individuals it just means to mix with and join society or a group of people, often changing to suit their way of life, habits, and customs.

⁶ Page 22 T-Kit 8 – Social inclusion

What is inclusion?

The act of including someone or something as part of a group, list, etc., or a person or thing that is included. The idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage. In other words people living in a given society should have access and participation rights on equal terms.



What is exclusion?

Social exclusion, or social marginalization, is the social disadvantage and relegation to the edge of society. It is a term used widely in Europe and was first used in France. It is used across disciplines including education, sociology, psychology, politics and economics. Social exclusion is the process in which individuals or people are systematically blocked from various rights, opportunities and resources that are normally available to members of a different group, and

which are fundamental to social integration and observance of human rights within that particular group.

What is segregation?

Segregation is the practice of keeping people apart, usually people of different sexes, races, or religions

What is adaptation?

Adaptation – is the state of being adjusted.

What are Social rights?

Fundamental social rights mean rights to which the individual citizen is entitled, which he can exercise only in his relationship with other human beings as a member of a group and which can be made effective only if the State acts to safeguard the individual's environment. Social rights are a necessary complement to civil rights and liberties, since the latter cannot be enjoyed without a minimum of social security⁷.

⁷ Wipfelder H. -J. (1986), "Die verfassungsrechtliche Kodifizierung sozialer Grundrechte", Zeitschrift für Rechtspolitik, p. 140.

What does it mean access to social rights?

By “access” to social rights we mean the ability of individuals to enjoy a right fully. Access to social rights depends on⁸

- how a right is formulated, so it can be claimed;
- procedures, information and how the right is implemented and how resources are being made available for the realisation of that right;
- the situation of, including the capacities and resources available to, the potential claimants of the right(s).⁹



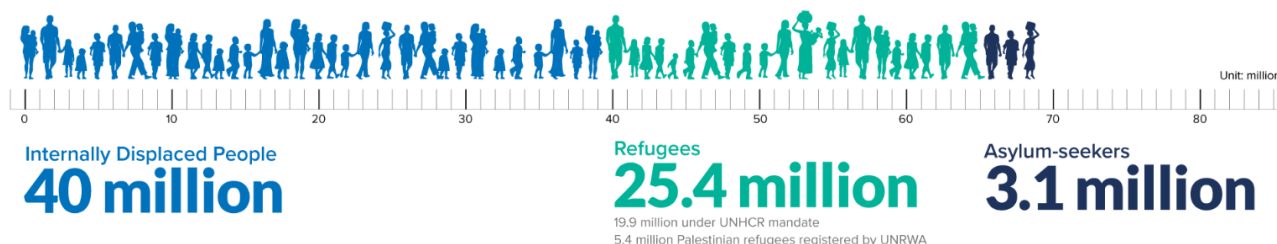
⁸ Daly M. (2002), *Access to social rights in Europe*, Council of Europe Publishing, Strasbourg.

⁹ Page 23 T-Kit 8 – Social inclusion

Trends at a glance¹⁰

Globally, the forcibly displaced population increased in 2017 by 2.9 million. In 2017, the number of people forcibly displaced from their homes worldwide came at a record rate of 44,400 every day. By the end of the year, 68.5 million individuals were forcibly displaced worldwide as a result of persecution, conflict, or generalized violence. As a result, the world's forcibly displaced population remained yet again at a record high¹¹.

68.5 million forcibly displaced people worldwide



The impact of the movement of refugees to Europe in 2015 and 2016 was seen in the growing refugee population as the backlog of asylum applications was gradually processed during 2017. In particular, the refugee population in Germany increased by 45 per cent, with substantive decisions made on over half a million cases.

44,400
NEW DISPLACEMENTS EVERY DAY

The number of new displacements was equivalent to an average of 44,400 people being forced to flee their homes every day in 2017.

102,800
REFUGEES FOR RESETTLEMENT

In 2017, UNHCR submitted 75,200 refugees to States for resettlement, a 54 per cent drop from 2016 due to the decline in resettlement quotas. According to government statistics, 102,800 refugees were admitted for resettlement during the year, with or without UNHCR's assistance.

1.7
MILLION NEW CLAIMS

Asylum-seekers submitted 1.7 million new asylum claims. With 331,700 such claims, the United States of America was the world's largest recipient of new individual applications, followed by Germany (198,300), Italy (126,500), and Turkey (126,100).

2018 is coming to its end, which means based on the current trends more than 68.5 million individuals are now displaced, continuing to increase every day. Only in 2017 52% from refugees were children below aged 18, which means in the following years these children will be at the category of newcomer young people. Starting today we need to be equipped with competences including them to the host societies.

173,800
UNACCOMPANIED OR SEPARATED CHILDREN

This conservative estimate takes into account new applications, asylum-seekers and refugees. It includes 45,500 unaccompanied and separated children who sought asylum on an individual basis in 2017 as reported by 67 countries and 138,700 unaccompanied and separated child refugees and asylum-seekers as reported by 63 UNHCR operations, with reductions to avoid possible double-counting.

52%
CHILDREN

Children below 18 years of age constituted about half of the refugee population in 2017, up from 41 per cent in 2009 but similar to more recent years.

16.2
MILLION NEWLY DISPLACED

An estimated 16.2 million people were newly displaced in 2017. This included 11.8 million individuals displaced within the borders of their own countries and 4.4 million newly displaced refugees and new asylum-seekers.

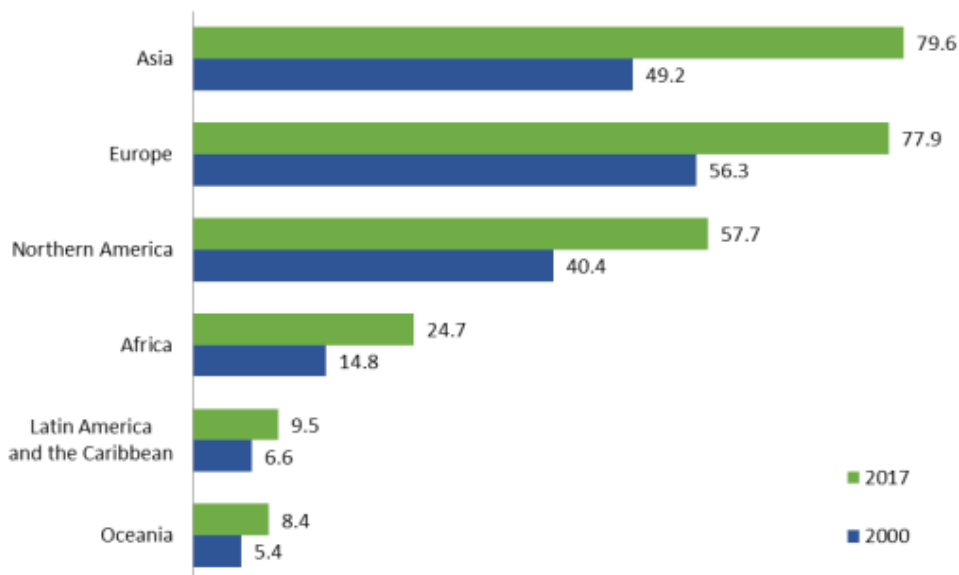
¹⁰ The data below was collected by the participants of the course, however as the tendencies are changing rapidly, we advise to double check any data before using it for different purposes.

¹¹ UNHCR, Un Refugee Agency, The Global Trends Report 2017 <https://www.unhcr.org/globaltrends2017/>

More than 60 per cent of all international migrants worldwide live in Asia or Europe. In 2017, 80 million international migrants were residing in Asia, compared to 78 million in Europe. Northern America hosted the third largest number of international migrants (58 million), followed by Africa (25 million), Latin America and the Caribbean (10 million), and Oceania (8 million)

Figure 2

Number of international migrants (millions) by region of destination, 2000 and 2017



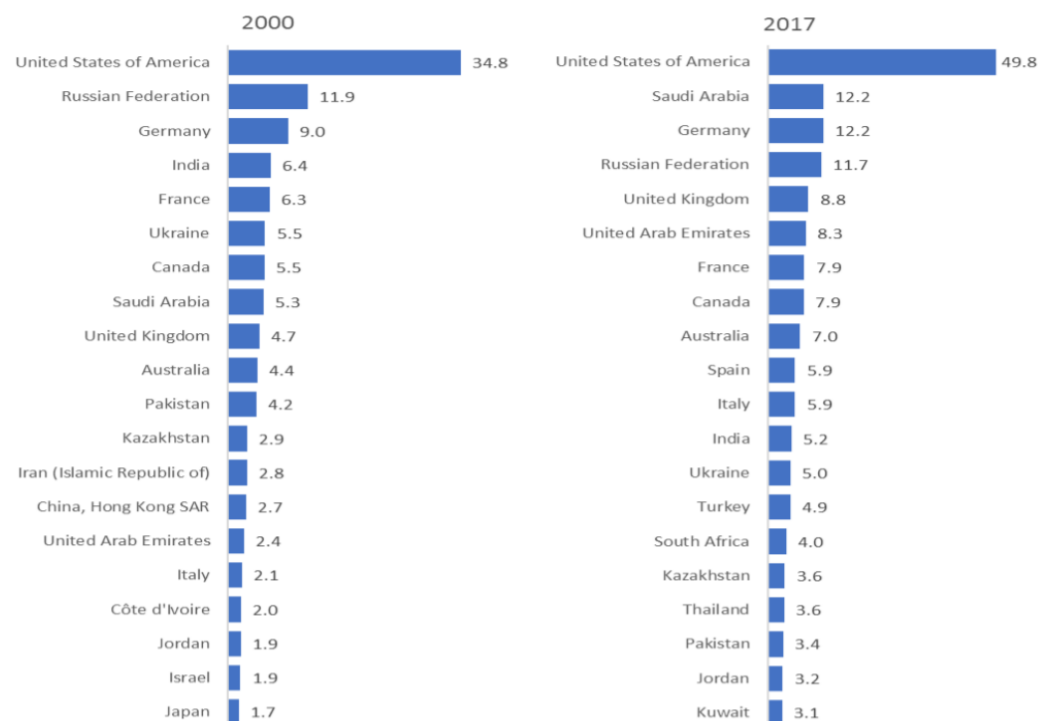
Source: United Nations (2017a)

Most of the world's migrants live in a relatively small number of countries. In 2017, more than 50 per cent of all international migrants in the world were living in just ten countries or areas, while only twenty countries or areas hosted 67 per cent of the global number of international migrants. The largest number of international migrants resided in the United States of America: 50 million, equal to 19 per cent of the world's total (figure 3). Saudi Arabia, Germany and the Russian

Federation hosted the second, third and fourth largest numbers of migrants worldwide (around 12 million each), followed by the United Kingdom of Great Britain and Northern Ireland (nearly 9 million), and the United Arab Emirates (8 million). Of the twenty largest countries of destination of international migrants worldwide, nine are located in Asia, seven in Europe, two in Northern America, and one each in Africa and Oceania.

Figure 3

Twenty countries or areas hosting the largest numbers of international migrants, 2000 and 2017, number of migrants (millions)



Source: United Nations (2017a)

Share of regions in world population and international migrants by origin (in thousands), 2017

	Total population	Percentage of global population	International migrants by origin	Percentage of international migrants
World	7,550,262	100.0	257,715	100.0
Africa	1,256,268	16.6	36,266	14.1
Asia	4,504,428	59.7	105,684	41.0
Europe	742,074	9.8	61,191	23.7
Latin America and the Caribbean	645,593	8.6	37,720	14.6
Northern America	361,208	4.8	4,413	1.7
Oceania	40,691	0.5	1,880	0.7
Unknown	n/a	n/a	10,560	4.1

Source: United Nations (2017a).

In 2017, of the 258 million international migrants worldwide, 106 million were born in Asia. Europe was the region of birth of the second largest number of international migrants (61 million), followed by Latin America and the Caribbean (38 million), and Africa (36 million). Relatively few migrants worldwide were born in Northern America (4 million) or Oceania (2 million). Considering each region's relative share in the world population, international migrants from Europe, Latin America and the Caribbean and Oceania were overrepresented, while international migrants from Asia, Northern America and Africa were underrepresented.¹²

¹² UN International Migration Report 2017http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf

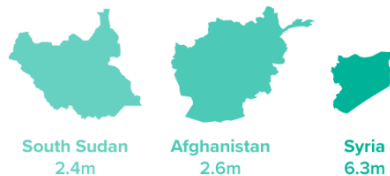
Youth Workers should always have up-to-dated knowledge on the modern migration trends and population concerns in Europe and in the world in general.¹³

Where the world's displaced people are being hosted

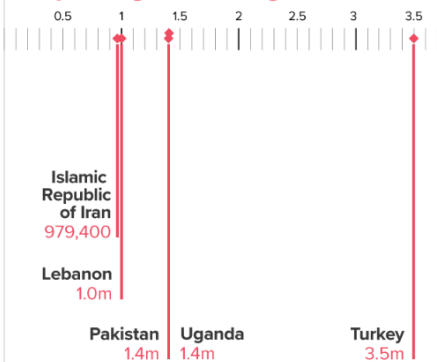


85 per cent of the world's displaced people are in developing countries

57% of refugees worldwide came from three countries



Top refugee-hosting countries



10 million stateless people



102,800 Refugees resettled

44,400 people

a day forced to flee their homes because of conflict and persecution

Figure 14 | **Main countries of asylum for new asylum-seekers | 2008-2017 (in thousands)**

	'08	'09	'10	'11	'12	'13	'14	'15	'16	'17
Australia	7.3	8.4	11.0	15.4	20.1	16.0	15.2	16.1	33.5	36.2
Austria	12.8	15.8	11.0	14.4	17.4	17.5	25.7	85.8	39.9	22.5
Belgium	12.3	17.2	33.1	26.0	18.5	12.5	13.9	39.1	14.7	14.0
Canada	34.8	34.0	22.5	25.0	20.2	10.4	13.7	16.6	23.6	47.8
France	35.4	72.7	48.1	89.3	55.1	60.2	59.0	74.2	78.4	93.0
Germany	22.1	27.8	48.6	45.7	64.5	109.6	173.1	441.9	722.4	198.3
Greece	19.9	15.9	10.3	15.3	9.6	8.2	9.4	11.4	49.8	57.0
Italy	30.3	17.6	10.1	40.4	17.4	25.7	63.7	83.2	123.0	126.5
Malaysia	17.0	40.1	26.0	15.7	20.2	54.3	25.7	22.1	20.1	23.7
South Africa	207.2	222.3	180.6	106.9	82.1	70.0	71.9	62.2	35.4	24.2
Sweden	40.5	24.2	45.1	43.8	43.9	54.3	75.1	156.4	22.4	21.5
Turkey	13.7	8.9	9.2	16.0	26.5	44.8	87.8	133.3	78.6	126.1
Uganda	13.6	20.4	15.5	12.7	14.4	18.8	32.4	35.9	30.3	57.3
United Kingdom	33.8	30.7	22.6	25.9	28.0	29.9	32.3	38.9	38.5	33.5
United Rep. of Tanzania	0.0	0.9	0.4	0.4	0.2	0.4	1.0	1.7	6.7	36.5
United States of America*	49.6	47.9	54.3	76.0	70.7	84.4	121.3	172.7	262.0	331.7

* Cases are multiplied by average number of persons per case.

Young people are more likely than older people to migrate

The age selectivity of international migration is well known: all things being equal, younger people are more likely to migrate than older people. As migrant flows to selected traditional and non-traditional destination countries in Europe show, a large proportion of foreigners entering a country as migrants in any given year are young adults.

Young people migrate for a number of reasons. The decision to migrate is often related to important life transitions, such as obtaining higher education, finding and starting work, or getting married. Many

¹³ UNCHR Figures at a Glance <https://www.unhcr.org/figures-at-a-glance.html>

youth also choose or are forced to migrate to escape poverty, violence, conflict, or are displaced due the effects of war or climate change. As such, youth are heavily represented in migration for humanitarian reasons, including as refugees, asylum-seekers and as unaccompanied minors.

In Brief

- In 2013, young migrants (aged 15 to 24) represented 12 per cent of the total migrant population (28.2 million people).
- Of international migrants 10.2 per cent in developed countries, 14.9 per cent in developing countries, and 20.9 per cent of those in least-developed countries were youth.
- In developed countries young women made up 48.9 per cent of young migrants; and 43 per cent of young migrants in developing countries.
- 27 million young people leave their countries of birth to seek employment abroad as international migrants (ILO).
- Key drivers of youth migration include employment, education, marriage, and escape from poverty, violence, conflict and environmental change.¹⁴

Agenda 2030 and Youth Migration

In September 2015, the United Nations (UN) General Assembly adopted the 2030 Agenda for Sustainable Development. For the first time, international migration was recognized as an integral part of global sustainable development. Eleven out of the 17 Sustainable Development Goals (SDGs) contain targets and/or indicators that are directly relevant to migration. For example, target 10.7 calls upon countries to “facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies”, and others refer to migration-related topics such as remittances and human trafficking¹⁵.

What can youth organisations do?

Youth organisations can be very active in different fields. However, we need to keep in mind that working with people with strong psychological trauma (refugees or unattended children or people escaping from violence etc.) requires professional competences that youth organisations usually lack. In this cases the role of such organisation may be to link newcomer with the institution or organisation that corresponds to his or her needs and monitor, mentor newcomer in the process of contacting with this organisation and obtaining help.

If you are interested to deepen in this field, check out [Appendix 3: Online Directory of European Institutions working with migrants](#)

Based on collective and individual experiences we mapped several fields where youth organisations can and have to operate. They can be divided to two parts: direct assistance to newcomers and working with society, community to change the attitudes towards newcomers.

Direct assistance to newcomers

- **Involving new-comers into the different leisure time activities.**
 - Tigran Gevorgyan from the organisation “Slusen” at Aalborg University of Copenhagen explains that the mission of their students club is to connect young people and welcome newcomers into the Danish community. “We welcome

¹⁴ Youth Migration: Facts and Figures; p. http://www.globalmigrationgroup.org/system/files/4_Chapter_1.pdf

¹⁵ Global Migration Indicators 2018, https://publications.iom.int/system/files/pdf/global_migration_indicators_2018.pdf
<https://migrationdataportal.org/sdgs#0>

refuges during our events that happen in our Friday bar, we place games, encourage interaction and make sure that newcomers gain friends, thus better integrating into community”.

- “Hayordi” (Strasbourg) gathers young Armenian and French people for cultural and sport exchanges.

- **Involving new-comers into the activities promoting their culture.**

- **Involving new-comers in educational activities**

- For example, youth workers mobility project "oLiveWork" in Turkey trains newcomers a demo eco-brand design journey through olive and olive related production which is a common value in Mediterranean coasts.



- **Assisting new-comers with settling in a new environment.**

- Sarguis Mahtessian from “Hayordi” (France, Strasbourg) says that their organisation helps newcomers to find relevant university or school, fill in the CV and motivation letter for the employment. “Hayordi” also gets involved with translations, paper work, provides services with documentations. The organisation helps to find apartment for newcomers, shares information on local transportation. Recently a young family came to the city for health related reasons and “Hayordi” helped with interpretation at the hospital, finding kindergarden for the child, organising the birthday for a baby.
- Armenian youth association of Kursk provides language classes for new-comers, guides them in the city. One of the main missions of organisation is to gather and organise cooperation between Armenians in Kursk and help them to root in Russian society, without losing the ethnical identity.

- **Assisting with fulfilment for the basic needs of newcomers**

- NGO “Armenian youth of Dnipro region” is active in finding job offers for newcomers; -giving information, useful contacts; -filling in documents; providing

translating service; -providing space for self-expression and communication; helping to keep ethnical identity (traditions, culture, religion, language)

- Christina Grigoryan from Armenian Youth Association of Moscow (AYAM) brought an example "We had a person without documents who had to be deported to Armenia without any document. We helped and organised for him a process of getting basic documents through consulate to make his return easier".
- Armenian Youth Association of Moscow (AYAM) works with young people in order to organise their productive and active life while studying, working and so on. The main aim is to keep Armenian traditions in Russia and share Armenian culture. The organisation helps newcomers

- **Connecting newcomers with the organisation that correspond to their needs.**

Working with society and community to change the attitudes towards newcomers.

- **Organising different projects aimed to promote ideas of solidarity, support and tolerance.**
 - For example, one participant of the course was from Worldwide Artists project for Peace "International Art Action Project" (Turkey, İstanbul-Aydın).
- **Organising educational activities with the focus on intercultural dialogue between newcomers and locals**



Part 4: Practical Resource Pack for Youth Workers dealing with Newcomers

This part of our Handbook aims at all youth workers who deal with young newcomers who could be at risk of being excluded from the society and also to organisations which train youth workers and seek advice on that subject. It provides practical parts, tips and guidance from already existing resources from various good practice projects across Europe.

Youth Work in Europe

Youth work is defined differently in European countries, it is taking different forms and is implemented via different activities. A Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work is offering a definition of youth work that summarizes the experiences of 27 members of European Union: “Youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics.”¹⁶ According to the reports from 27 European Union countries, “Youth work is also defined by its broader more societal aims which are participation in democratic societies, prevention and social inclusion and cohesion: even though some youth work activities are more focused on certain broad objectives than others. For example, some youth work activities put more emphasis on the aims of emancipation, empowerment and participation, whilst others are more focused on prevention.”¹⁷

European Institutions on Social Inclusion

Youth workers need to understand well the policy context in which they operate, and to use the opportunities it provides to support young people in overcoming barriers to social inclusion. In this sense, both the European Union and the Council of Europe have adopted several political documents that frame the national and local work on social inclusion and are a real support to youth workers. The most notable initiatives of the European Union are the Europe 2020 strategy and the accompanying Platform against Poverty and Social Exclusion, Youth Employment Initiative, the EU Youth Guarantee, and the EU Youth Strategy 2010-2018 with the accompanying Work Plan for Youth 2016-2018. The EU Youth Report includes a specific chapter on social inclusion of young people and the one published in 2015 highlighted that socially excluded groups of young people are very diverse and outreach requires better planned policies and interventions. The European Commission, with the support of the SALTO-YOUTH Inclusion Resource Centre, developed and launched in 2014 the Erasmus+ Inclusion and Diversity Strategy in the field of Youth. This strategy applies in the youth part of Erasmus+ and encourages youth organisations and other structures to use international mobility projects for the young people with fewer opportunities they are working with. Other initiatives such as the Paris Declaration by EU member states, reinforcing political attention and allocation of resources to counter violent radicalisation of young people, entitled “Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education”¹⁸ are the latest initiatives with a strong focus on groups of young people with fewer opportunities. At the programme level, The Erasmus+ national agencies and SALTO Inclusion are organising inclusion courses and

¹⁶ Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010.

¹⁷ Dunne, A., Ulicna, D., Murphy, I., Golubeva, M. (2014). Working with young people: the value of youth work in the European Union. Available at http://ec.europa.eu/youth/library/study/youthwork-report_en.pdf

¹⁸ For the main points of the declaration see this document: <https://ec.europa.eu/epale/en/resource-centre/content/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and->

networking seminars each year to support youth workers in carrying out projects with young people with fewer opportunities.

The Council of Europe's activities in the field of youth have been guided by the action plan "Building cohesive societies" and the Agenda 2020, driving the Council of Europe youth policy agenda. The Youth Department held training, capacity-building and awareness-raising activities on social inclusion. These processes led to the adoption of a series of recommendations by the Committee of Ministers, such as **Recommendation CM/Rec(2015)3** on the access of young people from disadvantaged neighbourhoods to social rights (elaborated in the framework of the ENTER! Project), **Recommendation CM/Rec(2016)7** on young people's access to rights and a **Recommendation CM/Rec(2017)4** on youth work. Representatives of youth groups experiencing exclusion (such as Roma, LGBTIQ young people experiencing homelessness, young refugees and others) have organised study sessions with the support of the Education and Training Division in the European youth centres in Strasbourg or Budapest for many years and, through that, have strengthened advocacy actions for these groups of young people with fewer opportunities. The European Youth Foundation supports many projects on social inclusion of young people across the signatory states of the European Cultural Convention. Campaigns such as "All different – All equal" and the No Hate Speech Movement are convincing hearts and minds to stand up against racism, intolerance, xenophobia, exclusion, bullying, hate speech and discrimination and for building a more inclusive, participative and respectful European society.

In the newly adopted **EU Youth Strategy 2019-2027**, it is also mentioned among EU Youth Goals /#3/ about building INCLUSIVE SOCIETIES. It is acknowledged that One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfilment of the rights of all young people in Europe, including the most marginalised and excluded. Goal: Enable and ensure the inclusion of all young people in society¹⁹.

Finally, social inclusion of young people has been among the three thematic priorities of the EU-Council of Europe youth partnership's work for several years. The partnership has been carrying out research in support of the work of the partner institutions and for the youth sector actors. The work on social inclusion began with a mapping exercise that culminated in the report "Finding a place in modern Europe". This report was launched at a meeting of youth sector stakeholders and young people experiencing social exclusion themselves. A series of thematic youth knowledge books and almost all research initiatives supported by the EU-Council of Europe youth partnership tackle social inclusion of young people from the perspective of youth work, evidence-based youth policies and developing better knowledge and understanding of young people. This research is presented to practitioners and policy makers, gets picked up in many local, national and transnational initiatives and informs public debate on youth policy and social inclusion in Europe²⁰.

Youth Work and Social Inclusion

Youth work plays an essential role in reaching and bringing together young people who face exclusion on a daily basis.

As we live in the age of challenges, youth work has been and is often the frontline service offered to young people experiencing social exclusion. In this sense, youth work has also diversified its approaches with young people and youth workers are required to know the fundamentals of inclusive work as well as to keep the fun aspects of non-formal learning in their work with these groups of young people. As non-formal education and voluntary engagement are the basic concepts

¹⁹ EU Youth Strategy 2019-2027; <http://data.consilium.europa.eu/doc/document/ST-14080-2018-INIT/en/pdf>

²⁰ T-Kit 8: Social Inclusion <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

in Youth Work, we would like to include the main differences of Formal and Non-Formal education in this handbook, so as Youth Workers could refer to whenever it is needed.

If youth workers and youth organisations cannot reach out to and include young newcomers, often with the fewest opportunities, in their activities, where else will they benefit from the non-formal learning experiences these activities provide? Youth work can have a great impact on preventing social exclusion. Youth workers can offer:

- targeted support;
- opportunities for non-formal learning, and information on health and well-being;
- opportunities for positive integration into the local community.

	Formal learning	Non-formal learning
Learning methods implemented	Courses where the main vertical relationship takes place between the holder of knowledge and learners, with clear educational objectives.	Interactive relationship between the learners and their environment: "learning by doing". Peer education and mentoring are often used and the educational objectives are well defined.
Contents	Mainly general, and defined by educational authorities.	Chosen by the learner, no definition except concrete experience acquisition.
Certification	Usually provided at the end of the course and conditional upon success in an evaluation of knowledge. Set up according to criteria defined by educational authorities.	Not necessary and not standardised. For the Youthpass certificate for Erasmus+ Mobility of Youth Workers participants, see www.youthpass.eu/en/youthpass
Length	Usually: <ul style="list-style-type: none"> ► from six to 18 years old: primary and secondary education; ► above 18 years old: up to 10 years of studies (university). 	Lifelong learning
Strong points	Obligatory for all (usually up to 16 years old) in order to provide a base of knowledge. Often almost free in the public sector. Certification through official academic diplomas.	Accessible to all at any moment of life. "Second chance" for young people with fewer opportunities.
Things to be improved	Academic diplomas may remain general and further specific studies or training need to take place. Not adapted to all. No Europe-wide recognition (difficulties with transferring the value of the diplomas abroad).	Better recognition for the learning experiences acquired through activities based on non-formal education methodologies.

Youth Work with Newcomers

During the TC "Second Stop for effective inclusion, participants identified and come up with 3 main category groups of newcomers according to various factors: the motives, if the migration has been

planned, the legal status of those concerned, the duration, if it is a short-term, long-term or unknown term migration, do they plan to go back to their homes.

Youth Work with pre-planned temporary migrants.

Under this group are included young people who migrate for a certain purpose, such as studying, working, vacation, volunteering for a short period, plan their migration beforehand and have concrete plans to go back to their homes. For example, international exchange students, EVSers, seasonal migrants, people visiting their relatives, etc.

Youth Work with pre-planned long or unknown term migrants.

This category includes people who migrate purposefully to another place to live or work for a certain reason, but who plan to stay for a long term or do not intend to go back to their homes. Those are for example emigrants, immigrants, working or economic migrants, family members of diplomats, people who are seeking for a better life or are obliged to change their place of living.

Youth Work with unplanned unknown duration migrants.

This group is about people who did not plan to migrate and become a newcomer, but who has been forced to flee his or her home for certain reasons, such as unexpected conditions /earthquake, war, etc/, and who do not know when they can return to their homes. For example refugees, asylum-seekers, internally displaced people,



migration for a certain purpose, such as studying, working, vacation, volunteering for a short period.



people, who migrate purposefully to another place to live or work for a certain reason, but who plan to stay for a long term.



people, who have been forced to flee his or her home for certain reasons, such as unexpected conditions /earthquake, war, etc/.

Youth Work with pre-planned temporary migrants

This type of newcomers always plan beforehand their short-term migration. They also have a concrete time frame how long they will stay at foreign country and when exactly they will come back. However, they still can face the challenge of being an excluded newcomer for the society, neighbourhood and people surrounding. To tackle these issues Youth Workers should also have contacts in the universities hosting international migrants, to organisations hosting international volunteers, etc. Here are some key aspects of working with this type of volunteers.

Provide information on language courses or camps.

For many exchange programs, students may spend a few weeks at language camp with other exchange students before going to their host family. Tell them that this is a time to make friends! Inform to these students will become their local friends afterwards.

Tell them to spend time with their host family.

It's easy to hide away in your room when you're in a new environment stuck in a house with strangers. But take the courageous step and spend as much time as possible with them. If everyone is watching TV downstairs, go downstairs and watch TV. If the family goes to church on Sunday, go to church on Sunday. If your host mom asks if you want to go to the grocery store with her, go! You are in your host country to learn, and spending time with your host family is the best way to do it. Explain this information to newcomers.

Explain newcomers to ask about the house rules.

A common reason for tension between host parents and exchange students is not communicating each other's expectations. Even if your host parents don't tell you the rules, ask them—What is the curfew on weekdays and weekends? How does the wi-fi work? Are there rules about the computer? What can I eat out of the refrigerator? Can I invite friends over to the house? These questions might feel silly, but it's better to know the rules upfront than three months into the exchange after breaking the rules and not knowing. Sometimes newcomers could have habits in their culture that are not usual for the new reality. As a youth worker you should have explained this.

Culture shock is real.

You need to explain to a newcomer “You might be the most accepting person on the planet until you're three months into your exchange and turn into a racist bigot. Culture shock is a cycle, especially during a 10-month exchange. Everything will be exciting and new at first, then it loses its charm a few months later, then you hate everyone around you a few months later, and then there's a moment where it finally hits: hey, this isn't so bad... this is great! The hardest time for any exchange student is generally October through December—the holiday months. Remember this, remember it is normal, remember you can do it and it will totally pay off.”

More about the different phases of culture shock read here!

Be honest.

Don't let anger or sadness wallow up inside of them. Ask them to open up to not only to you but to their host parents and tell them how they feel. If they usually spend an hour to themselves after school to relax, let them know they need that time. If they're having a hard time in school, tell the teacher you're struggling with the language—more times than not, they will make an exception for you. If your host parents offended you at dinner, don't let that stir up inside of you—let them know. You come from a completely different culture. This is a learning experience for everyone.

Teach to say yes to friend invites.

Especially at the beginning when you're the cool, new, exchange student. Say yes to everything (except drugs...)! Discos, birthday parties, study sessions—if you say no a lot at the beginning, they're least likely to keep asking you later on. This could be explained by youth workers as a friendly advice

to newcomers. It might not always be the best time ever like with your besties back home, but it's all about experiencing a new culture and getting to know other people's perspectives (and you need to get out of the house!).

Explain newcomers that they're going to look stupid and that's okay.

How can they not look stupid? They're a 17-year-old speaking with an 8-year-old language proficiency. People will say to them, "He's so cute," or "Isn't she adorable?" and you'll want to throw a rock at them, but hey! You're learning a different language! You are living in a different country! Be patient. Keep trying to speak the language. Let them laugh at you when you say "you taste good" instead of "you have good taste." Be vulnerable and keep going. You've got this.

Teach to say thank you. A lot.

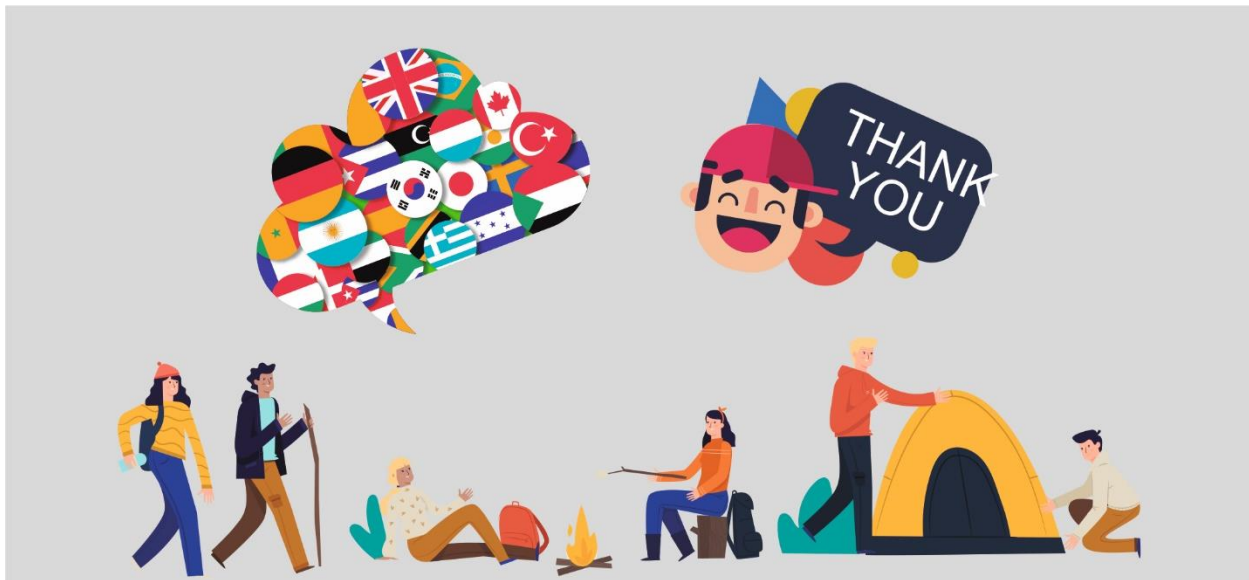
We're often as shy as foreign exchange students. We're not fluent, we're different than everyone else around, and sometimes our tongue just doesn't want to speak the host language that day. But ALWAYS remember to say thank you to your host family. They're doing a huge favor taking you in. Even if you're shy, they need to know that you appreciate them or they will start to worry.

Tell them that it's normal to feel weird when you come home.

Culture shock keeps going, even when you're back home. You might have a hard time speaking your native language or even articulating your experience. Your friends will ask, "How was Germany?" and you won't know how to respond. "Good" doesn't cover 10 months of anyone's life. Your own country will give you culture shock, like your extremely loud friends, or the jokes people make. Give it a month of two and it will wear off. You are going to have so much fun!

Be a leader in all situations.

Youth Workers should have leadership skills and attitudes also working with migrants. There is a set of competences within leadership framework that you can develop, such as organisational management, volunteer management, time management, risk, staff and human resources development, fundraising, public relations, youth projects, etc. Read more at "Diaspora Armenian Young leader's Guidebook"²¹



What are your concerns as a youth worker? Share with us, by writing an email to wostayn@europe.com email address.

²¹ ՍՓՅՈՒՈՔԱՅԱՅ ԵՐԻՏԱՍԱՐԴ ԱՌԱՋՆՈՐԴԻ ՈՐԴԵՑՈՒՅՑ, Երևան 2016; Wostayn.net/wp-content/uploads/2016/12/Սփյուռքահայ-երիտասարդ-առաջնորդի-նախնայ-Ոստայն.pdf

Youth Work with pre-planned long or unknown term migrants.

This type of migration has its own characteristics pointed out by the participants of the Training Course. Migrants under this category often plan their migration usually looking for the better life. It is pre-planned and anticipated migration, as a result the consequences of the migration are also foreseen. This does not mean that their transition and inclusion to the society should happen automatically. Usually there are risks that have not been foreseen or the life after migration is even harder and challenging for people. Youth Workers should have mechanisms for firstly identifying this category of newcomers, then tools and approaches to work with them.

Being excluded from the society or just having contact with people from the same country and nationality in a closed circle can cause marginalization with its bad consequences. Thinking about ways of being more inclusive in youth organisations, clubs, youth workers can use the following tips for creating atmospheres that are inclusive of newcomers who are minorities, uncomfortable speaking in foreign language, or non-native speakers. It is important for the Youth Workers to determine what the problem is for each particular migrant. Are some migrants uncomfortable as the expectations were not met. Are they afraid that they will have nothing to contribute, or that others will think what they have to say is silly or incorrect or stupid? Do they think they won't fit into the society because their experiences are different from the others? Each of these problems can be addressed by the youth workers.

Organise reflection activities for migrants.

Those who just changed their place and way of life, may benefit from the safe space created in youth clubs to reflect and share their achievements and challenges.

Small group vs large group.

Shy and minority migrants may feel more comfortable speaking up in smaller groups rather than larger groups. However, as a youth worker, it may be wise to walk around and listen in – occasionally one very dominant personality in a small group conversation can silence others. It is always important to remember that when we let go of some of our authority as youth workers, other power dynamics remain in the room, based on race, class, gender, sexuality, ability and yes, even just personality. Dominant personalities come in (at least) two types: People who regularly have something interesting and substantive to contribute, and students who dominate because they like talking, they like being the center of attention, or they really want to get whatever points are available towards a grade for class discussion. One way to address the latter is speaking to them outside of class and telling them, while their enthusiasm is great, we also need to give other people a chance to speak. One approach to these people is to provide a limited amount of time for each to speak (although less fluent speakers usually need more time to say the same thing). You can also start by pairing young migrants up and asking them to spend a few minutes introducing themselves, and then coming back together and asking each student to introduce their partner. This creates the precedent that everyone will have a chance to speak. One tip can be to pair them with similar personalities to start: dominant speakers together and quiet students together.

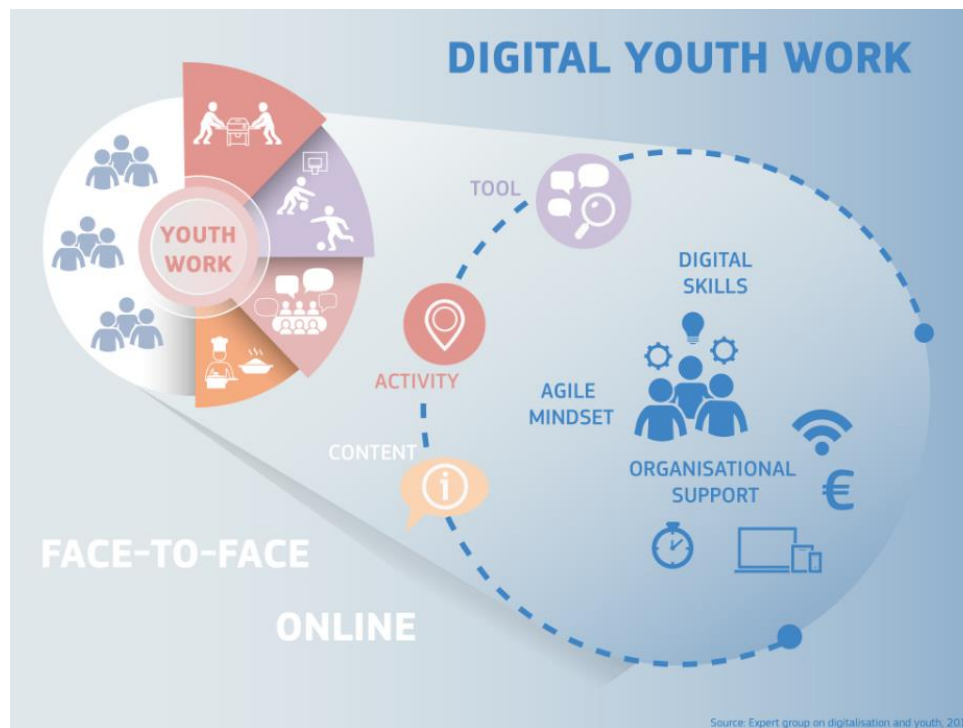
Youth Workers can organise public speaking lessons for migrants to make them feel more comfortable when talking. You can give migrants the option to record a video instead. If you offer the facilities for students to practice presentations privately, while making a video recording of the speech, that can be even beneficial. They go over the presentation with the presenters. More often than not people would say that the review with the tutor was less stressful and more helpful than they expected. When students do not perform well the first time — on their video— the

tutors can help them do better and point out that public speaking is very much a learnable skill with practice.

Use personal response systems to increase participation.

Personal response systems have the potential to draw people more deeply into the youth centres, which makes it more likely that they will have something to say later.

Digital and Analog Participation. Give migrants credit for participating differently online vs face to face. Some may prefer one mode over another. As long as there are enough opportunities for both throughout your work, and unless one mode is essential to your learning goals you can encourage them to participate in whatever mix makes sense to them. As now Digital Youth Work is also widely used in Youth Clubs, it is good to use that type of Youth Work with migrants as well. Often the participants in those two groups are different and both types of participation get credit.



Digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as

well as in online environments – or in a mixture of these two. Digital media and technology can be either a tool, an activity or a content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Youth workers in this context refer to both paid and volunteer youth workers²².

Question Your Content and Pedagogy.

Ask yourself if your content is inclusive of different cultural perspectives or if it privileges one (and how this affects non-dominant migrants). Ask other youth workers and even migrants to contribute alternative content. Consider whether your pedagogical approach privileges particular people all the time (e.g. eloquent speakers, those comfortable with debate, good writers) without supporting others to develop in those areas. Find ways to support those who need more support (e.g. get help from the Writing Center on campus) or offer alternatives yourself. Always ask to identify 2-3 questions which they would like to explore more. Then sort and collates the responses to create the list of topics they will discuss, but he may also add a few topics of his own to ensure that

²² https://ec.europa.eu/youth/news/developing-digital-youth-work-%E2%80%93-agile-mindset-crucial_en

everything necessary is covered. It is important that people make more ownership of the course if it studies topics of interest to them.

Don't Assume, Give Choices.

Don't assume certain people will prefer one option over another – just make the choices available.

Organise language courses based on non-formal education approaches or methods used in youth work.

If there is not any easy accessible language courses, you can either organise one by yourself or ask local volunteers to teach, which will be also beneficial for them, as teaching is also learning.

We highly recommend to be enrolled in the course of "New Approaches to Language Classes for Migrants and Refugees" course²³. The course is a distance learning Massive Open Online Course /MOOC/, which has several advantages:



To provide learners with ideas, methodological approaches, practices and pedagogical-educational tools that are useful to integrate the dimension of non-formal and informal learning in language teaching, with the ultimate aim of supporting the integration of migrants into the hosting society (at local and European level);



Deploy techniques that are designed to create a language class programme that is both flexible and inclusive of the cultural diversity of the target group (migrants) and which allows them to feel safe and interested in the class;



Demonstrate how to integrate the tools of non-formal education with an empirical approach in the educational curriculum of centers and organisations that provide courses for adult migrant learners.

Youth work can and in many cases has played a role in the social inclusion of young people with fewer opportunities. One inspiring form of youth work that have proved to be particularly adequate for the purpose of inclusion is open youth work

The purpose of open youth work is to offer young people, on the basis of their voluntary involvement, developmental and educational experiences that will equip them to play an active part in democratic society as well as meet their own developmental needs. Open youth work takes place in youth clubs, youth projects, youth centers, youth houses as well as on the street (through detached youth work).

Characteristics of open youth work

An examination of the above purpose and values of open youth work identifies a number of characteristics

- is a planned systematic educational experience implemented outside of the formal school curriculum,
- usually by voluntary groups and organisations;
- promotes an experiential learning model where young people are involved in learning by doing in real-life situations and reflecting in a structured manner on the experiences encountered;
- recognises that inequalities of opportunities exist in society and seeks to raise the level of awareness of young people about society and how to act upon it;
- involves young people on a voluntary basis and begins with the issues and areas that are of interest and concern to them;

²³ <https://learn.canvas.net/courses/2400>

- is a mutually beneficial, enjoyable and fun experience for youth workers and young people. Open youth work is a partnership between youth workers and young people involving adults working with young people, in a manner that prioritises the active participation of young people as partners in the process;
- provides structures whereby young people participate in decision making including planning, organising and evaluating;
- enables communities to contribute to meeting their own needs;
- is accessible to all young people irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability²⁴.

There are many ways to be more inclusive. What do you do to make your work more inclusive for migrants? Tell us in your email at wostayn@europe.com

²⁴ See European Confederation of Youth Clubs, available at www.ecyc.org/about-us/open-youth-work, accessed 24 November 2018.

Youth Work with unplanned unknown term migrants.

As young refugees are falling into the category of being disadvantaged and are qualifying as young people, they are becoming a concern of youth policy that is targeting different areas of social life. Young people with forced migrant backgrounds are one of the target groups that are not sufficiently reached by youth work. This is the reason why youth organisations and youth centres should look into the activities that they are proposing and critically evaluate the suitability of the activities to vulnerable groups (as refugees) as well as the accessibility of it to more various groups.

It is important to mention that youth work with young refugees is not something new, but it has gained another dimension and increased visibility since 2015, due to the situation created by numerous arrivals in Europe. At that time, and as a first reaction, youth workers responded (for example, in Greece) with mobilisation of volunteers for emergency response initiatives (for example, collecting and distributing food and clothes). Soon they started with intercultural learning activities, strengthening links with local communities with language and cultural courses²⁵.

It is important to note that the refugees would like to be invited to join the organisations of youth centres as they are aware of the public opinion and do not feel too confident to simply appear at a youth centre or youth organisation.

Youth organisations and youth centres are welcome to approach organisations that are working directly with refugees and discuss possible cooperation regarding: Inviting refugees to join youth centres or youth NGOs;

Planning new possible activities and initiatives that would be valuable in order to improve the refugee situation. Youth centres and youth NGOs can bring added value to already existing integration measures, for example - to be a space for young refugees to improve national language or to implement their ideas and receive support to do it. Or to implement new actions, which other actors in the field do not cover.

The same as the youth workers, young people mainly mentioned that all the regular activities of the organisations or youth centres are suitable for all the people and refugees should join according to their interests: “when we’re talking about refugees, we’re talking about a group of people, but we are forgetting that they have different characters, likes and dislikes. These are the aspects that need to be taken into consideration before planning the activities.” Young people discarded the idea of organising activities exclusively for refugees and pointed out that youth organisations or youth centres are a great platform to start integration in a new country by finding friends, learning about cultures, norms, daily life.

The youth workers from Latvia and Lithuania were asked about the activities that are usually implemented in the youth centres that they are working in.

The following activities were proposed by Youth Workers for refugees²⁶

The following activities were chosen to be interesting to the refugees

²⁵ STEP-by-STEP together Support, Tips, Examples and Possibilities for youth work with young refugees, page 11.

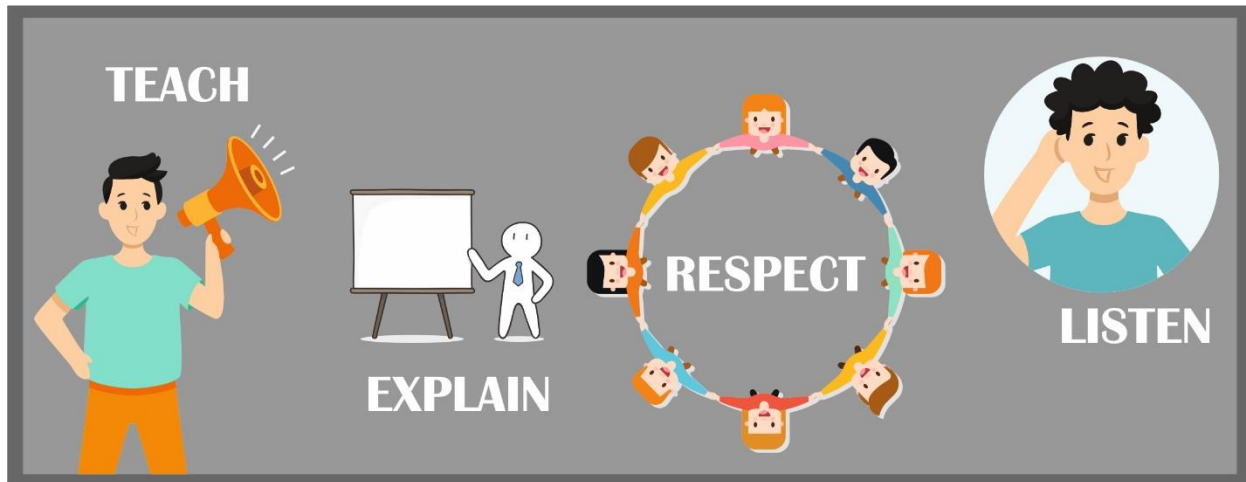
²⁶ INTEGRATING REFUGEES THROUGH YOUTH WORK ACTIVITIES, /2016 Institute for Policy research and Analysis https://www.salto-youth.net/downloads/toy_trainer_download-file-2836/TRY%20analyze%2010%2024.pdf

- » Hanging out and communicating;
 - » Board games;
 - » Foosball (table football);
 - » Watching YouTube videos;
 - » Watching movies;
 - » Celebrating birthdays and holidays;
 - » Cultural evenings (telling about the country, culture, customs, singing songs, dancing, cooking traditional dishes);
 - » Cooking;
 - » Quizzes;
 - » Sleep-overs;
 - » Crafts;
 - » Robotics;
 - » Programming;
 - » Creating websites (learning how to do it);
 - » Playing musical instruments;
 - » Break dance lessons;
 - » Sports (football, volleyball, basketball);
 - » Trips;
 - » Experiential hikes;
 - » Camping;
 - » Orientation games.
- » Hanging out and communicating;
 - » Board games;
 - » Foosball (table football);
 - » Watching movies;
 - » Cultural evenings (telling about the country, culture, customs, singing songs, dancing, cooking traditional dishes);
 - » Cooking;
 - » Crafts;
 - » Creating websites (learning how to do it);
 - » Playing musical instruments;
 - » Sports (football, volleyball, basketball);
 - » Trips;
 - » Participating in events;
 - » Getting consultations and relevant information on the topics that is interesting.

Europe would do well to ensure these people are best able to integrate – not only out of compassion, but also to enable them to contribute to their new host countries - as workers, as tax-payers and as consumers.

So what can youth workers do to best ensure these type of migrants integrate?

- Explain the “obvious”. Even if things seem obvious to you, it does not mean they are for everyone. If they are, the young person will let you know. But if they were not, you provide a safe place for learning without having to ask which, for some young people, could be embarrassing.
- Ask about other cultures. As a youth worker, you are not expected to know about the culture of all young people (“knowing” about a culture is difficult anyway). By showing a curious, open attitude through questions such as “how do you do it back home? In your family? In your country?”, you give a space to their experience and you value differences. This allows for dialogue, and maybe also enables you to better understand certain behaviours.
- Avoid imposing behaviours through the argument “This is how we do it here, in ... (country)”. This could lead to defensiveness and give the wrong message that there is only one way of doing something, which delegitimises young people who act differently.
- When proposing activities, try to take into account cultural aspects: proposing an afternoon at the swimming-pool during Ramadan will exclude certain young people from participating. Again, if you do not know, ask the young people and involve them in planning activities. It could also be a good idea to invite young refugees to propose activities themselves, so that they can help local young people discover some of their games and leisure activities.
- Avoid explaining everything with culture: violence is not cultural, and neither are other difficult behaviours. Try to see the young person as an individual rather than a cultural representative. Of course, certain habits can be explained by culture, but avoid falling into the trap of confusing negative behaviours with cultural aspects.
- Treat each young person as an individual young person, independently of where they come from. Young people are sensitive to inequality and unequal treatment. It is not easy to provide a balance between recognising individual needs and providing equality.



- Be ready to sometimes just be there and listen, without feeling the need to do something or intervene.
- Create a framework in which values of respect towards each other, openness and mutual learning are “the rule”.
- When working with non-refugee youth, provide spaces for learning about/with young refugees, for asking questions and for discussing certain stereotypes. Only then can these matters be considered and deconstructed.
- Some young refugees arriving in Europe have faced extremely difficult situations during their exile and can show signs of traumatising. The American Psychological Association defines trauma as “an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer-term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea.” It can also be defined as a high level of stress that temporarily prevents a person from coping. However, 75% of human beings manage to self-integrate and overcome traumatic events within 2 months after the event. Thus, young refugees should not be considered as victims or “ill people”, but rather as survivors with infinite resources.

The role of youth workers could/should be to help young refugees connect with their resources, recognise them, transform them and feel more confident to use them in their new societies.

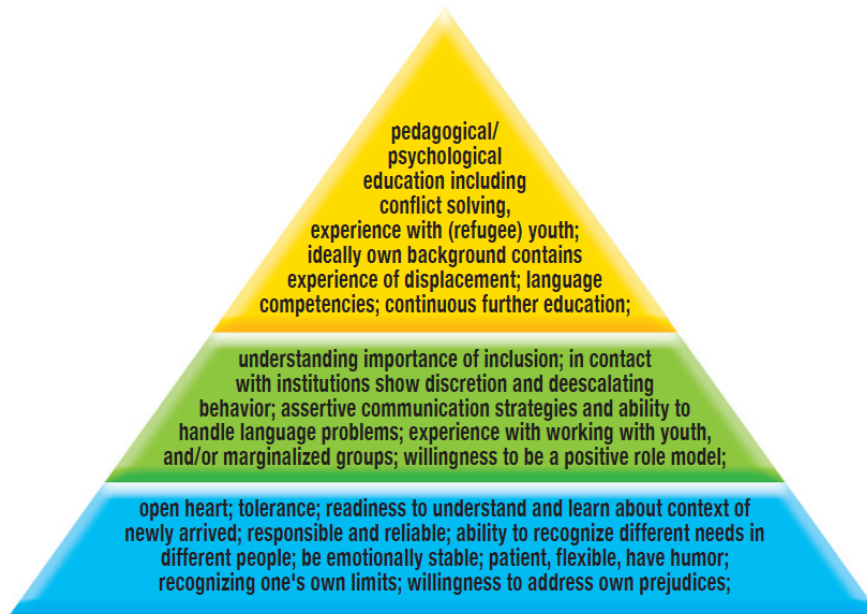
The youth workers’ role is not to focus on the trauma, but rather on the strong resilience of young refugees.

Youth work can rather be a space for creating a new comfort zone, enabling young people to create spaces of trust, “normality” and opportunities to be young, engaged and busy with topics that concern youth.

Youth work can be a place to break taboos and also discuss painful or embarrassing topics, such as religious beliefs and practices, death and rituals around death, fears and wishes. This can help young refugees to express themselves about difficult topics and to exchange with local young people about similarities and differences.

Young refugees can be subject to trauma due to their life stories, as can other young people. The role of youth workers in this situation is to recognise symptoms of trauma and possibly arrange for a transfer to specialists. At the same time, youth work is a great place for helping young refugees to reconnect to their many internal resources so that they can overcome difficult situations. By focusing on successes, competences and nice memories, youth workers contribute to developing young refugees' resilience²⁷.

Figure 5: Qualities of a youth worker working with refugee youth



Provide integration services as soon as possible for those asylum seekers most likely to be allowed to stay

Time spent waiting around can damage refugees' chances of integrating, yet they often have to wait months or even years before receiving language training and other integration support, such as skills assessments and civic integration courses by government. Youth Workers can shorten the time it takes to wait for example by providing language training for asylum seekers in youth centres.

Help in taking into account whether the jobs available in the particular regions match migrants' skills

Many governments disperse refugees across the country to prevent segregation, ensure suitable housing and to spread the costs. Youth Workers can help with providing bilateral information to governments and refugees, in helping to choose where to send migrants considering where appropriate jobs that match their skills can be found. For example, in Sweden migrants are matched to localities based on their overall profile, including their education level and work experience, and in New Zealand, although family or ethnic links are the first factor considered, educational and employment opportunities are considered when there is a choice between resettlement areas.

Treat refugees differently, depending on their backgrounds

²⁷ STEP-by-STEP together Support, Tips, Examples and Possibilities for youth work with young refugees https://pip-eu.coe.int/documents/1017981/7110668/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf

Different refugees require different levels of support – for example those with degrees have very different training requirements than those lacking basic qualifications. Youth Workers can help in making lists of people.

Pay particular attention to unaccompanied minors who arrive past the age of compulsory schooling

Most unaccompanied minors arrive around the age at which compulsory schooling ends (14-17) but have little or no formal education, and need specific, appropriate support in order to catch up. An example is the US Unaccompanied Refugee Minors programme, which provides intensive case management by social workers, educational support, English language training, career and educational counselling, mental health care, and social integration support.

Help those asylum seekers to do voluntary work before finding employment

Countries are often reluctant to allow asylum seekers to work as it leaves the asylum channel prone to abuse. They often therefore demand that certain conditions, such as a prior waiting period, are met before asylum seekers can legally work. But not working can have detrimental effects on their ability to integrate in the long run as their skills may decrease and because of the gaps in their employment history. Youth workers and organisations can create volunteer programs that asylum-seekers can do, such as helping in project management, language translation or event organising. This can be recorded in people's CVs as a voluntary work engagement.

Help to record foreign qualifications and help work experience count

Local employers often discount and dismiss foreign qualifications and work experience, with the result that humanitarian migrants with foreign credentials often struggle to secure jobs appropriate to their levels of experience. This is compounded as many fled their home countries with no proof of their qualifications. Youth Workers can help here by assessing and informally documenting newcomers' education, skills and experiences, then work on recognition of that documentation.

Deal with mental and physical health issues early

Poor health affects a migrant's ability to get a job, learn the local language, interact with public institutions and do well in school – all things that are critical to integrating successfully, with refugees particularly prone to mental health issues such as anxiety and depression, following their often traumatic and violent experiences back home and in flight. Host countries should assess the mental health of newcomers alongside physical evaluations, grant humanitarian migrants access to regular healthcare and ensure they are able to use it. However, most of migrants just need a kind and human approach to them, someone with whom they can have a good talk and reduce stress and anxiety. Youth Workers are able to do this and they should.

Build on civil society to integrate humanitarian migrants

By implementing government policies, developing mentorship programmes, appraising refugees' skills and welcoming newcomers to the community, youth organisations can help for inclusion of refugees and asylum-seekers. The Chamber of Commerce in Austria provides an example, putting in place language training, skills assessments, mentorship programmes and apprenticeship placements for humanitarian migrants in many parts of the country.

Acknowledge that integration can take a long time, particularly for the least educated

While long-term support is needed, so Youth Workers should know that the real inclusion is not going to happen in several months, not even years. If you want to get real results, then have patience for even working with one person or family for years.

Another interesting approach is proposed based on Canadian experience.

As the most migrants are under 24 years old in Canada, this is very useful to see how they handle this situation through youth clubs and youth work there. It is suggested to organise culinary activities, as Cooking helps to be integrated in the society. Involvement of young people in art and media activities as well, which help them to be more realized than other activities.

Another way could be recreational sports, which help newly arrived youth develop social skills and build friendships through interactions with other youth, without having to rely entirely on language skills²⁸.



A framework for youth work interventions

Quality youth work is based on sound theories and trusted methods. A theory provides knowledge and explanation on what is happening/going to happen and why, while a method helps in designing a model of intervention and practice. Eco-social work can be considered as both a theory and a method for youth work. Eco-social work originates from the application of systems theoretical thinking in practice. A system is usually defined as a collection of units that interact with each other to form a collective whole. Within youth work, the notion of systems can be understood as collections of interrelated individuals, families, political agents, schools, youth clubs, faith communities, parks, playgrounds and so on that form a web of interactions to contribute to the make-up of society as a whole. An eco-social work model has a holistic view by considering people and their social environment as well as the bio-physical environment in processes of mutual reciprocity and complementary exchanges of resources (Matthies, Turunen, Albers, Boeck and Närhi 2000). A critical perspective of the eco-social reiterates the argument that bio-physical environmental problems are connected to social problems, social inequality, and social changes at the global and local levels (Matthies et al. 2000; Rambaree 2013).

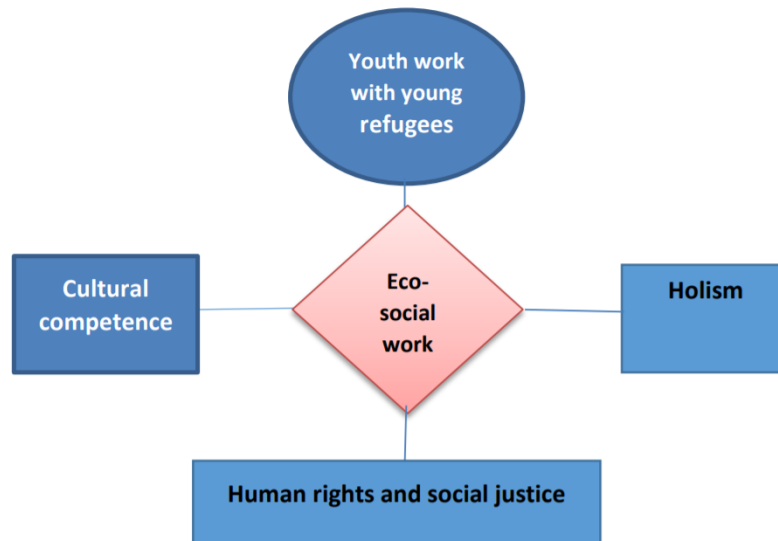
An eco-social work theoretical perspective recognises that human health and wellbeing (including social sustainability) is to a large extent dependent on the bio-physical environment. Essentially, an eco-social orientation is based on the argument that both the ecological and the social are inextricably related and cannot be considered in isolation from one another (Rambaree and Ahmadi in press). Ecosocial work therefore not only focuses on the social environment of human beings but also on the natural, bio-physical environment as a means for enhancing human well-being.

²⁸ Faciliter l'intégration des enfants et des jeunes nouveaux arrivants; <https://www.noscommunes.ca/Content/Committee/421/CIMM/Brief/BR8290477/br-external/BoysAndGirlsClubsOfCanada-9366456-f.pdf>

In particular, this approach makes maximum use of natural resources and supports available within the human natural, bio-physical environment to enhance human wellbeing and functioning.

For eco-social work to be a useful framework for youth work interventions, including with refugees, it needs to be based on the following core values, among others: holism, cultural competence and human rights and social justice (depicted in Figure 1).

Figure 1: An eco-social work framework for youth work with refugees



Holism: A holistic approach (with social, economic, civic, political, cultural and ecological dimensions) to youth work is highly recommended by the European Commission (European Commission 2015). A holistic approach recognises that youth development is influenced by the social, economic, political and environmental realities surrounding young people (Fletcher 2014). Given the complexities surrounding human societies, holistic youth work needs to strive for the broadest possible understanding of the young refugees' situation and then direct multi-dimensional efforts towards responding to their needs (Hutchinson and Olteidal 2003). Youth work promoting the health and wellbeing of the refugees therefore needs holistic initiatives and responses and demands multidisciplinary teamwork.

For instance, when facilitating the adaptation of refugees to their new environment in the receiving country, a holistic approach to youth work would focus on both the socio-economic and the biophysical environments. Current discourse lacks focus on facilitating adaptation of young refugees in their new bio-physical environment and may have little appreciation for the prior environment. Adaptation to the new bio-physical environment is much more than just getting used to the climate and the geography. Refugees may indeed be considered as being **“uprooted and transplanted”** with a broken tie to their own natural bio-physical environment (Hammond 2004). Their holistic development can be supported through use of the ecological resources available in their new biophysical environment. In this sense, Ungar (2011: 1) posits that “greater emphasis needs to be placed on the role social and physical ecologies play in positive developmental outcomes when individuals encounter significant amounts of stress”. For instance, youth work with refugees could consider an “EcoWellness” model that provides a basis for integrating nature into the counselling process to enhance holistic wellness (Reese and Myers 2012).

Cultural competence: The Council of Europe-European Union (2016) makes the following declaration in the European Youth Work Convention 2015:

Critical practice elements for youth work include enabling young people to explore and build their own identities, attuning communication and information to culture and family contexts, and fostering inclusion while respecting cultural traditions and differences". (pp. 5-6)

Further, sound knowledge about any specific group or population, refugees included, is a necessary prerequisite for culturally competent youth work at every level from individuals, to groups, organisations, communities, state and national and international policies and programmes (Rothman 2008). In this sense, the Council of Europe (2011) states:

cultural ... competences encompass an ability to acquire, use and make changes in culture and ... are therefore of vital importance in order for diverse cultures in Europe to flourish, and for their richness to be preserved and protected. (p. 2)



Cultural competence in youth work today certainly includes understanding of refugees from a sociocultural perspective. Although culture can be seen as a container concept, it is commonly understood as a system of interrelated beliefs, values and practices that influence and condition perception, judgment, communication and behaviour (Airhihenbuwa 1995). In particular, cultural competence moves beyond concepts of “cultural awareness” – knowledge about a particular group primarily gained through reading or studies; and “cultural sensitivity” – knowledge as well as some level of experience with a group other than one’s own (Advocates for Youth 1994). It is defined as “the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organisation being served” (Williams 2001:1).

Among others, cultural competence in youth work needs an awareness of diversity among human beings, an ability to support and care for individuals and groups having different cultural background and orientation, non-judgmental openness in interactions, and most importantly recognise the enhancement of cultural competence as a long-term continuous process (Jirwe, Gerrish and Emami 2006). Cultural competence is enhanced by adopting a reflective practice in youth work. Reflective practice, which is broadly defined as making reflection in, on, and about youth work situation(s) and intervention(s), is crucial in the process of enhancing quality of work through critical thinking and reasoning. Reflective practice is in fact evaluation in action and evaluative reflections reproduce the insights required, inter alia, in the cycle of project management. In fact, the youth

sector, like social work, has a tradition of learning from many evaluation processes other than reflective learning. Nonetheless, promoting reflective practice for enhancing cultural competence in youth work will strengthen the knowledge base, improve practice and broaden the voices that inform policy (Herman 2012). In relation to this, Emslie (2009: 417) opines that “given the fundamental role of reflective practice in youth work, it is surprising the development of youth workers’ ability to critically reflect has received so little formal attention”. Were it to, management competences would improve along with cultural competences.

Human rights and social justice

Human rights and social justice often go hand in hand; for instance, Wronka (2017) considers human rights as the bedrock for social justice. Individually and in interaction, they are fundamental to youth work with refugees. Human rights frameworks ensure that all people, including young refugees, have the opportunity to fully participate in economic, social and cultural life and to enjoy an adequate standard of living and well-being (European Youth Forum 2016). Under the influences of globalisation and migration, a most pressing challenge for youth work in European countries is to find means for addressing racial, ethnic, gender, sexual, religious and other diversities utilising a human rights and social justice perspective. In this sense, McDaniel (n.d.) believes:

The field of youth work needs to shift its focus away from prevention/intervention and positive youth development models to one that examines the complex social, economic and political forces that affect the lives of young people and adults. Social and economic patterns of racism, sexism, classism and homophobia are some of the main problems confronting youth today. (p. 41)

In particular, the concept of social justice allows for a broader understanding of freedom from oppression, exploitation, marginalisation, powerlessness, cultural imperialism and violence of vulnerable groups such as refugees. As a concept, however, social justice is valueless unless youth work has clear practical orientations towards its use for achieving emancipation and liberation of the marginalised and vulnerable individuals and groups from injustices and oppressive agencies, forces as well as structures (Morgaine 2014). The history of youth work in Europe is in fact the genealogy of young people, youth leaders, youth advocates and youth workers engaged politically in issues such as human rights and social justice – for example, getting involved in campaigns for peace, for ending poverty and resolving conflicts in their communities and so on (Lemos and Crane 2006). Within the context of youth work with refugees, there is therefore clearly an incentive to practise human rights based participatory approaches, in which the young refugees together with their peers from the host country can act as contributors to youth programmes.²⁹

Practical tools and methods from the “Working with Migrants and Refugees” ³⁰

Human Rights Based Approach in Youth Work with Newcomers

- Human rights are universal. All human beings have human rights, independently of their citizenship, country of birth or residence. Human rights are unalienable. You cannot take them away from anyone. And human rights are indivisible: everyone has all human rights, it is a package from which you cannot pick and choose.
- Young refugees, and particularly unaccompanied minors, are often struggling when it comes to accessing their rights, and in particular, their social rights.

²⁹ A Framework for Youth Work with Refugees: Analysis further to the expert seminar “Journeys to a New Life: Understanding the role of youth work in integrating young refugees in Europe”, <https://pip-eu.coe.int/documents/1017981/9645125/Framework-youth-work-refugees.pdf/94f8ad98-27af-4bfb-81e0-80fade21838a>

³⁰ Working with Migrants and Refugees, Guidelines, Tools and Methods

■ Social rights are human rights. As such, they are included in international human rights law (the European Social Charter or the UN Convention of the Rights of the Child), and also included in national level laws, procedures and services.

Social rights include, among others:

- ▶ the right to education
- ▶ the right to health
- ▶ the right to employment
- ▶ the right to non-discrimination
- ▶ the right to decent housing
- ▶ access to leisure
- ▶ access to information.



Appendix 1: Agenda

	Arrival Day 24.06	Day 1 - 25 June	Day 2 - 26 June	Day 3 - 27 June	Day 4 - 28 June	Day 5 - 29 June	Day 6 - 30 June	Departure Day 01.07
Session 1 09:00 – 10:30		Session 1.1 TC Introduction. Get to know each other. Aims, objectives, methodology and program. Framework of the activity.	Session 2.1 Presentations of organisations or/and communities of participants, Part 1	Session 3.1 Migration in the modern world	Session 4.1 Presenting the donors. CoE, EYF - opportunities for youth NGOs	Session 5.1 Human rights based approach in your work dealing with Newcomers	Session 5.1 Success stories of youth workers' activism	
Coffee break								
Session 2 11:00 – 12:30		Session 1.2 Team building. Expectations from the TC & Ground Rules.	Session 2.2 Presentation of the organisations and/or communities of participants, Part 2	Session 3.2 Role of Youth Work dealing with Newcomers	Session 4.2 How to work with EYF and other donors to benefit for Social Inclusion	Session 5.2 Working on the handbook	Session 6.1 Further cooperation on local and international levels	
Lunch								
Session 3 14:30 – 16:00		Session 1.3 Presentation of the organizers. Wostayn and Council of Europe	Session 2.3 Challenges and opportunities of youth work and inclusion in frames of organisations and communities in Diaspora	Session 3.3 Intercultural learning in Youth Work	Field Visit to Center for Coordination of Syrian Armenians' Issues NGO	Session 5.3 Youth Worker's competences; Magic tric workshop	Session 6.3 Wrapping up. Conclusions. Planning further steps	
Coffee break								
Session 4 16:30 – 18:00		Session 1.4 Landing into a topic - working on definitions	Session 2.4 How WostAYN can be helpful in overcoming problems with Social Inclusion	Session 3.4 Youth work as a way of social inclusion	Reflection of field visit; Excursion to Garni, Gehard	Session 5.4 Meeting with Ministry officials; Armenia's Youth Field reality and challenges	Session 6.4 Evaluation	
Reflection 18.00-18.30		Reflection groups	Reflection groups	Reflection groups		Reflection groups	Closing	
Dinnner	Welcoming Dinner							
Evening programme		Intercultural Story Telling Evening	Networking Evening	.	Dinner out		See you soon party!	

Appendix 2: Detailed Daily Programme with session outlines

NGO name: World Armenian Youth Network.

Title of the project: **Second stop for effective inclusion**

Dates: 24/06-01/07/2018

Day 1 24.06	What?	How?	Learning outcomes	Objectives
Session 1 09:30 – 11:00	What is the theme of this session? Which topics will be addressed?	Which methods will be used? Remember a workshop is a format and not a method, please specify the methods used (you plan to use/you think of using).	What will the participants learn? You cannot work on all 3 levels at the same time, so please provide detailed information on the one that applies for this session. <ul style="list-style-type: none"> • Which knowledge will they gain? • What skills will be developed? • Which changes in attitudes are you aiming at? 	To the achievement of which objective(s) of the activity is this session contributing? For work plans, please also describe the contribution to the objectives of the work plan as a whole.
Coffee Break				
Session 2 11:00 – 13:00	Arrival of participants			Arrival, technical support, division with room mates
Lunch				
Session 3 15:00 – 16:30	Arrival of participants			Arrival, technical support, division with room mates
Coffee Break				
Session 4 17:00 – 18:30	Arrival of participants			Arrival, technical support, division with room mates
Dinner				
Evening Programme	Welcoming Dinner	Presentation of local culture.	Cultural traditions of the hosting country.	Introduce with Armenian cuisine

Day 2 25.06	What?	How?	Learning outcomes	Objectives
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Session 1 09:00 – 10:30	<p>Introduction. Get to know each other. Aims, objectives, methodology and program. Framework of the activity.</p> <p>This session lands the entire course, it lets participants to familiarize themselves with the context of the course as well as with others</p>	<p>9.00-9.10 Introduction from the Chair Welcome from the Wostayn 9.10-9.15 Team presentation 9.15-.9.30 Round of names and adjectives - 9.30-9.50 Carusel – participants form two circles – one inner and the second outer. They stand in front of each other. Trainer gives a topic they need to discuss with a partner and then switch one or several steps right or left and discuss a new topic with a different partner. Topics for discussion: what makes me happy, the book or movie that I like the most, my travels – past and future, my background in NGO – 9.50-10.10 “One lie”. Each participant prepare a teashot with two truth and one lie about me. Participants hang around and communicate 10.10 - Summing up, anything surprising that you have discovered about others 10.10-10.30 Introduction in the course – its aim and objectives, program and the logic behind, methodology Announcement: behavior in a house – no noise in the residential area and smoking outside</p> <table><tr><td>Materials and resources used, space(s)</td><td>A4 Markers, pens, pencils, Paper scotch Flipchart papers</td></tr></table>	Materials and resources used, space(s)	A4 Markers, pens, pencils, Paper scotch Flipchart papers	<ul style="list-style-type: none">• Participants knew each other better• Creating of safe environment for effective learning.• Participants feel more comfortable in a big group	<ul style="list-style-type: none">• To introduce the key aspects of the course• To break the ice• To start or rebuilt contact
Materials and resources used, space(s)	A4 Markers, pens, pencils, Paper scotch Flipchart papers					
Coffee Break						
Session 2 11:00 – 12:30	<p>Team building. Expectations from the TC. & Ground Rules.</p>	<p>11.00-11.20 Expectations, contributions and fears – each participant sticks to the flipchart 11.20-12.00 Division on 4 groups and distribution of tasks. Participants come prepared to go outside and get tasks. Then they divided into the groups of 4 people. Each group goes outside and comes back with the task completed: 12.00-12.00 Presenting the outcomes. 12.00-12.30 Ground rules – photos, cell phones, coming late,</p>	<ul style="list-style-type: none">• Friendly atmosphere was created in which participants were able to learn together and develop mutual initiatives.	<ul style="list-style-type: none">• To create a positive friendly environment and team• To share		

	<p>respect, confidentiality and what participants bring</p> <p>Rules from the team: noise, smoking, late, presence, listen each other, question after the hand, language</p> <table><tr><td>Materials and resources used, space(s)</td><td>A3 Markers Printed following tasks for each group</td></tr></table> <p>Task for group 1.</p> <p>Please, research the local reality. Talk to people, observe, discuss and come to the conclusions. Please, do not use Internet as a source of information, use other opportunities. You have 30 minutes. Please be back in time</p> <ul style="list-style-type: none">1) Find what are the most interesting places in this particular district of a city.2) Where young people living here spend their free time?3) What are the key high educational institutions based in this district of a city?4) Whom do they train?5) What are the historical peculiarities of this district? <p>Task for group 2.</p> <p>Please, research the local reality. Talk to people, observe, discuss and come to the conclusions. Please, do not use Internet as a source of information, use other opportunities. You have 30 minutes. Please be back in time</p> <ul style="list-style-type: none">1) Find what are the most interesting places in this particular district of a city.2) What are the key high cultural institutions based in this district of a city?3) Which activities they run?	Materials and resources used, space(s)	A3 Markers Printed following tasks for each group	<ul style="list-style-type: none">• Group spirit was turned into a team spirit• Paxes shared expectations from the course and developed mutual rules	<p>expectations from the course</p> <ul style="list-style-type: none">• To establish common rules of work
Materials and resources used, space(s)	A3 Markers Printed following tasks for each group				

		<p>4) What are the historical peculiarities of this district?</p> <p>Task for group 3. Please, research the local reality. Talk to people, observe, discuss and come to the conclusions. Please, do not use Internet as a source of information, use other opportunities. You have 30 minutes. Please be back in time</p> <p>1) Find what are the most interesting places in this particular district of a city.</p> <p>2) What are the key food related places based in this district of a city?</p> <p>3) What do they offer?</p> <p>4) What are the architectural peculiarities of this district?</p> <p>Task for group 4 Please, research the local reality. Talk to people, observe, discuss and come to the conclusions. Please, do not use Internet as a source of information, use other opportunities. You have 30 minutes. Please be back in time</p> <p>1) Find what are the most interesting places in this particular district of a city.</p> <p>2) What are the church related places based in this district of a city?</p> <p>3) What are their peculiarities?</p> <p>4) What are the historical peculiarities of this district?</p>				
Lunch						
Session 3 14:30 – 16:00	Presentation of the organisers WostAYN: vision, structure, history, background, lessons learnt, future plans, opportunities	<div>14.30 – 14.40 Intro in the session and energizer - 14.40 – 15.10 Presentation of WostAYN vision, structure, history, background, lessons learnt, future plans, opportunities, Q&A 15.10-16.00 Youth department of Council of Europe – presentation ; Q&A</div> <table><tr><td>Materials and resources used, space(s)</td><td>Projector and connected laptop</td></tr></table>	Materials and resources used, space(s)	Projector and connected laptop	<ul style="list-style-type: none">Participants understood the framework and background of the course and networkStrengthened the feeling of being a part of WostAYN and the base for the working on	<ul style="list-style-type: none">To provide basic information about WostAYN and Council of Europe, EYF
Materials and resources used, space(s)	Projector and connected laptop					

	Council of Europe		handbook was done <ul style="list-style-type: none">• Council of Europe and in particular youth department were introduced as important stakeholders of the activity. Participants knew and understood which values the institution promote through its programmes and activities.	<ul style="list-style-type: none">• To support participants in their willingness to be a part of a network		
Coffee Break						
Session 4 16:30 – 18:00	Key concepts and definitions of the course	16.30 – 17.00 key concepts: New-comer, social inclusion/exclusion, youth work, networking, diaspora, community, NGO, 17.00-17.20 Input on key concepts 17.20- 17.25 What is the second stop for inclusion? 17.25-17.45 Working on hand-book Introducing the poster with ideas for a hand-book Introducing the poster with ideas for a topic 17.55-18.00 Closing of the day- getting into the reflection groups <table><tr><td>Materials and resources used, space(s)</td><td>Laptop and projector</td></tr></table>	Materials and resources used, space(s)	Laptop and projector	<ul style="list-style-type: none">• Knowledge on who is a newcomer, what is inclusion, diaspora, youth work• Knowledge on CoE, its structure, main pillars• Knowledge on the ideology of Second Stop	<ul style="list-style-type: none">• To introduce Council of Europe and in particular its work on youth policy and youth work• To explain what is
Materials and resources used, space(s)	Laptop and projector					

				<p>Inclusion among the values of democracy, human rights and rule of law</p> <ul style="list-style-type: none"> To introduce the ideology of "Second Stop"
Dinner				
Evening Programme 21:00	Intercultural Story telling	Getting to know each other's culture, traditions, cuisine and what are the things relating the participants where they were once a newcomer /Homework was provided beforehand to prepare for this evening/	<ul style="list-style-type: none"> Intercultural communication, intercultural learning Changing attitudes towards cultures Learning each other's personal stories 	<ul style="list-style-type: none"> The objective is to get to know each other and present some culinary specialties from their respective countries

Reflection Groups every day				
18:00 – 18:30	These groups are the places where participants can share their feelings of the day and discuss what they learnt and pass messages to a team.	<div>Each group is facilitated by one trainer – in total we had have 6 reflection groups and we made distribution on lunch time. During the team meetings each trainer shares what he/she got from participants</div> <div>Questions for reflection group to discuss – each participant takes part in its turn</div> <div><div>1) What feelings and emotions I got today</div><div>2) What was the most positive/negative moment</div><div>3) What did I learn from today</div><div>4) How can I use it in my future life</div><div>5) Any messages to a team or group of participants – logistics</div></div> <div><div>Materials and resources used, space(s)</div><div>Pen and paper, on some days printed reflection papers on identifying emotions</div></div>	<div><div>• Changing attitudes towards specific questions</div><div>• Becoming self-aware both on learning outcomes, style and emotional level</div></div>	<div><div>• To provide a space for reflection and sharing emotions and lessons learnt from the day</div></div>

Day 3, 26.06	What?	How?		Learning outcomes	Objectives
Session 1 09:00 – 10:30	Presentation of the organisations and/or communities – Part 1	<p>The participants will have a 10 min time for presenting their organisations (or if not from an organisation, then the host communities) the issues and barriers that youth work face in terms of international projects and inclusion.</p> <p>9:00 – 9.10 Energizer</p> <p>9.10 – 9. 15 Program of a day, feedback to expectations, feedback from their feedback, some adjustments of the time table. Poster with open topic. Creating a Video announcement. Reimbursement announcement –during the lunch.</p> <p>9.15 – 10.30 Presentations start</p>		<ul style="list-style-type: none"> It gave the deep knowledge on the problems and barriers that exist in the communities and organisation. Getting deep into the details of issues helped to find out the solutions in the following sessions. 	Presenting the issues related to the inclusion, youth work in Diaspora youth organisations
		Materials and resources used, space(s)	Projector, speakers (in case of video)		
Coffee Break					
Session 2 11:00 – 12:30	Presentation of the organisations and/or communities Part 2	<p>Welcome back</p> <p>11:00 – 12:00 – continuing presentations following with Q&A</p> <p>12:00 – 12:30 – conclusions, mapping the problems, wrap up</p>		<ul style="list-style-type: none"> Skills to make conclusions, come up with similar and different problems Developed analytical thinking 	<ul style="list-style-type: none"> Analysing inclusion issues of Diaspora Youth Organisations
		Materials and resources used, space(s)	Projector, speakers (in case of video)		
Lunch					
Session 3 14:30 – 16:00	Challenges and opportunities of youth work and inclusion	<p>Trainer run the brainstorming process and collect the problems and solutions on the board/flipchart. After in the groups 3-4 the participants will work on formulation the problem related to inclusion they have in the community, project concept notes and proposal.</p>		<ul style="list-style-type: none"> The basic skills on how to write concepts of the projects 	<ul style="list-style-type: none"> To find out the solutions of the issues that has been

	in frames of organisations and communities in Diaspora. Presentation of solutions, group work, starting to work on formulating project concept notes and proposals	<div>14:30 - 14:50 - brainstorming - Which challenges do young people have in my local community? - brainstorming</div> <div>14:50 - 15:00 - division into groups while choosing the topics, selection 1) due to ability of youth work to deal with this challenge and 2) it relates to the topic of the TC 3) relates to diaspora related to handbook</div> <div>15:00 - 15:15 – Input from problem to project</div> <div>15:10–16.00 – Working on a task – preparing a flipchart paper of group</div> <table><tr><td>Materials and resources used, space(s)</td><td>Printed proposals 1 sheets Flipchart, markers, 3-4 space for divided groups, papers, pen/pencils</td></tr></table>	Materials and resources used, space(s)	Printed proposals 1 sheets Flipchart, markers, 3-4 space for divided groups, papers, pen/pencils	<div>related to the inclusion issues mentioned above/in the previous session.</div> <div>• Changed their perception that European Institutions, such as CoE EYF, does care about their problems and is eager to support</div>	<div>reflected in the previous sessions.</div> <div>• Give the basic knowledge on how to write down the problems and prepare the project proposal based on the real issues existed in the communities or organisations.</div>
Materials and resources used, space(s)	Printed proposals 1 sheets Flipchart, markers, 3-4 space for divided groups, papers, pen/pencils					
Coffee Break						
Session 4 16:30 – 18:00	How WostAYN can be helpful for Member and other organisations on grass-root level. Brainstorming on the handbook.	<div>16:30 – 17:00 Presentation of international networking system bringing examples of WostAYN</div> <div>17:00 - 17:10 Brainstorming the ideas for cooperation on international level in small groups</div> <div>17:10 - 18:00 Coming up with handbook's content ideas</div> <table><tr><td>Materials and resources used, space(s)</td><td>Projector, flipchart, markers</td></tr></table>	Materials and resources used, space(s)	Projector, flipchart, markers	<div>• Skill to develop a strategy of cooperation</div> <div>• Ability to come up with agreement in a small groups on content</div>	<div>• The goal of the session is to introduce the opportunities that international cooperation can give/open through networking using</div>
Materials and resources used, space(s)	Projector, flipchart, markers					

				<p>WostAYN as a platform for international cooperation and projects, as well as for capacity building.</p> <ul style="list-style-type: none"> • Give the basic knowledge on international networking system
Dinner				
Evening Programme	Networking evening	Giving unorganised space for participants to grow their personal and professional network	<ul style="list-style-type: none"> • Networking skills • Learning by doing 	<ul style="list-style-type: none"> • The objective is to grow WostAYN as a network

Day 4 27 . 06	What?	How?	Learning outcomes	Objectives
Session 1 09:00 – 10:30	Migration in the modern world	<p>9.00-9.05 Intro to a day – visual program</p> <p>9.05-9.25 Activity “My personal story of being a new-comer”. Participants think about their personal stories of being a newcomer and select a Dixit card that represent their feelings. They are also invited to draw their feelings and experience.</p> <p>9.25 - 10.00 Sharing in the groups: participants go in the groups of 3 people and share their stories. They had to concentrate: how they felt, what helped them, how they found the sources of support, did they apply to youth NGO's, what did they do, who helped them, what helped etc. They have to find similarities.</p> <p>10.00-10.30 Each group shares.</p>	<ul style="list-style-type: none"> • Helps participants to share their personal stories of being a new-comer • Develops the empathy towards newcomers 	<ul style="list-style-type: none"> • To individualize the problem • To develop the feeling of empathy for new-comers

		<table><tr><td>Materials and resources used, space(s)</td><td><ul style="list-style-type: none">• A4 papers, pens, markers, coloured pencils, Dixit cards, flipchart papers</td></tr><tr><td colspan="2"></td></tr></table>	Materials and resources used, space(s)	<ul style="list-style-type: none">• A4 papers, pens, markers, coloured pencils, Dixit cards, flipchart papers			that further can be a motivational factor to work with newcomers through a youth organisation	<ul style="list-style-type: none">• To raise awareness about the needs of newcomers• To raise motivation to implement inclusive youth work
Materials and resources used, space(s)	<ul style="list-style-type: none">• A4 papers, pens, markers, coloured pencils, Dixit cards, flipchart papers							
Coffee Break								
Session 2 11:00 – 12:30	Role of Youth Work dealing with newcomers	<p>Activity “Can I come in” from CoE Compass manual with a debriefing http://www.eycb.coe.int/Compass/en/chapter_2/2_9.html</p> <table><tr><td>Materials and resources used, space(s)</td><td><ul style="list-style-type: none">• Role cards• Chalk and or furniture to create the border crossing post• Pens• Paper</td></tr><tr><td colspan="2"></td></tr></table>	Materials and resources used, space(s)	<ul style="list-style-type: none">• Role cards• Chalk and or furniture to create the border crossing post• Pens• Paper			<ul style="list-style-type: none">• Participants developed an emotional experience related to mobility, in particular when it comes to escaping from conflicts and wars	<ul style="list-style-type: none">• To develop knowledge and understanding about refugees and their rights• To understand the arguments for giving and denying refugees entry into a country• To promote
Materials and resources used, space(s)	<ul style="list-style-type: none">• Role cards• Chalk and or furniture to create the border crossing post• Pens• Paper							

				solidarity with people who are suddenly forced to flee their homes.			
Lunch							
Session 3 14:30 – 16:00	Intercultural learning in Youth Work	<div>14.30 - 14.45 Movie https://www.youtube.com/watch?v=T63MCogI4sM What it says us about cultural sensitivity?</div> <div>14.15 - 15.00 Activity “Where do you stand” and debriefing https://pip-eu.coe.int/documents/1017981/10762748/Act20.pdf/0fab8805-9116-ffb8-a66f-c10b42d9b455</div> <div>Statement for the debates:<ul style="list-style-type: none">Resources are limited so a society cannot welcome too many people even if they flee a war in their own countrySome cultures are very aggressiveIn a society minorities must adapt to the majorityLove can solve any problem</div> <table><tr><td>Materials and resources used, space(s)</td><td>Flip chart paper, sticky tape, two pieces of A4 paper – one with “I agree” and one with “I disagree” – and a big enough space for people to move around.</td></tr></table> <div><ul style="list-style-type: none">Accepting all people who want to come to our country may lead to raise of terrorism</div> <div>I</div> <div>Debriefing: How was it? How do you feel?</div> <div>15.15-15.30 Some theory on ICL – Steps of intercultural development of Bennet – for a youth worker Cultural sensitivity. ICL youth workers working with refugees from the report is presented https://www.salto-youth.net/downloads/4-17-3472/7-Salto-Youth%20Practical%20guides%202016.pdf</div>		Materials and resources used, space(s)	Flip chart paper, sticky tape, two pieces of A4 paper – one with “I agree” and one with “I disagree” – and a big enough space for people to move around.	<ul style="list-style-type: none">Attitudes: openness and curiosity towards diversity; tolerance of ambiguitySkills: critical thinking; active listening	<ul style="list-style-type: none">To underline the importance of ICL and ICL competence for a youth workerTo develop participants' understanding of the complexity of cultural relations and intercultural dialogueTo foster respect and open-mindedness
Materials and resources used, space(s)	Flip chart paper, sticky tape, two pieces of A4 paper – one with “I agree” and one with “I disagree” – and a big enough space for people to move around.						

				ss towards different perspectiv es and opinions <ul style="list-style-type: none"> To develop participan ts' critical thinking and respectful communic ation skills
Coffee Break				
Session 4 16:30 – 18:00	Youth work as a way of social inclusion	16.30-17.15 Activity “Find your group” from T-Kit on ICL https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32 and debriefing	<ul style="list-style-type: none"> Attitudes: openness and curiosity towards diversity Knowledge of stereotypes, prejudices and discrimination Skills: solidarity 	<ul style="list-style-type: none"> To collect ideas what organisati ons can do to help new-comers To raise awareness about social exclusion in a society To reflect how youth organisati ons can

				deal with social exclusion
Dinner				
Evening Programme	Free Evening			

Day 5 28.06	What?	How?		Learning outcomes	Objectives
Session 1 09:00 – 10:30	Presenting donors – how to work with EYF	09:00 - 09:30 Presenting website, where to search info 09:30 – 10:30 how to open an account at EYF portal, how do I need to apply in order to implement my project on inclusion of newcomers		<ul style="list-style-type: none"> Knowledge where to search information on EYF, CoE Youth Priorities Skills how to use EYF funding portal 	To inform about EYF and practical mechanisms how to work with it
Coffee Break					
Session 2 11:00 – 12:30	How to work with EYF and other donors to benefit for Social Inclusion	11:00 -11:05 Energizer 11:05 – 11:10 announcements		<ul style="list-style-type: none"> Knowledge on opportunities Skills and tips of being competent applicants 	<ul style="list-style-type: none"> To introduce other donors and mechanisms how to multiply what they have learnt through projects
		Materials and resources used, space(s) • Laptop, internet, projector • Devices with each of the participant to try themselves			
		11:10 – 12:30 presenting EYF pilot projects, some other donors opportunities			

Lunch						
	Field Visit to Center for Coordination of Syrian Armenians' Issues NGO	<div>The mission of this NGO https://www.facebook.com/Uhpahawtph-hhufawhnpntpp-huufawpqnq-lytutpn-24-283071261801922/ is:</div> <div><ul style="list-style-type: none">• Cooperate with governmental and non governmental institutions to improve Armenia-Diaspora cooperation, protect Armenian national heritage and encourage repatriation.• Establish strong ties between Armenia and Diaspora organisations, together planning and achieving projects.• Arise and arrange the issues facing the SyrArmenians in Armenia and work toward finding solutions.• Help SyrArmenians to integrate in educational, social, economical and legal aspects of life in Armenia.• Help SyrArmenians to improve their social-economic status.</div> <div><table><tr><td>Materials and resources used, space(s)</td><td>Bus for participants</td></tr></table></div> <div><ul style="list-style-type: none">• Help SyrArmenians to protect their rights.• Plan and realize beneficiary projects for SyrArmenians.• Hold seminars, round tables and discussion panels.• Cooperate with sister organisations• Organise activities that are legal by RA constitution.</div>	Materials and resources used, space(s)	Bus for participants	Attitude: chance to meet real newcomers and talk to them in order to understand better their needs and challenges of their daily life.	<ul style="list-style-type: none">• To understand the daily challenges of Syrian Armenians who came to Yerevan after the war in Syria
Materials and resources used, space(s)	Bus for participants					
Coffee Break						
Session 4 16:30 – 17:00	Field Visit's Debriefing And Excursion	Visit to an NGO, Debriefing <ol style="list-style-type: none">1. What surprised me the most?2. What made me happy the most?3. What made me sad?4. Which lessons do we take?5. Where youth work in this particular case could be?	Skills: asking good questions, observing making analytical reasoning	To make everyone reflect and be aware about an organisation who is dealing with newcomers for more than 7		

				years
Dinner				
Evening Programme	Visit to Garni and Geghard; Dinner out	Getting to know the country and its historical places. Networking in more informal situation.	Knowledge on Armenia's history and culture	To introduce Armenia's historical sights

Day 6 29. 06	What?	How?	Learning outcomes	Objectives		
Session 1 09:00 – 10:30	Human rights based approach in youth work dealing with newcomers	<div>9:00 - 9:15 - introduction of the day and energizer 10:15 - 11:00 activity http://www.eycb.coe.int/compass/en/pdf/2_38.pdf “Make a step forward” from Compass with a debriefing</div> <table><tr><td>Materials and resources used, space(s)</td><td>Role cards An open space (a corridor, large room or outdoors) Tape or CD player and soft/relaxing music</td></tr></table>	Materials and resources used, space(s)	Role cards An open space (a corridor, large room or outdoors) Tape or CD player and soft/relaxing music	<ul style="list-style-type: none">Participants understood youth work as a way to help young people to get access to their rights rather than a charity, which is more traditional while working with some types of newcomers, for example, refugeesPaxes had an understanding of possible personal consequences of belonging to certain social minorities or cultural groups	<ul style="list-style-type: none">To help participants to feel solidarity with those whose rights are violatedTo introduce human rights based approach in youth work
Materials and resources used, space(s)	Role cards An open space (a corridor, large room or outdoors) Tape or CD player and soft/relaxing music					
Coffee Break						

Session 2 11:00 – 12:30	Working on a hand-book	<p>This session entirely was devoted to work on a hand-book that participants agreed to contribute to. The product can be used by other youth workers dealing with new-comers.</p> <p>Working individually or in small groups on a content of handbook, its photos and video</p> <p>Participants have been divided in several groups according to their preference. Working groups have been:</p> <ol style="list-style-type: none">1. Individual Interviews on being newcomer2. Researching useful publications on the topic3. Design of the handbook4. Gathering experience of working with newcomers	<ol style="list-style-type: none">1. Skill of doing interview, editing and proofreading2. Research skills3. Design skills4. Searching information, putting it together	<ul style="list-style-type: none">• To develop a manual for youth workers		
Lunch						
Session 3 14:30 – 16:00	Youth worker's competences	<p>This session should have addressed the practical competences of a youth worker dealing with newcomers. As very often newcomers lack language skills youth worker should know some simple and easy ways to establish the first contact. This session was developed according to the free space opened at the end of TC.</p> <p>One of these competences was chosen magic tricks.</p> <p>Interactive input of one of the participants was done to show the practical tricks, then explaining how to do that.</p> <table><tr><td>Materials and resources used, space(s)</td><td>Playing cards – 3 blocks</td></tr></table>	Materials and resources used, space(s)	Playing cards – 3 blocks	<ul style="list-style-type: none">• This session have helped participants to identify resources they have among the group members and perceive group as a source of learning• Skills to do tricks with playing cards	<ul style="list-style-type: none">• To learn how to do magic tricks• To re-evaluate the place of simple tricks in youth work (easy to use to establish the first contact with a newcomer)• To introduce the idea of group as a source of learning• To use resources
Materials and resources used, space(s)	Playing cards – 3 blocks					

				within the group
Coffee Break				
Session 4 16:30 – 18:00	Challenges of youth work and youth field in Armenia and its European diaspora communities	The local reality youth work and diaspora youth work are not only non-governmental. State authorities also play certain role, which is crucial to learn and understand. Arman Azizyan , assistant of the Deputy Minister of the Ministry of Sports and Youth Affairs of Armenia; Greta Mnacakanyan , head of Division of Culture, Sports and Youth Programs from Ministry of Diaspora of RA paid a visit to TC. The facilitated discussion followed after their 10 minutes presentations and updates on recent programs in post-revolutionary Armenia.	Knowledge on existing and upcoming opportunities, vision of cooperation between ngos and government	To familiarize with the Armenia's government's approach to youth field in a country and beyond its borders
Dinner				
Evening Programme	Free evening			

Day 7 30.06	What?	How?		Learning outcomes	Objectives		
Session 1 09:00 – 10:30	Success stories of youth workers' activism.	<p>The aim of the session is to show examples of the successful stories about the projects and youth work of WostAYN members. During the session two participants shared their story of working with newcomers and answering to the questions of others. It is also important to inform participants where they can get support for their future work or projects.</p> <p>9:00 - 9:05 - introduction of the day and energizer. Reminding on filling in reimbursement forms. Reminding on sending materials for a handbook.</p> <p>9.05 - 10:30 – presentations of two success stories</p> <table><tr><td>Materials and resources used, space(s)</td><td>Projector, speakers</td></tr></table>		Materials and resources used, space(s)	Projector, speakers	<ul style="list-style-type: none">In the end of the session participants reflected how they can cooperate with WostAYN and CoE in the promotion of inclusive youth work	<ul style="list-style-type: none">To motivate the participants to be active in working on social inclusionTo inform participants about ways of support once they are engaged in youth workTo create sustainable platform and plan for future cooperation around the WostAYN network
Materials and resources used, space(s)	Projector, speakers						
				<ul style="list-style-type: none">	<ul style="list-style-type: none">		

Coffee Break				
Session 2 11:00 – 12:30	Further cooperation on local and international levels	<div>11:00 -12:30 Our cooperation:<ul style="list-style-type: none">• Brainstorming on possible ideas• Communication• Platform• Rules of cooperation: active involvement, responsibility, multiplier effect etc.</div> <div><div>Materials and resources used, space(s)</div><div>Flipchart paper, markers</div></div>	Attitude of what they will do matters	To set up cooperation rules and mutual understanding
Lunch				
Session 3 14:30 – 17:00	Wrapping up	<div>14.30 -14.45 – Personal planning</div> <div>14.45-15.15 – Content wrapping-up. Participants re-visit the expectations, fears and contributions posters they did on the first day and add with a different colour what they learnt about that particular concept. After this they go to reflection groups and share. Closing the reflection groups.</div> <div>15. 15 – 15.25 Reminding the program – day by day</div> <div>15.25- 15.35 Fulfilment of expectations</div> <div>15.35-15.45 Reaching objectives</div> <div>15.45-15.55 Assessing own participation</div> <div>15.55 -16.05 Keeping the social contract</div> <div>16.05-16.30 Filling evaluation form</div> <div>16.30 -17.00 Oral evaluation and final round</div>	Individual and group evaluation skills	The aim of the session is to wrap up the course and plan further steps, evaluating
Coffee Break				

Session 4 17:15 – 17:45		17.15-17.45 Closing and certificates			
		Materials and resources used, space(s)	Printed Certificates		
Dinner					
Evening Programme	See you soon party	This was organised by the participants to develop their organising skills			Event organizing skills

Appendix 3: Online Directory of International Institutions working with migrants

Sources	Web address
UN level	
UN International Organisation for Migrationa	www.iom.int/
UN High Commissioner for Refugees	www.unhcr.org
Refworld (UNHCR refugee law database)	www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain
UN International Organisation for Migrationa	www.iom.int/
Council of Europe level	
Council of Europe Commissioner for Human Rights	http://www.coe.int/web/commissioner
European Social Charter	www.coe.int/T/DGHL/Monitoring/SocialCharter/
Council of Europe Migration Co-ordination service	www.coe.int/t/democracy/migration/default_en.asp
Group of Experts on Action against Trafficking in Human Beings (GRETA)	www.coe.int/t/dghl/monitoring/trafficking/docs/monitoring/greta_EN.asp
EU level	
European Asylum Support Office (EASO)	http://easo.europa.eu/
EASO, European Asylum Curriculum	http://easo.europa.eu/about-us/tasks-of-easo/training-quality/
European Commission, Directorate General on Home Affairs	http://ec.europa.eu/dgs/home-affairs
European Migration Network	www.emn.europa.eu
EU Immigration Portal	http://ec.europa.eu/immigration
FRA	http://fra.europa.eu
Frontex	http://frontex.europa.eu
European Council on Refugees and Exiles (ECRE)	www.ecre.org/

Appendix 4: Self-assessment and reflection questions for Youth Workers dealing with newcomers

■ Do you consider yourself a youth worker? Do you provide youth work?

.....

.....

■ Which are the values and principles of your work with young people? Are they similar to those listed as values and elements of youth work?

.....

.....

■ Are you working towards inclusion and/or integration of youth refugees? Why? How?

.....

.....

■ How do you promote access to the youth work opportunities you offer? How do you reach out to young refugees?

.....

.....

■ With whom are you co-operating who works with the same young people? How are you creating synergies?

.....

.....

■ What is the legal status of the young person you work with? What are the implications to her/his engagement?

.....

.....

■ What are the needs and aspirations of the young person?

.....

.....

■ How does the context affect programming? Are these young people on the move? What are the implications to take into consideration regarding the existing legal framework, programmes, funding opportunities?

.....

.....

■ Can you collaborate with other sectors to improve your work (such as local authorities, schools and other civil society and international organisations)?

.....

.....

■ Are there cultural and gender factors that you need to be aware of?

.....

.....

■ How are you planning to engage the young people in your project?

■ Is it the role of youth work to ensure access to social rights for young refugees?

.....

.....

■ Can young refugees afford to get involved in youth work when struggling to access their social rights?

.....

.....

■ How can youth workers support young refugees in their access to social rights?

.....

.....

■ Are youth workers themselves sufficiently trained in human rights education to address it with young refugees?

.....

.....

■ How can youth workers recognize trauma or mental health issues?

.....

.....

■ What can youth workers do without being therapists?

.....

.....

■ What are the limits of youth work when working with traumatized young refugees?³¹

.....

.....

For Youth Workers aiming to self-assess their Youth Work competences, we highly recommend to use online tool that helps individuals, teams and organisations doing youth work around Europe to understand their competence and to develop it more effectively. This tool can also be used by trainers, youth work managers and policy makers and generally all those interested in the topic of quality development and recognition of youth work.



analyse where you
are now with your
youth work
competence



gather evidence on
the quality of your
work, your
competence for it and ideas
for making it better



explain your work to
others in a way which
is easy to understand.

Take a look at the **Council of Europe Youth Work Portfolio** and start using it!

³¹ STEP-by-STEP together Support, Tips, Examples and Possibilities for youth work with young refugees https://pip-eu.coe.int/documents/1017981/7110668/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf

Appendix 5: Activities developed by Council of Europe

T-Kit 8 Social Inclusion

- List of activities
 - **1. Awareness: the realities of social exclusion:**
 - 1.1. Outsiders
 - 1.2. Disabilities race
 - 1.3. Preconceptions of young people with fewer opportunities
 - 1.4. Human needs jigsaw
 - 1.5. Jigsaw of human rights
 - 1.6. Projects
 - **2. Access: empowering and inclusive activities and actions**
 - 2.1 Don't laugh at me!
 - 2.2. Self-esteem - the importance of feeling valued
 - 2.3. Everybody has skills - measuring personalities
 - 2.4. Image theatre
 - 2.5. Changing the outcome
 - 2.6. Projects
 - **3. Action: support mechanisms for inclusion**
 - 3.1. Snakes and ladders
 - 3.2. Put yourself in our hands
 - 3.3. Postcards
 - 3.4. Peer education - school of freedom
 - 3.5. Enter dignityland!
 - 3.6. Projects
 - **4. Accreditation: recognition of experience, progress and achievements**
 - 4.1. Learning journal/blog - a personal journal to record learning
 - 4.2. Projects
 - **5. Advancement: supportive stepping stones towards inclusion**
 - 5.1. Who is there?
 - 5.2. Projects
-

Activities from Compass Manual for Human Rights Education with Young People**DISCRIMINATION AND INTOLERANCE**

- A mosque in Sleepyville
- Access to medicaments
- All equal all different
- Believers
- Can I come in?
- Different wages
- Dosta
- Heroines and heroes
- I want to work
- Language barrier
- Let's talk about sex
- Path to Equality-land
- Responding to racism
- See the ability
- Take a step forward
- Who are I?
- Work and babies

MIGRATION AND MIGRANTS

- 3 things
- Can I come in?
- Change your glasses
- Fingers and thumbs
- Language barrier

Appendix 6: Bibliography and further reading

Main Publications



A Framework for Youth Work with Refugees: Analysis further to the expert seminar "Journeys to a New Life: Understanding the role of youth work in integrating young refugees in Europe"

K. Rumbaut, M. Berg, M. and R. Thomas

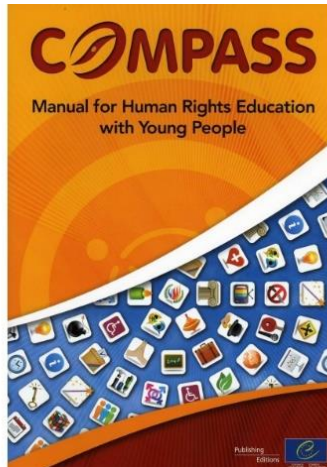
Introduction

Precise definitions of youth work, its contents, influential factors and objectives are almost impossible. This is mainly because the contexts within which youth work takes place are incredibly varied, and activities undertaken by youth workers are often shared by many other professionals (Owen et al. 2010). Moreover, youth work is constantly required to adapt to the variety of new emerging social problems and such expectations to likely to generate tensions in the conventionalisation (Owen et al. 2010). The sudden arrival and uncertain status in Europe of a large number of adolescent migrants, often unaccompanied, is one such situation. As a working concept, youth work is often broadly understood as interventions directed towards the voluntary participation of young people, supporting their personal and social development through non-formal and informal learning (European Commission 2015).

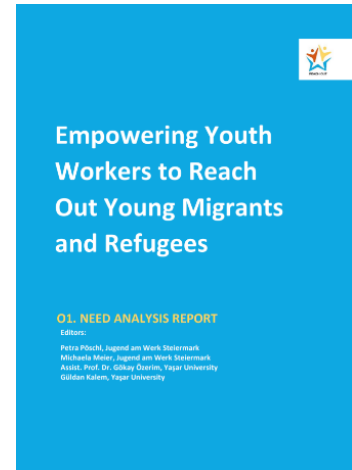
Youth work activities are usually of a social, cultural, educational and/or political nature focused both on individuals and groups organised by, with and for young people, aimed mostly at the cultivation of associative life and the promotion of self-empowerment experiences (Council of Europe-European Union 2016). There is also a common agreement that youth work has a diverse range of fields, goals and methods of intervention (Owen et al. 2010). In general, youth work is considered to be educative, empowering, participative, expressive and inclusive in cultivating the imagination, initiative, integration, involvement and expansion of young people (Council of Europe-European Union 2016).

Is it therefore safe to assume that youth work has a role to play in the integration of young refugees? In her paper, Bello (2016) presents a comprehensive situational analysis of the "refugee crisis" in relation

1. University of Gävle, Department of Social Work and Psychology. Correspondence to: led@hig.se



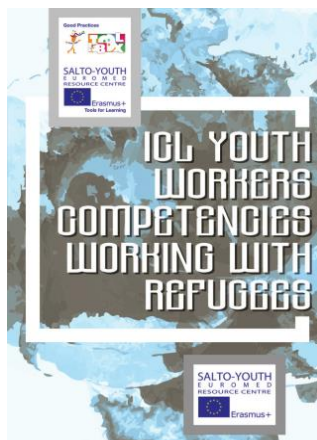
Compass Manual for Human Rights Education with Young People



Empowering Youth Workers to Reach Out Young Migrants and Refugees



Global Migration Indicators 2018



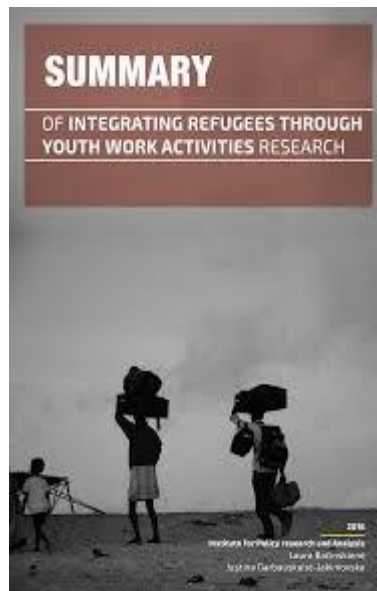
ICL Youth Workers Competencies working with Refugees



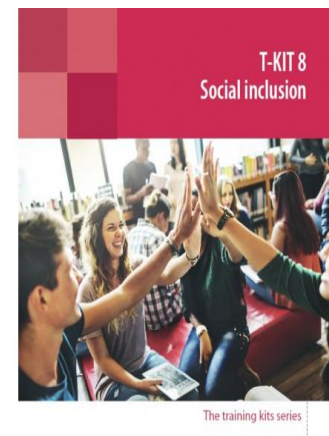
International Migration Report 2017



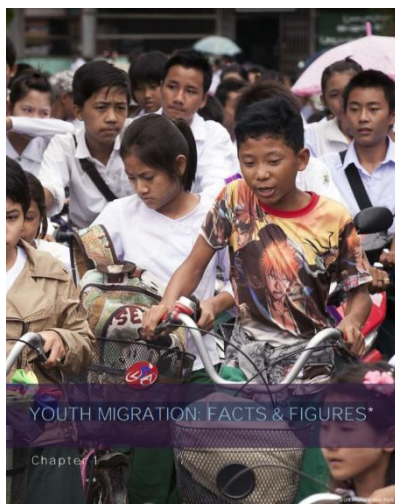
UNHCR, Un Refugee Agency, The Global Trends Report 2017



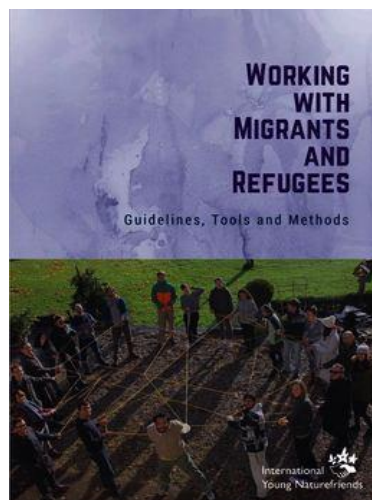
INTEGRATING REFUGEES THROUGH YOUTH WORK ACTIVITIES 2016



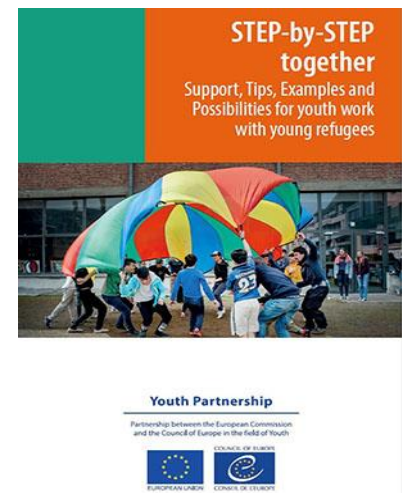
T-Kit 8 – Social inclusion



Youth Migration: Facts and Figures



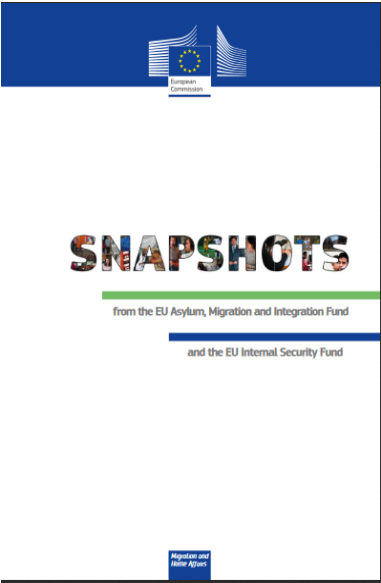
Working with Migrants and Refugees, Guidelines, Tools and Methods



STEP-by-STEP together Support, Tips, Examples and Possibilities for youth work with young refugees, EU – CoE Youth Partnership



ՍՓՅՈՒՔԱՀԱՅ ԵՐԻՏԱՍԱՐԴ
ԱՌԱՋՆՈՐԴԻ ՈՒՂԵՑՈՒՅՑ,
Երևան, 2016



SNAPSHOTS
from the EU Asylum, Migration and
Integration Fund and the EU Internal
Security Fund

Other useful Resources

- 2009 Global Trends: Refugees, Asylum-seekers, Returnees, Internally Displaced and Stateless Persons, UNHCR, <http://www.unhcr.org/4c11f0be9.html>
- Convention and Protocol Relating to the Status of Refugees, UNHCR, <http://www.unhcr.org/3b66c2aa10.pdf>
- Daly M. (2002), *Access to social rights in Europe*, Council of Europe Publishing, Strasbourg.
- Dunne, A., Ulicna, D., Murphy, I., Golubeva, M. (2014). Working with young people: the value of youth work in the European Union. Available at http://ec.europa.eu/youth/library/study/youthwork-report_en.pdf
- EU Youth Strategy 2019-2027; <http://data.consilium.europa.eu/doc/document/ST-14080-2018-INIT/en/pdf>
- EYF is a fund established in 1972 by the Council of Europe to provide financial and educational support for European youth activities. More information: <https://www.coe.int/en/web/european-youth-foundation>
- Faciliter l'intégration des enfants et des jeunes nouveaux arrivants; <https://www.noscommunes.ca/Content/Committee/421/CIMM/Brief/BR8290477/br-external/BoysAndGirlsClubsOfCanada-9366456-f.pdf>
- For the main points of the declaration see this document: <https://ec.europa.eu/epale/en/resource-centre/content/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and>.
- <https://migrationdataportal.org/sdgs#0>
- <http://www.iom.int/key-migration-terms>
- https://ec.europa.eu/youth/news/developing-digital-youth-work-%E2%80%93-agile-mindset-crucial_en
- <https://learn.canvas.net/courses/2400>
- Figures at a glance <https://www.unhcr.org/figures-at-a-glance.html>
- Open Youth Work, European Confederation of Youth Clubs, available at www.ecyc.org/about-us/open-youth-work
- Wipfelder H. -J. (1986), "Die verfassungsrechtliche Kodifizierung sozialer Grundrechte", Zeitschrift für Rechtspolitik.

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