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KA220 YOUTH - YOU4Mi

"Youth Cooperation for Migrant Integration"

ANALYSIS AND INVESTIGATION

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Project Presentation

The aim of this project is the integration of young migrants in Europe, following the 2030 Agenda for Sustainable Development. Due to the crises that many young people experience in their home countries (economic, wars, political conflicts, etc.), many of them seek a way out

to start a better life. Our goal is to facilitate the journey of all these young people who arrive in a country knowing nothing, so that they can be helped by the local citizenship, thus supporting a peer-to-peer methodology.

Each partner will bring together a certain number of refugees and a certain number of local youth, so that they can be trained in various subjects in order to have the opportunity to enrich each other.

TARGET GROUPS will be:

- Local youth from every region
- Migrant youth living in these regions, coming from ethnic minorities and in difficult situations
- Youth and social workers
- Teachers and trainers
- Educational organizations
- Local politicians

Start date of the project: February 28, 2022

End date of the project: February 28, 2024

Total duration: 24 months

Partner

- MAD FOR EUROPE

MAD for Europe is a non-profit organization focused on the educational and professional growth of individuals, regardless of age. Its activities aim to encourage citizen participation, European mobility, and youth exchanges and include a wide range of specialized training courses, dedicated support for unemployed youth, reintegration, language training, and the promotion of artistic and historical heritage. The goal is to contribute to the evolution and social inclusion of all human beings by providing educational experiences that are part of a lifelong learning process, focusing on development, vocational training, and social improvement, with particular attention to the condition of youth, women, and vulnerable groups.

- TRAINING TO MALTA

TRAINING TO MALTA is a non-profit association based in St Julians, Malta. It specializes in European internship programs and operates as a hosting and intermediary organization. Among its main activities are: promoting European training courses, including language learning; organizing and managing cultural exchanges with EU and non-EU countries; orientation and training courses, qualification and retraining courses, and updating courses for European and non-European individuals. Additionally, it promotes research, intercultural exchanges, and knowledge of different cultures.

· TIA FORMAZIONE INTERNAZIONALE ASSOCIAZIONE

The main objective of TIA Formazione is to promote activities aimed at European integration, with the aim of supporting the creation of a more European society, in accordance with the fundamental values of human rights enshrined in the Universal Declaration of Human Rights, the European Convention on Human Rights, and the Nice Charter. Its main projects, including training seminars and actions aimed at raising awareness and supporting the integration of non-EU citizens in Europe, aim to promote an innovative approach and revolve around the central sector of education. That's activities are designed with particular attention to both young people and adults.

· ABU Akademie für Berufsförderung und Umschulung gGmbH

ABU gGmbH is an adult education institution in Germany with many years of experience in supporting young people and adults with a migrant or challenging social background through language learning and coaching activities aimed at supporting professional integration. It also supports students in career orientation and is part of the Alpha Bündnis initiative for literacy. During its courses, it pursues an individualized approach that takes into account the needs of the participants and operates a training restaurant for apprentices, offering preparatory courses for VET exams in the field of gastronomy.

· SVENSKA UNGDOM LEAGUE

The Svenska Youth League (SYL) is an independent youth organization based in Gothenburg, Sweden. It is actively involved in the field of non-formal education and sports at the European, national, and international levels and seeks to contribute to youth development through the design, support, and implementation of youth initiatives and programs for young people with fewer opportunities. Its main activities focus on youth empowerment, including the development of applied and entrepreneurial skills that can enhance employability prospects and societal participation, social integration, active citizenship, gender equality, and social innovation, with a particular emphasis on improving the well-being of individuals and communities.

· GREEK COUNCIL FOR REFUGEES

The Greek Council for Refugees (GCR) is a non-governmental organization active since 1989 in the field of asylum and human rights in Greece. GCR aims to promote the rights of asylum seekers and refugees to ensure their protection, well-being, and integration into society. Its main activities include providing free legal and psychosocial services, as well as support for education and employment counseling, with particular attention to the most vulnerable individuals such as unaccompanied minors and victims of torture and human trafficking. It has offices in Athens and Thessaloniki, field teams in the Evros region and the Aegean islands, and manages the Pyxida Intercultural Center in Athens.

Analysis of Different Learning Techniques in Each Country

As highlighted by the project partners within the scope of the limited range of national survey models, in the EU Member States examined, there is no shortage of policies and tools that are directly or indirectly focused or potentially usable to facilitate the participation and integration of young refugees/migrants into host societies.

Education

Starting from the education sector, German and Swedish partners have emphasized the formal education system, considering the instrumental role of education in integration and participation. Therefore, it's crucial to ensure that refugee/migrant children and youth are enrolled in school as soon as possible after arrival in the host country—a process that has been characterized by challenges, especially after the EU reception crisis in 2015, as highlighted in the cases of Germany and Greece.

Sweden's approach to Early Leaving from Education and Training (ELET) phenomena is noteworthy since, due to socioeconomic factors, "school dropout" rates may be higher among young refugees and migrants. In this context, alongside other initiatives aimed at improving the skills and knowledge of school principals and counselors, Sweden implements the initiative "Samverkan för bästa skola" ("Collaboration for the best school"), with a focus on improving the quality of education for newly arrived students, especially those with a different native language from Swedish, in schools with low academic performance among students.

Further institutional efforts to improve school inclusivity were also cited by partners in Germany and Malta. In Germany, the example of the "youth migration service," which operates under the German Ministry of Youth, is noteworthy. In 2021, it assisted 111,000 refugees, with the vast majority involving school integration (over 15,000 cases), language support (nearly 25,000), and social integration needs (almost 20,000).

In Malta, a series of policy measures were highlighted, such as the "Policy on Inclusive Education in Schools: Pathway to Quality Inclusion in Schools," and initiatives implemented by the Migrant Learner's Unit (MLU), operating under the Maltese Ministry of Education and Employment. These initiatives aim, among other things, to break down barriers to education and inclusion through language introduction courses for all newly arrived students and projects ("Making Friends") aimed at building bonds between local and foreign students, fostering mutual understanding.

Closely related is the need for "welcome plans," primarily aiming to ensure intensive language learning for newcomers and facilitate interaction with their peers in an environment that fosters empathy, trust, and a sense of community based on respect for dignity and human rights, as highlighted in Spain's input.

Dedicated support for refugees wishing to pursue higher education was reported as a good practice in Germany, where the program "Integration of Refugees into German Higher Education - A Holistic Approach," sponsored by the Federal Ministry of Education and Research (BMBF), has shown significant results, supporting over 30,000 refugees in integrating into higher education in the country since 2016.

Finally, in the cases of Italy and Spain, examples of educational approaches and techniques emphasizing group interaction and teamwork, including sharing experiences, thoughts, and feelings, within the context of building trust and creating an inclusive environment, with the aid of music and games, were cited.

In this context, the importance of game-based learning is highlighted. As discussed by partners in Italy, the use of board games, real-life, and digital games for educational purposes, especially when students can be directly involved in game preparation, can lead to highly motivating and participatory educational outcomes, while promoting peer teamwork. Similarly, the benefits of using new technologies and digital tools, which have shown positive results in peer-to-peer learning, were further highlighted in Italy, through examples of smart education and educational platforms.

Policies and laws in the broader field of social inclusion

Although none of the partners referred to legislation specifically covering the integration of young refugees/migrants, reference was made to laws that provide a basis for achieving this goal, such as those regulating the entry requirements of third-country nationals into the labor market, residency status regulations, as well as anti-discrimination laws, which were highlighted in the inputs provided in the cases of Germany, Malta, and Sweden.

Similarly, a series of national policies and strategies addressing various parameters that can also enhance the integration prospects of young refugees/migrants were mentioned, such as national youth policies in Greece, Malta, and Sweden, strategies and policies dedicated to combating poverty and social exclusion (Greece, Sweden, and Malta), including support for youth not in employment or education (Sweden), as well

as standalone integration strategies (Greece and Malta), as highlighted by partner organizations.

Closely linked to these, national integration programs were also mentioned in the case of Greece, where the national "Helios" program, which, among other things, provides language learning services, cultural orientation, job readiness, and life skills to beneficiaries of international protection through dedicated language learning centers, has shown significant enrollment from children and youth, as well as Malta. In the latter case, the approach of the national "I Belong" program, which through a two-phase process, including 100-hour learning courses and exams, aims to support refugees/migrants in meeting the requirements for acquiring long-term resident status, potentially contributing to long-term sustainable solutions. The program was also noted as a current best practice in integration in Malta and between 2018-2019 reached over 2,000 individuals, primarily from Serbia, Libya, the Philippines, and Somalia, with the second largest group being applicants aged 25-34.

It is also worth highlighting the case of Spain, where an inclusive approach is pursued, aimed at supporting the integration of individuals at the local level, in autonomous communities, through a minimum income integration scheme. The amount granted may vary depending on the composition of households or their financial situation and is subject to a series of requirements, including legal residency, which may not always be the case for marginalized social groups. In this context, the case of the Valencian community is particularly noteworthy, as beneficiaries only need to have resided in the community for a minimum of 12 months and be at risk of or actively experiencing social exclusion to qualify for support. At the national level, the Spanish government also provides financial support for integration, aimed, among other things, at helping beneficiaries of international protection meet basic needs or find housing.

Participation

In the field of participation, German, Greek, and Maltese partners have highlighted the presence of official advisory bodies at both national and local levels that can also be utilized to promote youth participation.

It is worth noting that in Malta, where ad hoc consultations with young people were also mentioned in the periods leading up to the finalization of national policies, including the country's Youth Policy, there is a legal obligation to ensure that the Civil Society Committee - a standing committee operating within the Malta Council for Economic and Social Development (MCESD), which provides opinions and recommendations to the Maltese government on socioeconomic issues within its remit - is mandated by law to have a youth representative among its members.

Although primarily pedagogical in nature, the "Youth Parliament" in Greece, an annual program organized by the Hellenic Parliament Foundation, which focuses on educating young people on the values, rules, and practices of democracy, is noteworthy. The program aims to promote the formation of a field of public dialogue, where 300 student representatives up to 21 years old can, among other things, engage with stakeholders (e.g., experts, elected officials), organize public events, and, through discussions and debates, formulate and present their opinions and recommendations on issues related to daily or social life (e.g., climate change, human rights), in a process that culminates in a 5-day working session at the country's Parliament.

Finally, civil society networks, such as the Swedish National Council of Youth Organizations (LSU), have been highlighted as a tool to promote youth participation and integration. LSU is a coordinating body for youth organizations with a very diverse range of activities in Sweden, which operates, among other things, as a platform on youth-related issues, offering youth representatives the opportunity to participate in high-level meetings and committees in the UN and EU systems. Additionally, it is routinely consulted by the Swedish government prior to the adoption of laws on youth-related issues. [Finanziamento](#)

La disponibilità di finanziamenti, anche attraverso strumenti dell'UE come l'AMIF, è stata evidenziata come uno strumento in grado di sostenere la partecipazione e l'integrazione dei giovani, sulla base dei contributi forniti in questa sezione dai partner in **Germania** e in **Italia**. Tuttavia, come nel caso di tutti gli altri metodi presentati dai partner per la sezione specifica, va dato per scontato che le specificità di ciascun contesto nazionale e le relative discrepanze, anche per quanto riguarda la misura in cui l'integrazione può essere più facilmente perseguita con il sostegno dei fondi nazionali (ad esempio, come nel caso della Germania), o è più dipendente dalla disponibilità di fondi dell'UE (come nel caso della Grecia), significano capacità diverse e, a loro volta, risultati diversi, anche rispetto a metodi che, in superficie, sembrano abbastanza simili. Tuttavia, una valutazione di questo tipo va oltre lo scopo del presente documento.

Opportunities and challenges

Regarding the opportunities and challenges presented by partner organizations, the main point of convergence has been on broader socioeconomic factors, as well as factors concerning the extent to which refugees/migrants can access services and rights in host countries, as these can severely hinder the broader process of integration and the ability of children and youth to invest in their development through education.

Challenges

The impact of the relatively less privileged/vulnerable social position often experienced by refugees/migrants has been highlighted as a challenge for the

educational process and its outcomes in the contributions provided by partners in Greece, Malta, Sweden, and Spain. This invariably also impacts prospects for participation and the "willingness" to integrate, as the frequent marginalization of people with migrant/refugee backgrounds, and particularly the lived experience of this exclusion, increases the risk of young people "remaining trapped in a system of disconnection from society and its institutions," as emphasized by partners in Malta. Delays in accessing the labor market, the marginal degree of participation in high-level decision-making processes by individuals with a refugee/migrant background, living conditions below often observed standards, as well as the need to learn and conform to the cultural norms of the host country without having the means to preserve elements of their own cultural background, have been reported as challenges in the inputs provided for Sweden, without implying that the causes and resulting alienation for refugees/migrants are limited to a single EU member state.

Similarly, in the case of Greece, issues related to the capacity to regulate legal statuses have been reported, given the negative impact that prolonged legal limbo and/or heavily restricted possibilities of obtaining legal status have, among other things, on mental health and the ability to focus on education and integration. The overall state of the national economy, the impact of migration policies and narratives, and the mismatch between laws and practices have also been highlighted as challenges in the case of Greece.

Opportunities

Regarding opportunities, the ability to access EU funding instruments such as the AMIF, ESF, and likely Erasmus+ has been highlighted as an opportunity in the inputs related to Malta and Sweden. However, as mentioned in the previous section, an excessive or exclusive reliance on EU funds, without necessary investments through national means, could also pose a challenge to the long-term prospects of integration and participation and may, under certain conditions, hint at a lack of willingness on the part of state authorities to actively support these processes.

The availability of national integration policies and programs has also been highlighted as an opportunity in the cases of Greece, Italy, and Malta. As emphasized in the previous section, the "I Belong" program promotes a two-tiered framework supporting refugees/migrants in acquiring necessary knowledge (language, culture, etc.) to obtain long-term residency permits, thus apparently providing a comprehensive package that streamlines the inclusion process. Helios, on the other hand, although of much more limited scope, provides an essential entry point for inclusion into life in Greece, as it remains the only national program dedicated to refugees wishing to learn Greek and can provide limited support for independent living (e.g., rental assistance).

Regarding participation and political representation, local advisory bodies have been highlighted as opportunities in the cases of Germany and Greece, respectively through examples like the Migrantenbeirat - an elected committee with advisory function in various districts of Berlin, also noted as a good practice - and the Councils for the Integration of Migrants and Refugees. The latter are established at the municipal level in Greece following a decision of the municipal council and are competent to: (a) record and investigate the problems of migrants and refugees permanently residing in the respective municipality; (b) make recommendations for the development of actions aimed at promoting integration and addressing identified problems; and (c) organize, in collaboration with the respective municipality, events aimed at raising awareness and strengthening social cohesion. At the end of each year, they also have the task of submitting an annual report highlighting the challenges encountered and proposing solutions, which local authorities are obliged to consider at the first municipal council meeting held after the report is submitted.

Specifically concerning youth, in the case of Greece, the example of local Youth Councils has been highlighted as a potential opportunity. These are elected councils aimed at strengthening youth participation in the management of local affairs and have the task, among others, of identifying the needs and challenges that local youth face. They can also undertake initiatives, in collaboration with local authorities, aimed at promoting active and effective youth participation in local society and developing cooperation with corresponding bodies at the national and European levels. As of 2021, a first step towards the inclusion of individuals with refugee/migrant backgrounds in the operations of the Councils may have paved the way for a more inclusive approach regarding youth participation at the local level.

Similarly, in the case of Sweden, the importance of encouraging participation from disadvantaged social groups and creating space to voice their concerns has been emphasized, through targeted support. The existence of anti-discrimination policies, including in the workplace, as well as the need to promote intercultural activities and events, where residents of a Municipality can get to know each other better, have been highlighted as potential opportunities in Sweden.

Finally, while not explicitly highlighted as an opportunity, the apparent high degree of acceptance of individuals with refugee/migrant backgrounds in Spanish society, coupled with the readily available possibility of obtaining permanent residency in Spain once the necessary documents are obtained, can be considered an opportunity, particularly given the high degree of willingness of young refugees/migrants to remain in the country.

Best practices in each country

The partners have highlighted a series of good practices at various stages of development, which may also reflect the different phases of each country's readiness to welcome refugees/migrants. For example, as mentioned in the inputs for Sweden, the country has a well-established history of 70 years as a destination for third-country nationals, while countries like Greece still seem to struggle to overcome entrenched beliefs about their nature as transit countries, amidst increased integration needs arising from the 2015 reception crisis. This does not mean that countries with more experience in managing migration have been successful in addressing phenomena of social segregation, as also evidenced in the case of Sweden.

That said, many of the contributions provided by countries have highlighted efforts to combat such phenomena through good practices aimed, among other things, at providing valid opportunities to particularly disadvantaged youth, remedying cases of discrimination, and promoting intercultural dialogue and understanding.

In the case of Italy, emphasis has been placed on the NEETwork project, which aims to respond to the needs of particularly disadvantaged youth who are neither studying nor working, through a combination of interventions aimed at or involving creating a stable path from education to employment. The beneficiaries of the project are young people aged between 18 and 24 years old, with a low level of education and a disadvantaged socio-cultural background, residing in Lombardy, not enrolled in a Youth Guarantee program, and struggling to reactivate themselves independently. The project supports them through a personalized approach that includes strengthening and orientation to the labor market, digital training, and support to obtain a 6-month paid internship opportunity at a third-sector organization or a company. Economic incentives (e.g., covering part of the internship allowance) and administrative support are also provided to companies wishing to participate in the project by offering internship opportunities.

Similarly, although with a primary focus on supporting young people not attending education, employment, or training (NEET) in the development of basic and advanced digital skills, the Net for NEET project in Italy has been highlighted as a good practice. Through an online coaching and peer-to-peer training approach aimed at improving employability in the digital age, the project also aims to facilitate the social inclusion of disadvantaged youth by providing them with space and opportunity to meet with peers, training experts, and recruiters, through the creation of an online community.

While not a specific good practice, at this point, it is worth remembering the Swedish national youth policy and the Ways Forward policy, both of which target NEET youth, including newly arrived youth, with the aim of supporting their transition from the school environment to work and participation in society.

That being said, some similarities with the Italian NEET initiatives can be found in the Embark for Life initiative in Malta. As indicated in the respective contributions, the initiative focuses on providing personalized support to young people aged 15 to 25 who are facing difficulties in finding and/or maintaining employment, including

enabling them to participate in educational programs with the aim of improving their employability. Similarly, although focused on a younger age group (5-18 years old), the Youth Support Centers of the NGO Arsis - Association for the Social Support of Youth in Greece support young people experiencing the consequences of social exclusion and living in disadvantaged areas in social welfare institutions or detained in prisons, through comprehensive interventions that include workshops and creative courses supporting school integration, with the aim of addressing the root causes of victimization and marginalization.

Regarding specifically young refugees/migrants, the youth integration courses developed by BAMF and consisting, among other things, of language learning and practical work orientation and preparation have been highlighted as a good practice in the case of Germany. As mentioned, the initiative aims to support the personal development of young refugees/migrants, facilitate their understanding of German society, and ultimately their integration.

For a similar goal, albeit with a focus on employability, the Integrationslotsen program and the Migrpreneur initiative have been highlighted as good practices in the case of Germany. In the former case, the program aims to guarantee paid employment for 5 years to refugees/migrants residing in Berlin, after an initial period of on-the-job training, which usually leads to employment in sectors such as linguistic support and social counseling for other third-country nationals, thus also highlighting a peer-to-peer approach. This aspect is further expanded in the case of the Migrpreneur initiative, led by refugees/migrants, which focuses on networking aspects and empowering migrant entrepreneurs, helping them overcome bureaucratic obstacles that may hinder their entrepreneurial growth.

Closely related, albeit with an exclusive focus on young people aged 18 to 35, the Torno Subito program has been highlighted as a good practice in Italy. The program financially supports young students and graduates from schools of cinema, food and beverage, and catering to obtain additional training in Italy or abroad, and subsequently gain work experience or start their own business in the Lazio region. As mentioned, one of the main objectives of the program is to acquire the level of skills necessary to create meaningful opportunities in attempting to integrate into the productive fabric of the region.

In the case of Spain, emphasis has also been placed on the "Vives emprende" program, which, among other things, supports socially excluded groups, including young people with a refugee/migrant background, in accessing the labor market. The program focuses in particular on entrepreneurship, supporting beneficiaries in accessing microcredit up to a limit of 25,000 euros, as well as acquiring the basic knowledge necessary to manage their business, through online workshops and personalized tutorials.

In the case of Sweden, the Diskrimineringsombudsmannen (Ombudsman for Equality) has been highlighted as a good practice in combating discrimination (in the workplace, at school, regarding access to services, etc.). The Ombudsman's website, which provides information on national anti-discrimination legislation and the means

available for individuals to report incidents, is accessible in 17 foreign languages. This initiative ensures a significant degree of accessibility, giving disadvantaged groups the opportunity to know their rights, voice their experiences, and take remedial action when these rights are violated, thereby contributing to raising awareness of a phenomenon that remains largely underestimated in many countries.

Towards the same goal, the Human Rights Directorate (HRD), operating within the Ministry of Internal Affairs, Security, Reforms, and Equality of Malta, has been highlighted as a good practice in the national contribution. Established in 2015, the HRD works to promote civil liberties, equality, anti-discrimination efforts, and integration, with the main goal of ensuring that "everyone belongs." Since 2018, the HRD has also had an intercultural and anti-racist unit, which is responsible for implementing the country's integration strategy and supervising the implementation of Malta's 2019 Local Integration Charter - a tool aimed at consolidating integration initiatives carried out by local councils and encouraging further cooperation among them on integration matters - in collaboration with local councils and the Association of Local Councils. The Local Integration Charter itself has been highlighted as a good practice, as three years after its launch, it has been adopted by more than two-thirds of Malta's local councils.

The guiding principles of the Charter, including the promotion of inclusive discourse and diversity, events aimed at bringing communities together, and active participation of refugee/migrant communities, bear some resemblance to initiatives highlighted as good practices in other national contexts, some of which have already been mentioned in previous sections.

For example, the Bündnis Demokratie und Toleranz (Alliance for Democracy and Tolerance), cited as a good practice in the case of Germany, is an alliance composed of public figures, representatives from parliamentary groups, civil society, the economic and scientific sectors, aimed at promoting and strengthening civil society, democratic values, and enabling participation. The Alliance organizes concerts, neighborhood parties, and other events aimed at promoting dialogue between the local population and refugee/migrant communities. Similarly, the Rådet för Europeiska Socialfonden (Swedish ESF Council), which is the state agency responsible for managing the European Integration Fund (EIF), has been highlighted as a good practice in Sweden, among other things for the fund's contribution to promoting intercultural dialogue, active citizenship, and participation.

A similar emphasis on the need to create spaces for dialogue and participation, in order to strengthen social cohesion, is also found in the case of the BENN project ("Berlin

Develops New Neighborhoods"), which has been highlighted as another good practice in Germany. As mentioned, the project involves various activities and support for inclusion in Berlin's various neighborhoods and has a positive impact on increasing awareness and creating networks between the local population and refugees/migrants. With the main goal of promoting district-level integration, among the project's main fields of action is also support for local residents, including children and young people, to make their voices heard and participate in decision-making processes concerning their district.

On a much smaller scale, the Refugee Cityscapes initiative, implemented by the GCR, has been highlighted as a good practice. The initiative supported networking and participation, bringing together newly recognized refugees and descendants of refugees from Asia Minor and Pontus, who worked together to identify and propose sustainable solutions to common challenges faced in the city of Thessaloniki, through a peer learning approach.

In the field of youth participation, the UNICEF U-Report initiative, which is a platform aimed at providing space for young people to express their opinions on political and social issues that concern them, through online consultations, whose results can then inform decision-makers, has been highlighted as a good practice in Greece. Although the initiative was only recently launched in the country (April 2022), it has already reached over 700 members, the majority of whom are aged between 15 and 19 (52%), showing a significant gender balance, albeit categorized in binary terms (male/female). The initiative has also garnered over 90% average responses in the online consultations conducted so far, demonstrating a high degree of active engagement, achieved through youth-friendly and accessible tools/applications for young refugees and migrants, such as Viber, WhatsApp, and Facebook. The initiative has thus shown some early and promising results regarding youth participation, which may pave the way for its long-term sustainability.

Conclusions

As emerges from various inputs provided by project partners, peer learning can be an important, if not necessary, tool to facilitate the integration and authentic participation of young refugees/migrants in the host country. This is particularly true considering that relationships developed among peers in an era where young people spend increasingly more time within peer groups, compared to more traditional settings, can have a much more direct and impactful influence on them than in the past when the role of tutors or parents was more prevalent in a young person's education and development. Peer-to-peer learning can also have a positive impact in mitigating perceived power or cultural imbalances that may give rise to discriminatory behaviors and opinions, as it can be a mutually beneficial learning process that fosters understanding, respect, and personal development for all individuals involved (e.g., peer tutors and tutees). However, for peer-to-peer learning to reach its potential, project partners have highlighted a series of prerequisites.

A primary point of convergence has been the need to ensure adequate preparation of peers, including through preliminary training of peer tutors, before they can take on the role and responsibility it entails. Since learning requires clear communication, the lack of such skills or the necessary confidence to achieve project goals, total commitment to the role, or even poor time management skills, and a lack of interest and even enthusiasm for the subject taught have been highlighted as improper practices.

Emphasis has also been placed on the need to carefully identify and "match" peers with the aim of establishing a relationship of equality between them, seeking to spark their interest, among other things, by finding ways to create feelings of shared enthusiasm in the peer learning process and its goals. For example, the possibility of mistakenly "matching" individuals who do not respect and/or may offend with their behavior and beliefs the cultural background of their peers or who may display an authoritarian attitude has been noted as detrimental to the potential success of the model.

For the same goal, the need to recognize the strengths and abilities of each peer, even those who may show comparative "weaknesses" in the learning process, as a basis for establishing a rotation system between peer tutors and tutees, has been highlighted as an important factor to ensure the development of relationships of mutual understanding and equality.

This latter aspect is particularly important, given the prevailing imbalance between local peers and refugees/migrants, which can result, among other things, from discriminatory treatment and the multiple obstacles (linguistic, socioeconomic, legal, etc.) that young refugees/migrants must face.

Emphasis has also been placed on broader factors that can have a negative impact on the educational process and which must be addressed by ensuring, among other things, the early integration of newly arrived students into the educational system through the establishment of second language workshops in schools, the active involvement of parents in the process of early acquisition of necessary linguistic and cultural skills, and the involvement of second-generation refugees/migrants as mentors. Moreover, there is a need to promote intercultural education through teacher training and the benefits of ensuring that young refugees/migrants have the opportunity to continue learning the language and potentially the culture of their country of origin alongside those of the host country.

Ultimately, pedagogical techniques aim not only to provide refugees/migrants with the opportunity to lead a more active life as members of society but also to share the knowledge they bring from their home country, which can contribute to enriching the cultural wealth of a society, opening up space for the emergence of innovative processes and ideas.

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