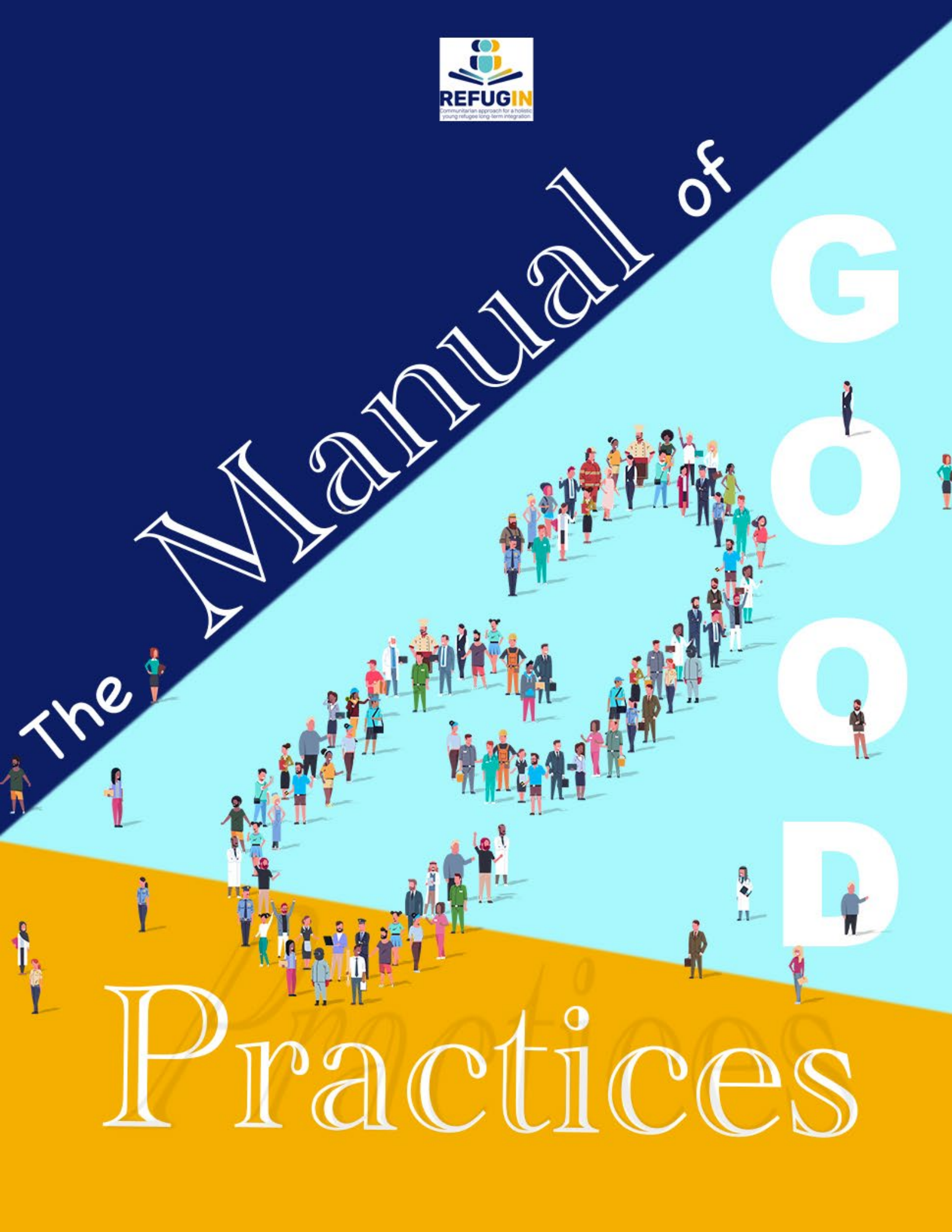




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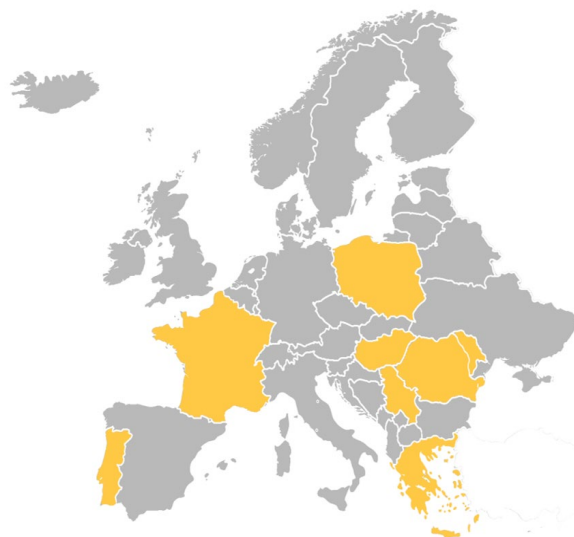


The role of educational and NGOs professionals in the integration of young refugees

A Practical Guide for Practitioners

Authors

Nancy Zoidou Saripapa, KMOP EIH
 Eftychia Kechri, KMOP EIH
 David-Alfred Luesa-Ngandu, Militants de Savoie
 Margarida Damas, IPS_ Innovative Prison Systems
 Catarina Santos, IPS_ Innovative Prison Systems
 Sara Afonso, IPS_ Innovative Prison Systems
 Alexander Kpatue Kweh, UREP
 Ljiljana Palibrk, Helsinki Committee
 for Human Rights in Serbia
 Tiago Leitão, EaSI
 Elena Balan, EaSI
 Daria Bădescu, EaSI
 Ahmad Djavid Paknehad, CCR
 Maria Pîslaraş, CCR
 Mikulska-Jolles, CCR
 Katarzyna Gajewska, School with Class Foundation
 Anna Édes-Takács, United for Intercultural Action
 Balint Josa, United for Intercultural Action



Graphic design

David-Alfred Luesa-Ngandu, Militants de Savoie



Table of Contents

LIST OF ABBREVIATIONS.....	4
NOTE - DEFINITION OF TERMS.....	5
INTRODUCTION.....	6
1. EUROPEAN POLICIES AND GOALS TOWARDS FORCIBLY DISPLACED PERSONS AND PERSONS IN REFUGEE-LIKE SITUATIONS INTEGRATION.....	7
2. INTEGRATION POLICIES TOWARDS YOUNG REFUGEES IN THE PROJECT COUNTRIES.....	8
FRANCE.....	8
GREECE.....	9
HUNGARY.....	10
MOLDOVA.....	10
POLAND.....	11
PORTUGAL.....	11
ROMANIA.....	12
SERBIA.....	12
3. THE ROLE OF EDUCATIONAL ORGANISATIONS AND NGOS IN THE INTEGRATION OF FORCIBLY DISPLACED PERSONS AND PERSONS IN REFUGEE-LIKE SITUATIONS.....	13
4. THE ROLE OF EDUCATIONAL AND NGO PROFESSIONALS IN THE INTEGRATION OF YOUNG REFUGEES IN PROJECT COUNTRIES.....	14
FRANCE.....	14
GREECE.....	15
HUNGARY.....	16
MOLDOVA.....	16
POLAND.....	17
PORTUGAL.....	18
ROMANIA.....	18
SERBIA.....	19

5. ONLINE SURVEY RESULTS.....	20
PROFILE OF PARTICIPANTS	
(COUNTRY, PROFESSION, YEARS OF FIELD EXPERIENCE WITH REFUGEES).....	20
EXPERIENCE IN THE INTEGRATION OF PERSONS IN REFUGEE-LIKE SITUATIONS.....	20
BEST PRACTICES.....	21
INVOLVEMENT OF PERSONS IN REFUGEE-LIKE SITUATION.....	24
BARRIERS AND CHALLENGES IN THE INTEGRATION EFFORTS.....	25
FAVOURABLE FACTORS FOR SUCCESSFUL INTEGRATION.....	26
NEEDS FOR PROFESSIONALS IN NGOS AND EDUCATIONAL INSTITUTIONS.....	27
6. RESEARCH CONCLUSIONS.....	28
INTERNATIONAL CIVIC FORUM.....	30
7. GOOD PRACTICES IN THE REFUGIN COUNTRIES.....	32
CRITERIA FOR SELECTING GOOD PRACTICE EXAMPLES.....	32
FRANCE.....	33
GREECE.....	37
HUNGARY.....	44
MOLDOVA.....	44
POLAND.....	50
PORTUGAL.....	54
ROMANIA.....	59
SERBIA.....	63
8. TIPS FOR PRACTITIONERS TO APPLY GOOD PRACTICES IN THEIR WORK WITH YOUNG REFUGEES.....	68
REFERENCES.....	70

List of abbreviations

AC - Asylum Centre	LADO - League for the Defense of Human Rights
ACM - High Commission for Migration	LATP - Law on Asylum and Temporary Protection
AIDrom - Ecumenical Association of Romanian Churches	LMM - Law on Migration Management (LMM)
AME - Aide Médicale d'Etat	MDGs - Millenium Development Goals
AMIF - Asylum, Migration and Integration Fund	MICs - Migrant Integration Councils
AMKA - Social Security Number	MSF - Médecins Sans Frontières
APSCF - The Alliance of Active NGOs in the field of child and social protection	NARIC - National Academic Recognition Information Centres
ASSOC - Non-Governmental Professional Association for Social Work	NES - National Employment Service
CADA - Centres d'accueil de demandeurs d'asile	OFPRA - French Office for the Protection of Refugees and Stateless Persons
CESEDA - Code de l'entrée et du séjour des étrangers et du droit d'asile	PAAYPA - Temporary Foreigner's Insurance and Healthcare Number
CIR - Republican Integration Contract	PIN - Psychosocial Innovation Network (PIN)
CNDA - National Court of Asylum	RACs - Refugee Accommodation Centres
CPR - Portuguese Refugee Council	RERF- Refugee Education Reception Facilities
CRM - Commissariat for Refugees and Migration	RHC - Refugee Hospitality Centres
CRS - Adama Centre	RIC - Refugee and Immigrant Centres
DRC - Danish Refugee Council	RTC - Reception/Transition Centre
EFA - Education for All Goals,	SDGs- 2030 Sustainable Development Goals
ENIC - European Network of Information Centres in the European Region	SNS - National Health Service
EQPR - European Qualification Passport for Refugees	UNHCR - United Nations Refugee Agency
ESF+ - European Social Fund	ZEP - Educational Priority Zones
FSL - French as a Second Language	
IAN - International Aid Network	
JRS - Jesuit Refugee Service	
KEELPNO - European Centre for Disease Prevention and Control	

Note - Definition of terms

The present document analyses the integration policies of forcibly displaced persons and persons in refugee-like situations in 8 countries: France, Greece, Hungary, Moldova, Portugal, Poland, Romania and Serbia. The terms used in the legal, political and academic framework to describe forcibly displaced persons differ from country to country and this is why, for reasons of harmonisation, the umbrella term “in refugee-like situation” is adopted to include all the terms used in the national context of the above 8 countries.

The term “refugee” can create confusion between persons that have been forcibly displaced and have been granted refugee status and persons who have been forcibly displaced, but have not obtained refugee status for legal or other reasons. This is why, the use of the term “persons in refugee-like situation” is chosen to include all potential cases of forcibly displaced persons in the countries under research.

To give the conceptual definition, persons in a refugee-like situation are “groups of persons who are outside their country or territory of origin and who face protection risks similar to those of refugees, but for whom refugee status has, for practical or other reasons, not been ascertained.” (UNHCR). As for the conceptual definition of refugees, the 1951 Refugee Convention defines refugees as *“persons that are unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.”*

Introduction

REFUGIN “Communitarian approach for a holistic young refugee long-term integration” is an Erasmus+ project implemented in 8 countries by 9 organisations: Association les Militants des Savoirs (France), KMOP - Education and Innovation Hub (Greece), Együtt az Interkulturális Akcióért Alapítvány (Hungary), UREP- União de Refugiados em Portugal (Portugal), Fundacja Szkola Z Klasa (Polnad), IPS_Innovative Prison Systems (Portugal), Helsinki Committee for Human Rights in Serbia (Serbia), Asociatia European Association for Social Innovation (Romania) and Asociatia Obsteasca Central de Caritate pentru Refugiati (Moldova).

REFUGIN aims to ensure a sustained integration of young refugees through a bidirectional process involving civil society and young refugees. For this, it aims to capacitate key actors in the process, namely educational and NGO practitioners, by holistically building their know-how on the field, as well as enhancing young refugees’ central skills that will aid in their integration. Ultimately, REFUGIN aims to contribute to more tolerant and inclusive European societies.

In this sense, the project aims to promote cooperation among educational and NGO professionals and provide a comprehensive overview of the existent civil society practices for refugees’ integration. To achieve these, research on current practices, initiatives, and know-how on refugees’ integration and communitarian inclusion was conducted, to understand what has been done, what works, and what doesn’t, avoiding doubling efforts.

In order to identify promising practices an online-based survey was developed and widely disseminated among the target groups and a complementary in-depth theoretical analysis on the role of educational and NGO professionals in the integration of young refugees was carried out.

The present Practical Guide summarises the findings of desk research and an online-based survey conducted in each partner country, provided useful insights on the role of educational and NGO practitioners in the integration efforts of the state; provides information on good practices across the key domains of integration in the participating project countries; and practical tips for educators and NGO practitioners working with young refugees.

The REFUGIN analysis focuses on the framework in integration provided by Ager A. and Strang A. in their article “Understanding Integration: A Conceptual Framework” (2008). According to this analysis, the foundation for successful integration of refugees and migrants is Citizenship, rights and responsibilities associated with it. It refers to the legal status of refugees in the host society and to the participation of refugees in the political and civic life of the host society.

In this context, the following sectors are identified as key aspects for integration:

Employment	Education	Housing	Health
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The processes perceived to mediate, or provide a connective tissue between the foundational principles of citizenship and rights on one hand, and public outcomes in sectors such as employment, housing, education and health on the other are categorised as follows:

- Facilitators of integration, understood as removing “barriers” to integration that include language and cultural knowledge as well as establishing positive community relationships that ensure safety and stability.
- Social connection as a driver of integration at the local level.

The authors argue that these elements are interconnected and influence each other, and suggest that a comprehensive approach to integration should address all of these domains, recognizing that successful integration requires attention to the economic, social, cultural, legal, and political aspects of refugees' and migrants' lives.



1. European policies and goals towards forcibly displaced persons and persons in refugee-like situations integration

Many integration challenges that refugees and persons in refugee like situations face are similar to those experienced by other foreigners staying legally in the European Union. Foreigners face **discrimination** and **xenophobic attitudes**, as well as **language** and **cultural obstacles**, including obstacles relating to different **gender roles**. Preference given to nationals over foreigners by employers or by landowners are examples of the obstacles that they may face.

Based on assessment conducted in several European countries by the United Nations Refugee Agency (UNHCR), key obstacles for refugee integration include:

- Difficulties due to not speaking the local languages and having different cultures
- Discrimination and non-welcoming attitudes towards foreigners
- Lack of understanding within host societies of the specific situation of refugees
- Psychological impact due to prolonged inactivity during asylum procedures
- Limited access to rights for persons with subsidiary protection

At EU level, important steps have been taken towards the development of common policies, approaches and tools on integration across Member-States, facilitating integration of persons in need of international protection, such as refugees and asylum seekers. Even though Member- States have the main responsibility, EU supports national and local authorities with policy coordination, exchange of knowledge and financial resources (Article 79 and 80, TFEU). All partner countries, with the exception of Serbia and Moldova, are Member-States of the EU and thus, they are obliged to apply the EU acquis. Serbia and Moldova, even though they are still candidate members, they have to gradually integrate the EU laws and policies during their accession process.

2. Integration policies towards young refugees in the project countries

France

In France, the integration strategy for refugees is based on several pillars and is implemented by various actors, including the State, local authorities, associations and specialised public organizations.

France has an asylum system that allows asylum seekers to file their applications and to benefit from an examination procedure. Refugees are identified and registered as soon as they arrive in France, and their asylum applications are assessed by the French Office for the Protection of Refugees and Stateless Persons (OFPRA) and the National Court of Asylum (CNDA). Once recognised as refugees, individuals are granted protection in France. They have the right to remain in the country and receive a temporary residence permit or a permanent residence permit, depending on their situation. This protection entitles them to certain rights and services, such as access to housing, employment, health care and education.

With regard to accommodation refugees are generally taken care of by the state and housed in dedicated reception centres, such as Centres d'Accueil de Demandeurs d'Asile (CADA) or emergency accommodation. The objective is to provide them with temporary housing while their asylum application is being examined.

Specific measures have also been put in place to facilitate their access to basic rights, such as the AME (Aide Médicale d'Etat), housing counselling, financial assistance for security deposits or rent payments, and referral programmes to temporary housing facilities. They also benefit from professional support measures, such as career counselling, vocational training, internships and recognition of qualifications.

Linguistic and cultural integration is also of high importance with French classes being offered free of charge as part of the Republican Integration Contract (CIR) and cultural and sports activities being encouraged to facilitate social integration.

To become a French citizen, refugees must generally reside in France for at least five years (or less in some cases, such as for war refugees) and meet certain conditions, such as proficiency in the French language and knowledge of French values and history.

Greece

Until 2013 the Greek State was content with individual (ad hoc) measures and piecemeal actions for the integration of refugees. The Migration/Refugee Crisis in 2015 changed this - the publication of the 2018 National Integration Strategy is a positive step towards the codification of needs and (future) actions. However, there is still a serious lack of strategic planning with prioritised objectives, costing of actions, and an organisational chart for implementation and evaluation procedures.

The Greek State has taken measures to protect refugees' rights to health, housing, education and employment. Greece has also added a stronger level of protection for unaccompanied minors and their living circumstances, as well as additional procedures in the public and private care services to preserve children's health and educational status

The Greek Ministry of Health set up programmes such as "Philos" (Emergency Health Response to Refugee Crisis), which were implemented by KEELPNO (Centre of Control and Prevention of Diseases) through the Asylum, Migration and Integration Fund from the EU from 2017 up to 2022. It aimed to take a comprehensive approach to providing health services for refugees as well as strengthening the Greek health system (Gunst et al., 2019).

Regarding the housing of refugees and migrants, the ESTIA programme should be cited. The aim of the programme was to provide housing in apartments and financial support for refugees and asylum seekers, through prepaid cards. It was implemented by the UNHCR for refugees in cooperation with the Greek Government, Local Authorities and Non-Governmental Organizations from 2015 to 2020 and in 2021 its operation was transferred to the Greek Ministry of Migration and Asylum. However, the program was stopped at the end of 2023, in order to reduce the pressure on urban centres. The financial resources for the programme came from the European Union. The maximum number of available accommodation places reached 27.088 in 2018 (UNHCR, 2021).

Regarding the employment of refugees and migrants, in July 2019, the government introduced the Hellenic Integration Support for Beneficiaries of International Protection (HELIOS), which promotes integration in various fields, such as accommodation support, greek language courses and courses for developing professional skills and professional counselling. The programme is still active and it is implemented by the International Organization for Migration (IOM) and funded by the Greek Ministry of Migration and Asylum. In 2022, 42.572 beneficiaries of international protection participated in the programme (Ministry of Migration and Asylum, 2022).

Hungary

Hungary has been known for its relatively strict approach to refugee policies, particularly under the government of Prime Minister Viktor Orbán and his ruling Fidesz party (2010-today). It has implemented various measures aimed at reducing the number of asylum seekers entering the country. However, there are measures taken by the state to ensure refugee's rights to health, education, housing and employment. Nevertheless, there are limitations posed by the availability and quality of healthcare and housing services, affordable housing, language barriers, lack of specialised support, and limited capacity in schools to cater to the specific needs of refugee children.

Moldova

The new socio-economic and political realities required the adoption of a special attitude on the part of the state in the problems of migration, such as the adoption of a strategy and the development of legislative framework for promoting migration policy.

Temporary protection is granted to displaced persons from Ukraine. This is an exceptional measure to provide an immediate form of protection including access to services to persons who meet the eligibility criteria.

The rights of forcibly displaced persons and persons in refugee-like situations towards access to health, education, housing and employment are ensured in the legal framework. Furthermore, minors benefit during one school year from a free introductory course in the state language in order to integrate into the education system. Refugees and beneficiaries of humanitarian protection have also access to vocational secondary education and recognition of qualifications.

The law on the integration of foreigners in the Republic of Moldova introduces a new notion - socio-cultural accommodation, which is defined as the acquisition by foreigners of a minimum of general knowledge about society, culture, the economy and history of the Republic of Moldova, necessary for social coexistence.

Poland

Since 2016, when the document “Migration Policy of Poland - Current State and Postulated Actions” was declared invalid, Poland does not have a strategic document setting the direction of migration policy. Attempts made several times in recent years to create a national policy in this area have failed. The reason for this lies in the incoherent approach to the migration phenomenon and the lack of political consensus within the government itself.

Refugees and persons in refugee-like situations have access to the Polish labour market, health care, social assistance and education. The education system provides for opportunities to support foreign pupils, e.g., by employing intercultural assistants or preparatory classes in which children learn to speak Polish. The education of foreign children is sometimes supported by social organisations or educational institutions dealing with this issue.

Persons who have already been granted international protection in Poland can benefit from Individual Integration Programmes. These programmes are run by local government units, such as municipal (or district) family assistance centres. In addition to financial and material assistance, the programmes offer help in finding accommodation, employment, improving professional qualifications and learning the language. Various actors may be involved in the implementation of Individual Integration Programmes, e.g., educational institutions teaching the Polish language or social organisations offering various forms of support.

Portugal

Currently there is no national-level strategic plan for the integration of refugees, however there are legal and policy measures ensuring refugees’ rights to health, education, housing and employment.

To facilitate and promote access to professional training and employment, there are ongoing partnerships with civil society bodies, namely associations of and for migrants, to provide more and better professional training, guidance, and job opportunities. Moreover, the private and local sectors have also become active actors in this field, as some municipalities and private companies have developed programmes to ensure employment for people in refugee-like situations.

The Programme for Immigrant Entrepreneurship, promoted by the High Commission for Migration (ACM) aims to support immigrant entrepreneurship, including a Mentoring Programme counting with specialised volunteers who accompany immigrants in the process of creating a business.

Romania

In Romania, each institutional actor is responsible for foreigners' integration in their field of activity, being assisted and monitored by the Ministry of Internal Affairs through the General Inspectorate for Immigration. The latter is responsible for providing specific services that facilitate the assimilation of different categories of foreigners in Romanian society by means of its regional structures. Coordination at the institutional level is mostly accomplished through meetings with decision-makers (based on the National Immigration Strategy) and expert-level gatherings (organised on a regular basis by the General Inspectorate for Immigration through the Directorate for Asylum and Integration).

The official integration programme coordinated by the General Inspectorate for Immigration covers the following: housing (by request), Romanian language classes, cultural insertion sessions, counselling and psychological support and financial aid. Other integration programmes are managed and implemented by the International Organization for Migration (IOM) in Romania and other partner organizations. Integration programmes are spread over 6 regions.

Serbia

The Constitution of the Republic of Serbia guarantees foreigners all constitutional rights (with some small and usual limitations), as well as the immediate application of human and minority rights guaranteed by generally accepted rules of international law and confirmed by international treaties and laws including the right to refuge.

However, naturalisation of foreigners is not yet possible, since Serbia has to harmonise the Law on Citizenship and the Law on Foreigners with The Convention Relating to the Status of Refugees, so as to enable persons granted asylum to apply for permanent residence. Amendments to both laws are currently in parliamentary procedure.

In case of an unaccompanied or separated child who is a foreign citizen, the competent Centre for Social Work immediately appoints a temporary guardian. According to the Instruction on the accommodation of unaccompanied minor migrants/refugees, the Ministry of Social Affairs foresees that a child is placed in an AC only if he is over 16 years old and when the guardian has submitted an application for asylum on his behalf. The mentioned Instruction also foresees that for children, especially those younger than 14 years old, it is possible to accommodate them in a foster family and in social welfare institutions. The accommodation of unaccompanied minors must meet special conditions in order to ensure the best interest of the child.

3. The role of educational organisations and NGOs in the integration of forcibly displaced persons and persons in refugee-like situations

Whole-school and whole-community approaches promote the development of a strong identity of refugee children, provide a safe place for learning and socialising, and help to adjust to a new education system and school culture (Cerna, 2019). Refugee students are a particularly vulnerable group due to their forced displacement, but their needs are not always met by education systems, which can hinder the integration potential of these students. This poses considerable challenges as the integration of refugee students into education systems is important for their academic outcomes, their social and emotional well-being, as well as for their integration into the labour market and in society. National and International NGOs have undertaken actions to complement the state efforts in providing education for refugees, especially in emergency and pressing situations, such as in the refugee and migration crisis in 2015-2016 (Galera & Noya, 2018).

Non-governmental actors play a variety of roles in refugees' reception and integration, such as facilitating socio-economic inclusion and supporting the hosting territories (Trasciani & Vigilanti, 2018). Even though NGOs are often criticised in public debates for cases of mismanagement and inadequate infrastructures, many effective integration initiatives are promoted by third sector

organisations based on the voluntary and spontaneous mobilisation of local communities and/or volunteers. Added value is created by identifying the needs of recipients and local communities that are often neglected by public policies and mainstream private actors (Galera, Noya 2018).

With regards to refugee education, the United Nations Refugee Agency (UNHCR) has taken over since 1967 the provision of refugee education from UNESCO and often coordinates with governments of host countries in the provision of refugee education (Skjerven & Chao, 2018).

There are also a number of EU initiatives supporting educational organisations and NGOs involved in refugee education. For instance, there is the SIRIUS network on migrant education, which brings together researchers, policy-makers and practitioners in the field of migrant and refugee education. There is also the School Education Gateway, which enables practitioners to exchange information, share materials and access services, such as online courses, on the topics of inclusion, cultural diversity and integration. Finally, the eTwinning platform connects schools all over Europe via ICT tools and offers the possibility for school leaders and staff to share their experiences and offer mutual assistance (EC, n.d.).

4. The role of educational and NGO professionals in the integration of young refugees in project countries

France

NGOs play an important role in assisting refugees to find appropriate housing, by providing information, legal advice, and cooperating with local authorities. For refugee youth, specific programmes and initiatives are in place to help them find housing that meets their needs. This may include shelters for unaccompanied minors, youth-friendly accommodation, and specific support mechanisms to foster their autonomy and integration. NGOs working in the field of child protection and refugee youth play a key role in providing individualised support, educational services, housing and life skills counselling, and socialization and integration opportunities.

Education programmes available to refugees in France include:

- Special programmes for refugees, such as remedial language classes, French as a foreign language (FLE) courses and cultural integration courses.
- Educational programmes adapted to the needs of refugee youth, taking into account their migration experiences and backgrounds.
- Educational and psychosocial support services can be put in place to help refugee youth overcome learning difficulties and adapt to their new school environment.
- Interpretation and translation services.

In France, specific initiatives and programmes have been set up to help refugees feel secure and safe and to build social ties and interaction with the host community. Approaches include sponsorship and mentoring programmes, groups support and exchange, community activities and cultural events language and cultural learning programmes, as well as opportunities for and community engagement.

Greece

From the first period of the refugee crisis, dozens of international and Greek NGOs appeared in the field, initially on the host islands and then on the mainland. Their involvement ranged from impromptu short-lived initiatives to systematic and organised actions over time.

Many NGOs provide housing such as the International Organization for Migration (IOM) – Training Centres (HELIOS), Médecins du Monde (Mdm)- Open Accommodation Centre for Women and Mothers at Risk with their Children, Zaatar Information and Integration Assistance, Safe Place “The Dream Academy”, The Smile of the Child, Safe Place “Moms 2 Moms”, METAdrasi Dormitory for Homeless Minors.

Since the spring of 2016, when the Ministry of Education officially took responsibility for the formal education of refugees, all actors involved in education must be certified by the Institute of Educational Policy (IEP)/ Ministry of Education and Religious Affairs (MER) by submitting proposals of specific programmes in a single register. The NGOs were also informed about the conditions of their activity in the field of informal and non-formal education. This policy has partly regulated the initial, out-of-control landscape of NGO activity, but has not been successful everywhere.

NGOs’ contribution to the employment of refugees can be summarised as providing language courses, vocational training and networking with social economy businesses (Bagavos & Kourachanis, 2022). The NGOs themselves can also employ refugees, assigning them mainly training and translation duties (Bagavos & Kourachanis, 2022). Furthermore, in the [site](#) of the United Nations Refugee Agency in Greece, there is information addressed to refugees and asylum seekers for finding employment and where they can turn to.

In Greece the social interaction of refugees and local communities has been limited, due to the choice of the Greek state to create special facilities for the accommodation of refugees. In addition to this most refugees perceive Greece as a country of transit and their staying there as a temporary condition (Karageorgi, 2019).

Hungary

NGOs in Hungary provide services in housing, education, health, employment, legal services and social inclusion. Given that finding safe and affordable housing is a critical challenge for refugees and NGOs play an important role by providing:

- **Emergency or Temporary Shelters:** NGOs might operate or collaborate with temporary housing facilities or refugee camps, providing basic shelter to individuals and families when they first arrive.
- **Permanent Housing Assistance:** This could involve connecting refugees with landlords, helping them navigate local housing markets, or even providing financial assistance for rent and deposits.
- **Homelessness:** The religious-based organizations provide shelter facilities, which are open, free and of good quality.

Artemisszió, MEnedék, FSV, Oltalom, and smaller organizations are working on intercultural programmes through sports, but these focus mostly on Budapest and are unable to reach the “camps” and the transit zones.

Moldova

Considering the beginning of the massive influx of displaced persons from Ukraine, starting on February 24, 2022, NGOs came to rescue to provide additional support to government measures in housing, health, employment, education and social integration.

With regards to housing facilities for refugees and persons in refugee-like situations, NGOs are helping in the following ways:

- Repairing and providing the infrastructure of the accommodation centre for refugees, as well as providing household appliances, expanding accommodation spaces, setting up new spaces, covering expenses for communal services, providing daily hot meals, and sanitary products;
- Constructing social apartments in rural areas, offered free of charge (with the support of the European Union) to refugees and beneficiaries of humanitarian protection;
- Financial assistance for rent programmes for people residing in private accommodation facilities;
- Advocacy of the inclusion of refugees in national social housing programmes;
- Coordination, mediation and maintenance of peaceful communication with the local authorities and social service agency to prevent any kind of domestic/housing problems.

With regard to health, a new mental health and psychological support technical reference group was established in 2022 to strengthen inter-agency coordination and increase the access to mental and psychological health support in the Ukraine response.

In order to foster social connections and interaction, the NGOs in collaboration with education practitioners organise several integration projects emphasise gatherings, in which migrants and locals interact, such celebration of national holidays in public places, artistic-educational centres for refugee and local children, women's clubs, sports activities in schools or accommodation centres, volunteering.

Poland

NGOs have an active role in providing housing, education, health, employment, legal aid and social integration services, compensating for shortcomings in government policies and measures and helping overcome language and cultural barriers.

In education there are two level of actions: an individual level, i.e., where individuals are the beneficiaries, and a systemic level, i.e. where support is targeted at institutions, their staff and representatives.

Polish language courses are organised by various educational establishments - public and private (universities, language schools), and more and more often by non-governmental organisations (e.g., Migrant Info Point in Poznań, Centres for Assistance to Foreigners run by the Salvation Foundation). Depending on the centre, courses may be free, fully or partly paid.

Poland does not have a formalised migration or integration policy. Nevertheless, for many years NGOs and other social actors (e.g. religious organisations) have been carrying out extensive activities for the integration of foreigners. It can be said that over the years, the integration of migrants - both forced and voluntary - has rested primarily on the shoulders of NGOs and other social actors. The development and stabilisation of integration activities was fostered by the possibility of benefiting from European funds, such as the European Integration Fund (Klaus, Ostaszewska-Zuk, Szczepanik, 2017) or the currently active Asylum, Migration and Integration Fund. It is also worth noting that organisations founded by migrants have become strengthened and stabilised in the last decade. They do not only provide assistance to foreigners living in Poland but also establish permanent cooperation with local governments, public institutions and other NGOs. Examples of such organisations are the Foundation for Somalia, the Our Choice Foundation, the Association of Vietnamese in Poland or Afryka Inaczej.

The efforts of social organisations to integrate migrants are directed at both themselves and the host society and are often very comprehensive. An example of such comprehensive project is the Volunteer Centre, which has been run for years by the Association for Legal Intervention. The task of the volunteers is to help migrants to deal with all kinds of everyday matters, such as going to the office, to the doctor or to school.

Portugal

NGOs and educational organisations have a role in accommodating the needs of refugees and persons in refugee like situations for housing, education, health, employment and social inclusion.

Both the civil society and the private sector have been committed to creating employment for persons in refugee-like situations and there are various small-scale initiatives on the topic. NGOs, such as the Jesuit Refugee Service Portugal (JRS) and the Platform for Refugee Support (PAR), have been working to build bridges with private companies, acting as facilitators and intermediaries in the process.

Not only physical health is being taken into consideration, but as well the emotional and psychological burden. For such, the High Commission for Migration (ACM) signed a protocol with the Portuguese Psychologists Association, mobilising over 1,000 psychologists to assist in this matter.

Different non-governmental organisations are prepared to offer legal support to persons in refugee-like situations, focusing on legal advising throughout the different stages of securing a protected legal status and on topics concerned with employment and family-related rights.

The mentoring programme that ACM has been promoting to connect Portuguese citizens, as mentors, with persons in refugee-like situations, as mentees, and has positively built social connectedness not only with the mentor but also with the larger community. Despite not being under the ACM umbrella, similar initiatives have been developed solely for youngsters. At the higher education level, some efforts are also found. For instance, the University of Coimbra is ensuring that students in refugee-like situations are accompanied by local students and structures to ensure their cultural integration (Universidade de Coimbra, n.d.).

Romania

NGOs and educational institutions are involved in providing housing, education, health employment services and legal aid complementing government measures. There are also a number of projects around integration activities, such as cultural accommodation, language classes, social and recreational activities, communication between the beneficiaries and local actors developed by Romanian NGOs and international organizations that are present on the Romanian territory.

There are some national initiatives that provide support for refugees and displaced persons in regard to accessing the Romanian labour market. One of them is the InterACT+ project implemented by IOM Romania in partnership with AIDRom and the Schottener Social Services Foundation. InterACT+ has as one of its main goals to provide opportunities to access the labour market for at least 100 migrants per year by means of strengthening the cooperation with the private sector. An important aspect of this project is that it also facilitates for the general public the understanding of the phenomenon of migration in Romania. As an additional practical material, IOM Romania together with LiberatED Romania developed a guide dedicated to the refugees who are seeking jobs in Romania and abroad (IOM, 2022).

Serbia

NGOs in Serbia try to facilitate access in housing, education, health and employment and legal aid services. Along with educational institutions they are also active in the implementation of various joint activities between children and youth from the refugee population and their peers from Serbia.

Institutional support for integration provided by the Commissariat for Refugees and Migration (CRM) lasts for one year, but it was recently announced that it will be extended to two years. One year turned out to be an insufficiently long period for people to learn the language, find a job and integrate. The United Nations Refugee Agency (UNHCR), the National Employment Service (NES) and the CRM have signed a tripartite Memorandum of Understanding and are working as a joint Integration team to make this process as easy and fast as possible.

It should be mentioned that NGO's role in providing housing is limited, since they depend on project funding and do not own accommodation facilities. However, NGOs have an important role in representing refugees and people in a refugee-like situation when it is necessary to provide a more appropriate housing solution.

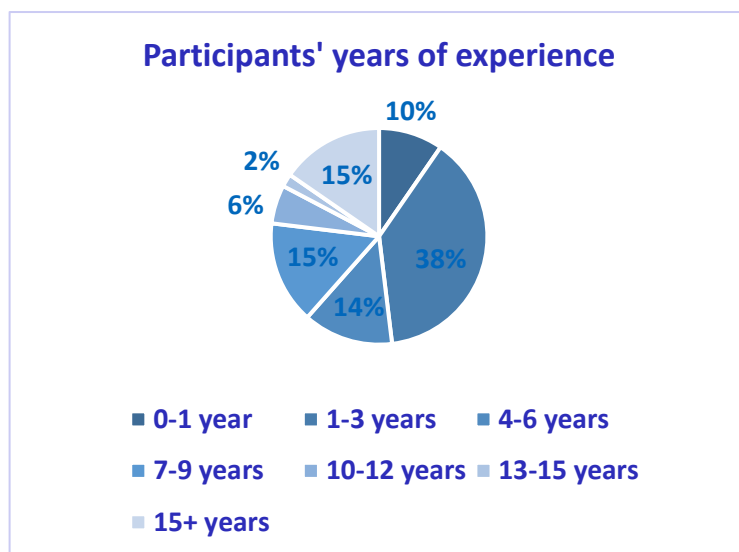
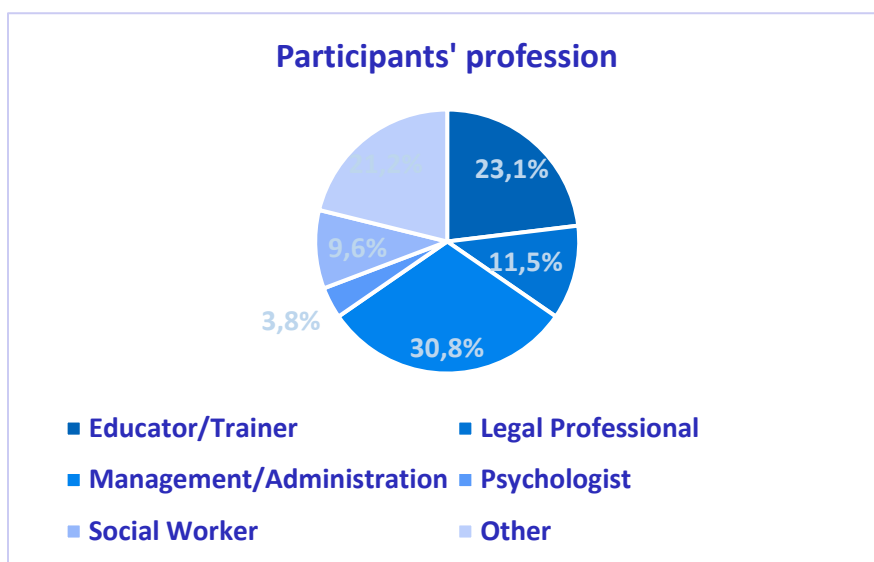
Schools organise free Serbian language lessons and persons granted asylum can be included in a programme introducing them to Serbian culture, history and constitutional organisation provided by CRM.



5. Online Survey Results

Profile of participants (country, profession, years of field experience with refugees)

The survey was filled by 52 educators and NGO professionals working with refugees from France, Greece, Hungary, Moldova, Poland, Portugal, Romania and Serbia. Among the participants, twelve (23%) were educators/trainers, six (12%) were legal professionals, sixteen (31%) were managers/administrators, two (4%) were psychologists, five (10%) social workers/social care professionals and the rest (21%) had other roles in education organisations and NGOs. Their professional experience in the field varied as five (10%) participants had less than 1 year, twenty (30%) had little experience (1-3 years), fifteen (29%) had moderate experience (4-9 years), four (8%) had a lot of experiences (10-15 years) and eight (15%) had more than 15 years of experience.



Experience in the integration of persons in refugee-like situations

The majority of participants answered being involved in the educational, language and cultural aspects of integration, as well as in building social interactions and connections with the host community. Many participants also answered that they were working on facilitating social interactions and connections with migrant/refugee communities, building safety and stability (positive relationships, avoiding tensions and conflict) with host communities and providing housing

services. Last but not least, few participants had working experience in promoting participation in political and civic life, providing legal support services (citizenship and rights) and health services.

Best practices

Participants were also asked to share best practices, for the integration of refugees and persons in refugee-like situations, implemented by their organisation, which are presented in the following table:

Education				
Name	Organisation	Location	Description	Website
Out of school education - join	Regional Creative Centre for Children and Adolescents	Moldova	Carrying out extra-curricular educational activities in open space: parent and teacher training, music and dance festivals, theatre performances, art exhibitions, decorative arts and crafts, and master classes for teachers, children, and parents.	https://www.facebook.com/centrulcreatiecau_seni?mibextid=ZbWKwRomanianL
Dialogic Literary Gathering (DLG)	KMOP	Athens, Greece	DLGs are one of the Successful Educational Actions that have been proven to contribute not only to young people's academic success but also to their sense of belonging	https://eaea.org/our-work/projects3/lse-database-tools-dialogic-literary-gathering/
Initiative at public school	132th Primary School of Athens	Athens, Greece	Inclusion practices for refugee students and their parents, such as Greek lessons, lessons in their mother tongue, activities in the library, cooking classes, seminars for parents and teachers, reunions with parents and more.	http://132dim-athin.att.sch.gr/autosch/joomla15/
Autonomy Support and Promotion Uni.	Child Support Association	Guimarães, Portugal	Promote the training of young people to acquire life skills to become autonomous.	https://www.casadacriancna.pt/
Bridging the Digital Divide in Serbia for the Most Vulnerable Children	Unicef Ministry of Education	Serbia	Learning Clubs and Digital Technology Libraries were established to support digital literacy and the inclusion of vulnerable groups of children	https://www.unicef.org/serbia/en/stories/learning-club-school-within-school
Language courses in public schools for refugees	IOM Romania	Bucharest, Romania	Romanian Language Courses in public schools for children and adults in coordination with the County School Inspectorate and public schools in Bucharest.	
Program Scholarships for Development	Homo Faber	Lublin, Poland	Scholarships and the possibility to continue the artistic education of Ukrainian kids that came to Poland	https://hf.org.pl/dzialania/program-stypendiow-rozwoju-stowarzyszenia-homo-faber/

Knowledge to the powerful	Foundation Ocalenie	Warsaw/ Łomża, Poland	Financial support/ tutoring – individual support for learning	https://ocalenie.org.pl/nasze-dzialania/pomagamy/dzieci-i-mlodziez/wiedza-dopotegi-program-tutorsko-mentoringowy-dla-mlodych-uchodzcow-i-uchodzczyn
ADDI/BRICKSS	Psychosocial Innovation Net (PIN)	Caușeni, Moldova	A centre divided into a Digital Centre and a Friendly Space to play and rest.	https://www.facebook.com/CentrulEducationalReCreativ?mibextid=ZbWKwL
Together at School	Centre for Civic Education	Poland	Support teacher competencies in working with people with migration background	https://www.szkolazkla sa.org.pl/programy/ukraina/ , https://globalna.ceo.org.pl/programy-edukacyjne/razem-w-szkole/
Together in the Classroom	School with Class Foundation	Poland	Workshops for teachers, consultations for intercultural assistants, teachers	https://www.szkolazkla sa.org.pl/programy/ukraina/

Health

Name	Organisation	Location	Description	Website
Mental Health Hub Project and Ukrainian Emergency Response Program	SOS Children's Villages Greece	Athens, Greece	Promote and improve the mental health of unaccompanied children in Greece. The mission is to build families for children in need.	https://sos-villages.gr/en/sos-home-english/

Employment and Housing

Name	Organisation	Location	Description	Website
AGIR	French State and accredited NGOs, including Forum Réfugiés.	France	It is a public procurement programme for NGOs, aiming at systematizing support for employment and housing of beneficiaries of international protection.	https://www.immigration.interieur.gouv.fr/Integration-et-Acces-a-la-nationalite/AGIR-pour-l-emploi-et-le-logement-des-personnes-refugiees https://www.ofii.fr/agir-un-programme-daccompagnement-individualise-des-refugies-vers-le-logement-et-lemploi-presente-par-lofii/ https://www.forumrefugies.org/s-informer/publications/articles-d-actualites/en-france/1230-le-programme-agir-un-nouveau-dispositif-pour-l-integration-des-refugies

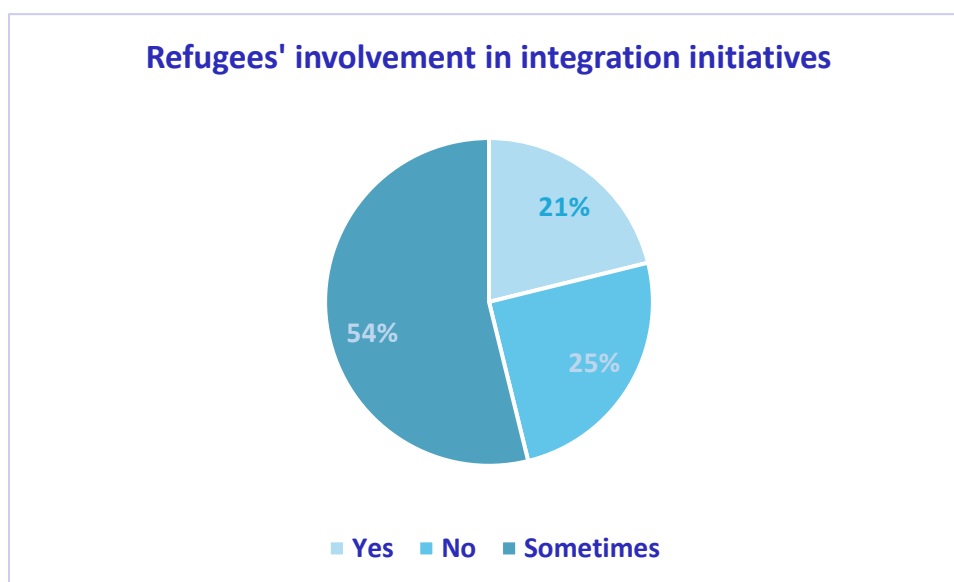
Social interactions and connections with host communities

Name	Organisation	Location	Description	Website
Migrants for Migrants – M4M	KMOP	Athens, Greece	Its general objective is to foster the inclusion of refugees and migrants in their host society by using the Buddy System and more specifically, mentoring.	https://www.migrants4migrants.eu/
My Place to Integration	JRS Romania	Constanta, Romania	Facilitate integration of beneficiaries of international protection into the Romanian society.	N/A
One for Another: Supporting refugees' integration and strengthening community networks"	PIN	Centres for unaccompanied minors and schools in Belgrade and Loznica, Serbia	The project activities include psycho-educational workshops on tolerance and intercultural sensitivity, the formation of peer-to-peer support groups, and joint activities with unaccompanied minors and local youths.	N/A
Autonomy Support and Promotion Uni.	Child Support Association	Guimarães, Portugal	Promote the training of young people to acquire life skills to become autonomous.	https://www.casadacrianca.pt/

Political and civic participation				
Name	Organisation	Location	Description	Website
Migrant round-table Budapest	Subjective Values Foundation and Budapest Municipality	Budapest, Hungary	Bring together different migrant communities and local stakeholders to solve problems that are affecting migrant's life.	www.szubjektiv.org

Involvement of persons in refugee-like situation

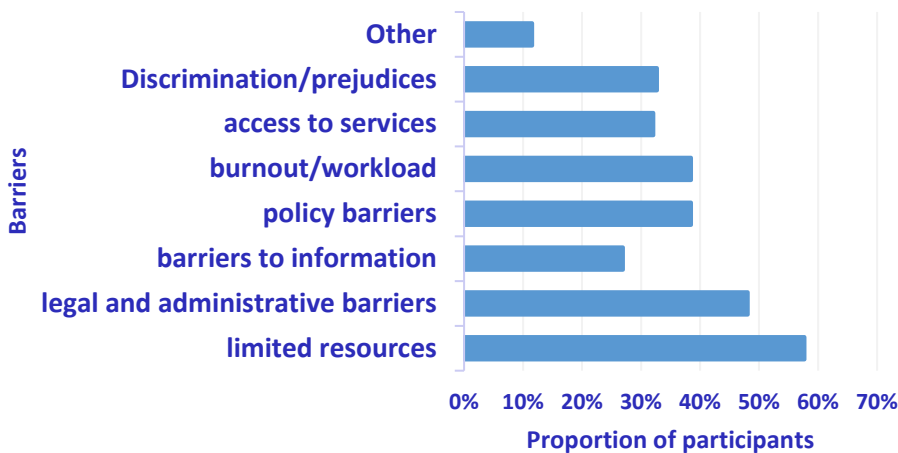
Regarding the participation of young refugees in the design and implementation of the programmes and services provided/implemented by educational organisations and NGOs, the most frequent answer was positive (either yes or sometimes). More specifically, the methods used were reported to be focus group discussions/community-based meetings, needs assessment before the development of tools and co-creation procedures and reflective feedback.



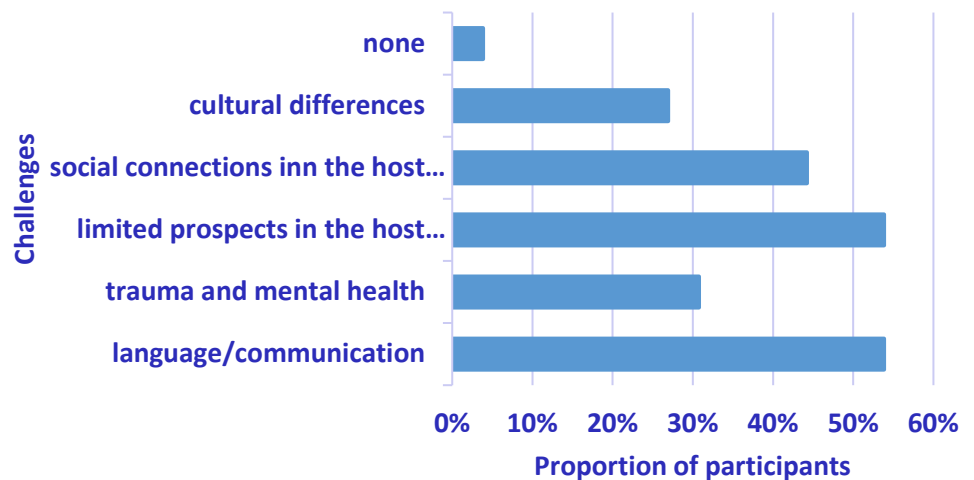
Barriers and challenges in the integration efforts

When asked about the barriers faced while working with refugee integration, the majority of participants identified limited resources and funding as the main obstacles. Many participants also identified legal and administrative barriers, policy barriers, barriers to accessing information, discriminatory behaviour and prejudices, as well as the workload. About the main challenges they face in their interaction with young refugees, communication difficulties due to not speaking the same language and limited prospects in the host community were the most frequent answers. Other challenges reported by many participants are limited prospects limited social support/social networks in the host community, cultural differences, trauma and mental health issues.

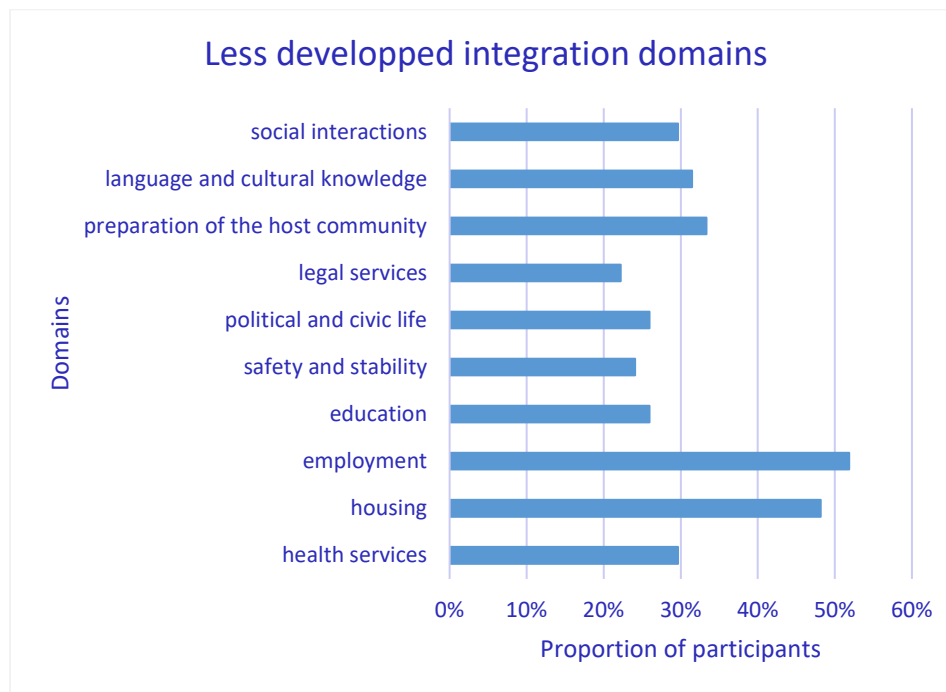
Barriers to refugee integration



Challenges for refugees



Regarding which domains of refugee integration are the least developed/ addressed, participants in all partner countries gave a variety of answers. However, access to employment and housing received the most answers with about half of the participants reporting that integration in these domains is more problematic compared to the other domains.



Favourable factors for successful integration

When asked about important factors for the successful integration of young persons in refugee-like situations, the most recurring answers were:

- Obtaining legal status and access to public services
- Establishment of one-stop-shops with the support of local and central authorities
- Facilitating access to education through governmental measures, such as classes specifically targeting refugees, special training for teachers, recognition of certifications and diplomas
- Providing language learning courses.
- Integration to the education system, attending vocational training programs and acquiring certificates and diplomas
- Providing psychological support services
- A system of foster care families for receiving young refugees
- Social inclusion initiatives and connecting refugees with the host community
- Inclusion of all stakeholders in the integration efforts and increasing the role of NGOs

Participants also provided some examples of how they enable these factors through their work. For example, they provide orientation sessions to young refugees about the new environment and explore ways to reach out to other organizations in the local area for cross-collaboration. They provide access to social and psychological support, educational and employment opportunities, health services and social welfare, legal and administrative support, as well as recreational activities. Participation in educational activities is encouraged through workshops for children, recreational activities, excursions and visits to museums. They also organise information campaigns targeting the host communities and schools, as well as capacity-building programs for local authorities and institutions. Another example is collaborating with partners abroad on pre-arrival orientation to the host culture, language and employment opportunities. They try to make refugees feel safe, give them motivation through personal examples and they organise thematic development groups/workshops, where young refugees can regain their confidence.

Needs for professionals in NGOs and educational institutions

Regarding resources and training needed, participants expressed the need for:

- Information about the legal framework and best practices for integrating young refugees;
- Financial support and capacity-building initiatives for organisations and education institutions working with young persons in refugee-like situations, such as workshops, trainings and seminars designed to help organisations effectively support young persons in refugee-like situations, and increase collaboration between organizations as well as with the local community;
- Training on cultural awareness and conflict resolution;
- Collaboration between stakeholders and especially collaboration between NGOs and educational institutions- information and training on the multisector approach and examples of good practices of cooperation between civil society organisations, agencies, government and other actors in the integration process of refugees;
- Networking to increase housing facilities and reinforce the system of foster care families;
- Monitoring and evaluation tools

6. Research Conclusions

Among all partner countries there is a common framework for the integration of refugees, guaranteed by the participation in the 1951 Geneva Convention on the Status of Refugees and the EU acquis on migration and asylum. Partner countries as member-states of the EU and thus, they are obliged to comply with the European Union law and the Common European Asylum System. Serbia and Moldova are not yet a member states, but they have been granted candidate status, which means that they are through a process of transporting the EU law to their national law. However, some European Countries with the characteristic example of Hungary and Poland do not comply in practice with the international and EU acquis on migration, due to the nationalist policies adopted by their governments.

Language is revealed to be an important barrier in integration, hindering access to housing, health, employment, education and legal aid. This is why, the role of educational institutions is particularly important in integration efforts, helping refugees learn the local language and familiarise themselves with the local culture. They facilitate integration and access to basic services by providing free language lessons, additional support, vocational activities and extracurricular activities aiming at maximising the connections of refugees with the local population. Besides, they also play an important role in raising awareness of migration/refugee reception and minimizing the distance between refugees and locals.

As for the role of NGOs, their involvement is vital for all project countries and especially those most burdened by refugee flows in the migration/refugee crisis in 2015-2016 and in the recent Ukrainian crisis in 2022. The local and national government was shown to be unprepared to accommodate such a high number of refugees both and unable to find the resources to integrate such a high number of refugees. Apart from large international NGOs dealing with migration, such as UNHCR and IOM, national and local NGOs are recognised as active partners of the local and national authorities.

Based on the survey results, it seems that there is a general agreement about the importance of including all relevant stakeholders in integration efforts. Regarding promising practices for refugee integration, initiatives facilitating access to education and promoting social inclusion emerged as being fundamental for the integration of refugees. Establishing mentoring programs and peer-to-peer support networks can guide refugees in their integration process and make them feel safe and confident. Providing language courses, culture orientation courses, as well as mental and psychological support services are perceived to be essential for refugees. Especially for young refugees, access to education, recreational activities and psychological support are believed to be key factors for their successful integration.

The main obstacles for refugee integration derive from the lack of resources and personnel, the complicated legal and administrative framework, the insufficient access to information, as well as discriminatory behaviours and prejudices in the host society. When interacting with refugees, not speaking the same language can lead to misunderstandings and miscommunication making access to support and services difficult for refugees. Furthermore, limited opportunities and prospects in the host community hinder integration efforts, especially in the domain of employment and housing.

All in all, refugee integration is a complex process requiring a comprehensive approach involving various stakeholders, including governments, local authorities, NGOs, local communities and refugees. Ensuring the active involvement of refugees and fostering collaboration between all interested parties is, thus, essential for overcoming the challenges that arise and for ensuring a successful integration.



International Civic Forum

The REFUGIN team invited practitioners and stakeholders from across Europe to come together in an International Civic Forum, to discuss the situation in the project countries and take the chance to share good practices in the field. During the Forum the following best practices were underpinned:

The Alliance of Active NGOs in the field of child and social protection (APSCF)-Romania:

Redistributing grants from Germany and other Western countries to local smaller organisations. These entities then offer direct help to refugees through a variety of programs including Romanian language courses, social activities (like joint cooking and games), as well as legal and mental health assistance.

The 4W model in Polish schools:

1. Inclusion (small activities helping all feel like community)
2. Visibility (we don't pretend we're not different, differences can enrich us)
3. Helping children with special needs (e.g. Refugees use phones to work with translators)
4. Looking for partners (local society, parents, anybody else to help these pillars to work- working with teachers since they are the ones who work the most/ spend more time with the children - important to show teachers the 4 pillars of integration)

Inclusive Europe Project-EU:

Empower young Europeans to research and promote inclusive policies in the EU. Campaigns focus on different topics including Migration and human rights.

The Moldova Project:

an Association specialised in working with vulnerable families and children from rural Moldova. However, since the beginning of the military conflict in Ukraine, they have adjusted their activity to also provide relief to the refugees coming to the country, offering transportation from the borders, donations of food and warm meals, clothing and hygiene items, help in identifying accommodation, therapeutic activities for children, and several other types of support. They are also launching a new project aimed at improving refugees' lives in Moldova through a mix of activities that will involve psychologists, teachers, and lawyers.

What are the main challenges that NGOs that work with young refugees face in your experience?

11 responses

the language of communication
 un-continuity of projects
 language gap unclear procedures
 limited funding language
 meet refugees expectation
 building trust
 uncertain legal situation
 change of location of refugees
 traumatic experiences

Tips from practitioners – how they respond to challenges

- They offer to refugees basic supplies and whatever is possible (e.g., hygiene supplies)
- They try to take into account the background of refugees and build a relationship/bond with them, by going beyond the scope of work
- They overcome lack of trust by exploring the roots of the problem and find suitable solutions
- They try to build a network to unite organisations working with refugees and facilitate refugees' access to services addressed to them
- They try to integrate refugees in their programmes and facilitate their interaction with the local population. It is important to highlight the input of refugees to the host community, especially in relation to the labour market
- They focus on inclusion of refugee groups, such as enrolling them in schools/ universities. Online learning maybe an easier option, but it is better to send them to school because they need to become part of the society (e.g., making friends) if they intend to stay longer.

7. Good Practices in the REFUGIN countries

Criteria for selecting good practice examples

The practices included in the REFUGIN Manual were chosen based on the criteria set by the European School Education Gateway (ESGE):

1. **Relevant timescale:** Measure/approach that has been in place for at least two years
2. **Some evidence of sustainability:** Measure/approach that has been in place for some time and has secured funding or other support (involvement of a range of stakeholders) for a few years into the future
3. **Involvement of relevant stakeholders:** A broad range of stakeholders should be involved (parents, employers, civil society, expert professionals, etc.) and details on how the different stakeholders are involved and supported (e.g. trained) should be provided.
4. **Research- or evidence-based:** The extent to which the measure/approach is informed or rooted in previous research or experience.
5. **Quality assurance procedures in place:** Measure/approach with quality assurance processes in place, including information on indicators, methods or tools used throughout the implementation.
6. **Internal or external evaluation results:** Measure/approach that has been evaluated (preferably through external evaluation) and has documented evidence that it has achieved intended outcomes and results.

France

Title: Fabrique Nomade(Nomadic Factory)

Location/ Geographical Coverage	The Fabrique Nomade is an association based in France. It operates mainly in the Ile-de-France region, which includes Paris and its surroundings. However, the association has also extended its activities to other regions of France, notably by collaborating with local partners in different cities to implement its professional integration programs for refugees in the field of crafts and arts and crafts
Implementor	<p>Name of entity(ies): Fabrique Nomade</p> <p>Type (NGO, public body, foundation, other): NGO</p> <p>Short background/description: It is a French association founded in 2016 by Anaïs Puigjaner, a textile designer and social entrepreneur. The association was born from the desire to promote the social and professional integration of refugees through arts and crafts. The Fabrique Nomade has developed programs and vocational training specifically adapted to the skills of refugees in the field of crafts. The association offers training courses, practical workshops, entrepreneurial advice and networking opportunities to help refugees develop their skills, find employment or create their own activity in the craft sector. Over the years, the Fabrique Nomade has developed partnerships with government agencies, NGOs, cultural institutions and actors of the craft world in France. The association has also participated in international projects aimed at promoting the economic autonomy of refugees through crafts. Funding/Sponsors: Governments and regions of France, donations and earnings from the sale of handicrafts.</p>
Duration of practice/project	During 6 months, the craftsmen participate in the program in order to develop and adapt their know-how to the new French economic and cultural environment
Needs addressed & Objectives	The Fabrique Nomade's project meets several needs and objectives for refugees. It aims to facilitate their professional integration by offering them specialised training in crafts and arts, thus promoting their economic autonomy. The project highlights the skills and talents of refugees, offering them a platform to express themselves and contribute to the French craft heritage. It also promotes social integration by encouraging intercultural exchanges, meetings with the host community and participation in cultural events. The Fabrique Nomade raises awareness of refugees' talents, aiming to change negative perceptions and promote a positive image
Description of the practice	<p>Methodology and syllabus/curriculum: The Fabrique Nomade identifies and accompanies experienced and passionate artisans with know-how rich in diversity and uniqueness. During 6 months, the craftsmen participated in the training program in order to develop and adapt their know-how to the new French economic and cultural environment. Their attachment to their trade is the main driver and lever of change. This training prepares them to meet the needs and requirements of companies. Major topics covered by the practice: All crafts</p> <p>Specific tools used: Workshops External speakers/resource persons and other supporters: Raising public awareness and building partnerships are important challenges in promoting the refugee cause and gaining continued support. The Fabrique Nomade innovates by</p>

	<p>organizing exhibitions, cultural events and collaborations with actors in the craft and artisanal sector, thus raising awareness among a wide audience and promoting the inclusion of refugees in society. Evaluation of the practice: The Fabrique Nomade defends a new model of integration, which takes into account the person and his or her professional background, by identifying acquired skills, as well as by studying the possibilities of adaptation and transfer in the French economic and cultural context. Our work allows the artisans to resume their profession, find their rightful place in society and above all give a new meaning to their lives after exile.</p>
Challenges and Innovation	<p>Highly innovative: Refugees can face barriers to accessing the job market due to their status and lack of recognition of their qualifications. The Fabrique Nomade innovates by partnering with local businesses and artisans, creating employment opportunities and helping refugees develop entrepreneurial skills to start their own business.</p>
Useful links	<p>https://lafabriquenomade.com/</p>
Annex (photos, quotes, etc.)	<p>https://refugies.info/fr/dispositif/6104498b81cc270014444933</p>

Title: The Language and Culture programme developed by the Forum Réfugiés-Cosi association

Location/ Geographical Coverage	The Language and Culture programme developed by Forum Réfugiés-Cosi is mainly implemented in the Auvergne-Rhône-Alpes region in France
Implementor	<p>Name of entity(ies): Forum réfugiés-Cosi Type (NGO, public body, foundation, other): NGO</p> <p>Short background/description: Forum Réfugiés-Cosi is a French association that was created in 1982. It was founded by actors involved in the defense of the rights of refugees and asylum seekers, as well as in their reception and integration in France. The mission of the association Forum Réfugiés-Cosi is to defend the rights of refugees and asylum seekers, to accompany them in their administrative and legal procedures, and to promote their integration in France. Since its creation, the association has worked actively to promote the protection and reception of people in situations of forced migration.</p> <p>Funding/Sponsors: The Forum Réfugiés-Cosi is funded by a variety of sources to support its activities and programs. The association's main sources of funding include: Government grants, Service contracts, Donations and private contributions: Individuals, businesses, and organizations can make donations or financial contributions to the Forum to support its work on behalf of refugees. These private contributions can come from fundraising campaigns, sponsorships or philanthropy.</p>
Duration of practice/project	The length of the program can vary from a few weeks to several months, depending on the individual needs and progress of the participants. Some participants may follow the program intensively, with frequent and regular classes, while others may prefer less frequent sessions depending on their commitments and availability.
Needs addressed & Objectives	<p>The Language and Culture programme developed by Forum Refugees-Cosi aims to meet several needs and objectives for the participants, including</p> <ul style="list-style-type: none"> • Language skills acquisition: The program aims to improve participants' French language skills, focusing on oral communication, written and oral comprehension, and vocabulary and common expressions. The goal is to enable participants to communicate effectively in everyday life. • Adaptation to life in France: The program aims to help participants adapt to life in France by providing them with the necessary knowledge of the local culture, customs, social norms and daily practices. It also includes raising awareness of cultural differences and promoting mutual understanding between different communities. • Social Integration: The program encourages the social integration of participants by helping them develop communication skills and positive interactions with the host community. It aims to foster mutual understanding, promote cultural diversity and facilitate intercultural exchanges. • Autonomy in daily life: The program aims to empower participants by providing them with the language tools necessary to navigate independently in everyday life in France. This includes the ability to 21 shopping, managing financial transactions, getting around, accessing public services, etc. • Cultural identity enhancement: The program recognises and values the cultural identity of participants. It encourages the exchange of knowledge and experiences among participants

	and facilitates participation in cultural, artistic and community activities that enhance their cultural heritage.
Description of the practice	<p>Methodology and syllabus/curriculum: The association Forum réfugiés-Cosi is setting up an individualised approach for each participant, by evaluating their of the practice language skills and adapting courses accordingly. The objective is to provide practical and relevant language training for everyday life, focusing on oral communication, the written and oral comprehension, as well as common vocabulary and expression.</p> <p>Major topics covered by the practice: Language culture and citizenship</p> <p>Specific tools used: The forum uses a specific tool to diagnose the needs of refugees in all areas: TRACKS: this toolkit was developed within the framework of the TRACKS project. The project focuses on the link between trafficking in human beings (THB) and international protection through a victim-centered approach and their specific needs.</p> <p>External speakers/resource persons and other supporters: Trainers volunteers, teachers from French language foreigners, lawyers, professionals in administrative detention centres, etc</p>
Useful links	https://www.forumrefugies.org/
Annex (photos, quotes, etc.)	https://www.forumrefugies.org Practical manual published by Forum Réfugiés-Cosi, for the use of duty lawyers and the interveners in CRA.

Greece

Title: The Schools for All - Integration of Refugee Students in Greek Schools

Location/ Geographical Coverage	Greece
Implementor	Name of entity(ies): implemented by the European Wergeland Centre (EWC), in partnership with the Greek Ministry of Education and Religious Affairs and with the support of the Institute of Educational Policy (IEP). Type (NGO, public body, foundation, other): NGO, public body Short background/description: The Schools for All - Integration of Refugee Students in Greek Schools as part of the Local Development and Poverty Reduction programme aims to promote social cohesion and reduce socio-economic disparities (European Wergeland Centre, 2021). Funding/Sponsors: funding as part of the European Economic Area (EEA) grants
Duration of practice/project	4 academic years (2019-2020, 2020-2021, 2021-2022, 2022-2023)
Needs addressed & Objectives	The Schools for All – Integration of Refugee Students in Greek Schools project aims to support secondary schools to promote safe, inclusive and high-quality classroom and school environments for refugee students. The project provides training to teachers and school leaders to equip them with competences and skills to deal with issues related to racism, discrimination and intolerance. In particular, school teams made of teachers, school leaders and parent representatives receive expert training and mentoring throughout the school year. The project also engages the whole school community through workshops and other activities
Description of the practice	<p>The project was designed based on the Reference Framework of Competences of Democratic Culture developed by the Council of Europe embracing a whole school approach, including active collaboration with parents, the school and local community. It is based on three pillars that aim to promote a holistic approach to inclusive education for refugee students.</p> <p>These pillars are:</p> <ul style="list-style-type: none"> • teaching and learning • school management/school culture • collaboration with the local community <p>Examples of promising approaches promoted by different schools involved in the project between 2019-2020 and 2020-2021:</p> <p><u>1st Gymnasium of Avlona in Oropos:</u></p>

Cultural storytelling The 1st Gymnasium of Avlona is located in a semi-urban area in the Municipality of Oropos in Athens. Native, immigrant and refugee students are enrolled in the school, with refugee students being 9% of the total school population. Refugee students attending the school reside in the reception centre of Malakasa, near Athens. In 2019-2020, the school carried out cultural storytelling activities to promote the integration of refugee students' native languages and cultures in the school community as well as parental engagement. The school engaged parents and students by asking parents to record tales and stories in their native languages. These stories were then translated into Greek and presented by refugee students to the rest of the class, through videos and slideshows. Through its cultural storytelling activity, the 1st Gymnasium of Avlona encouraged multilingualism and the promotion of native languages as part of its students' cultures and identities. 1st Gymnasium of Neapolis: Identity texts

The 1st Gymnasium of Neapolis is located in Strebenioti Camp in Thessaloniki, Greece.

In 2019-2020, ZEP I and II reception classes operated in the school. In the same school year, approximately 20 out of 38 refugee and immigrant students enrolled regularly attended school. Within the action plan set out as part of the "Schools for All – Integration of Refugee Students in Greek Schools" project, the school included identity texts as an approach to promote inclusive education for refugee students. The term "identity texts" was first used in Canada by Multiliteracies Project to define creative student work organised by teachers in the classroom in the form of written, visual, oral, musical or multimodal outputs. Identity texts can promote the creation of i) reflective spaces, where students can reflect on sensitive issues; and ii) narrative spaces where, through storytelling, cross-cultural education can be delivered. Through the identity texts approach, teachers in the 1st Gymnasium of Neapolis were able to empower students and express their perspectives and different cultural and linguistic backgrounds.

Evening Gymnasium of Kilkis: Jigsaw method

The evening school of Kilkis is a formal education institution open for enrolment to all students aged 14 or older. Some enrolment requirements include holding a work permit and a certificate of insurance. The school covers the need for education for the more than eight thousand inhabitants of the Kilkis Regional Area who have not completed compulsory education. Since 2018, the school has also been addressing the Greek language learning and social integration needs of adult refugees in the city. Within the Schools for All project, the school developed collaborative holistic approaches applying the Jigsaw method to cultivate a sense of belonging among refugee students during English classes. The Jigsaw method is a research-based cooperative learning technique developed by Elliot Aronson and his students at the University of Texas and the University of California in the early 1970s. This cooperative learning approach aims to empower students to build their knowledge through group-based interactions and teamwork. Students are divided in groups and assignments are scaffolded into different pieces that the group needs to assemble to put together the Jigsaw puzzle. Adopting various methods and techniques of collaboration, teachers in the evening school of Kilkis carried out strategies to make students dependent on each other to succeed. Refugee and native students found ways to collaborate with one another and

	<p>cultivate the notion of “us”. Major topics covered by the practice: integration of refugee children in schools, learning, social and emotional needs of refugee children, teachers and parents training, inclusive school management/school culture, collaboration with the local community Inclusion of historical aspects/information: N/A Specific tools used: Cultural storytelling, identity texts, jigsaw method External speakers/resource persons and other supporters: local community Evaluation of practice: The project Schools for All - Inclusion of refugee children in Greek Schools and the manual "31 Basic Activities" were included in the VET toolkit for tackling early leaving of three European Centre for the Development of Vocational Training (CEDEFOP) toolkit.</p>
Challenges and Innovation	<p>Given the complexity of refugee and newcomer education as well as the instability and frequent movement of refugees and newcomers, there is no one-fit-all approach of refugee and newcomer education. Instead, practices should be adjusted to the context and needs of refugee and newcomer students as shown by the experiences in the three schools mentioned above, which represent different contexts of refugee and newcomer education.</p>
Useful links	<p>https://theewc.org/projects/integration-of-refugee-children-in-greek-schools/</p>
Assessment based on ESEG criteria	<ol style="list-style-type: none"> 1) Relevant timescale: 4 academic school years 2) Some evidence of sustainability: The project Schools for All - Inclusion of refugee children in Greek Schools and the manual "31 Basic Activities" were included in the VET toolkit for tackling early leaving of thee European Centre for the Development of Vocational Training (CEDEFOP) toolkit 3) Involvement of relevant stakeholders: A broad range of stakeholders was involved (parents, teachers, civil society, expert professionals, etc.). 4) Research- or evidence-based: The benefits of cultural storytelling, identity texts and the jigsaw method are based on research and have been tested in practice. 5) Quality assurance procedures in place: Yes (Learning needs, social needs, emotional needs indicators) 6) Internal or external evaluation results: The project Schools for All - Inclusion of refugee children in Greek Schools and the manual "31 Basic Activities" were included in the VET toolkit for tackling early leaving of thee European Centre for the Development of Vocational Training (CEDEFOP) toolkit.

Title: PEARL – Promoting migrant youth participation in decision making processes and democratic life

Location/ Geographical Coverage	Greece
Implementor	<p>Name of entity(ies): The project is an Erasmus+ programme with 7 partners:</p> <ul style="list-style-type: none"> • ANI - Agis, Note et Innove (France) • Compass - Beratung, Begleitung und Training Gemeinnützige GmbH (Austria) • GFR – Greek Forum of Refugees (Greece) • KMOP – Social Action and Innovation Centre (Greece) • TAMAT – Centro Studi Formazione e Ricerca (Italy) • UB - Universitat de Barcelona (Spain) • WCIF - Workshop for Civic Initiatives Foundation (Bulgaria) Type (NGO, public body, foundation, other): NGO, public body <p>Short background/description: A partnership of 7 organisations with experience in migration and refugee topics</p> <p>Funding/Sponsors: Erasmus+ funded project</p>
Duration of practice/project	2022 - 2024
Needs addressed & Objectives	<p>Main objectives:</p> <ul style="list-style-type: none"> • Develop and apply novel educational resources and approaches for enhancing the participation of young migrants and refugees in democratic processes • Equip young migrants with the skills to use novel digital democracy tools to spearhead their democratic participation • Enhance their relevant soft skills to assist them in participating in structured and formal events and procedures • Increase the capacity of youth workers, public authorities' staff, CSOs in promoting migrant youth participation in decision-making processes and democratic life • Engage and empower young migrants and refugees by providing them with a youth-led participatory space to shape and spread their positions on key policies and on their future.
Description of the practice	<p>Methodology and syllabus/curriculum: PEARL will develop educational resources and approaches for enhancing the participation of young migrants and refugees in democratic processes.</p> <p><u>The PEARL online training course on political participation of migrant and refugee youth</u></p> <p>The online training course is directly addressed to migrant and refugee youth (18-25) residing in France, Greece, Italy, Spain, Bulgaria and Austria. It offers a holistic response in addressing the participation gaps of migrant youth by blending the development of soft skills with the theory and practice of what constitutes civic engagement in its broad term. After completing the course, participants will have consolidated their knowledge on citizenship concepts and practices; they will know how to participate in the democratic processes and more importantly they will have strengthened key soft skills that will enhance</p>

their confidence to take part in various fora and democratic processes and state their opinions.

The PEARL Toolbox for youth workers, NGO practitioners and public authorities' staff working with youth

This Toolbox and accompanying seminars will equip youth workers, NGO practitioners and public authorities' staff working with youth with knowledge and skills to support the participation of young migrants and refugees. The Toolbox includes best practices, online resources, activities and examples on how to assist migrant youth to engage in public affairs, take part in decision making processes and increase their participation. The Toolbox will be available online, in English and in all partner languages, as open resource material.

Capacity building webinars for youth workers, NGO practitioners and relevant staff of public authorities.

Capacity building webinars will be organised in all partner countries with the participation of the target groups. The webinars will present the Toolbox and will train participants on how to use and integrate it in their work.

The PEARL digital participatory space and online magazine

The PEARL online participatory space will be youth-led and serve as an online transnational public sphere aiming to nestle migrant youth-led initiatives, forge networks and coalitions and form common positions. It will also be a space for blogs and vlogs and a safe space for youth to discuss their positions and unleash their ideas on how they want their future.

Major topics covered by the practice: Migrant youth participation in political and civic life, democratic values

Inclusion of historical aspects/information: N/A

Specific tools used:

- The PEARL online training course on political participation of migrant and refugee youth
- The PEARL Toolbox for youth workers, NGO practitioners and public authorities' staff working with youth
- Capacity building webinars for youth workers, NGO practitioners and relevant staff of public authorities
- The PEARL digital participatory space and online magazine

External speakers/resource persons and other supporters: youth workers, NGO practitioners and local authorities' staff

Evaluation of practice: N/A

Challenges and Innovation	<p>Migrant and refugee youth face many obstacles at individual and structural levels that hinder their active participation in decision making processes and narrow their potential for civic engagement. Studies at national and European level amply manifest that migrant and refugee youth have to face:</p> <ul style="list-style-type: none"> a) Various legal constraints that deprives them from any form of formal political participation such as right to vote in national and local elections, right to register to political parties) b) Lack of tailored education to support the development of skills that will increase their civic participation and their influence over policies that affect their lives c) Overall discrimination and negative media and political discourses on migrant participation that do not allow the nurturing of an enabling environment for the equal participation of migrant and refugee youth. <p>Addressing the evident barriers and promoting participation is of paramount importance as migrant youth has a pivotal role to play in the social cohesion of future European societies. Young migrants can act as agents for better integration of their parents and for changing attitudes and perceptions towards integration in their localities; at the same time active participation fuels their confidence and forges empowered and confident adults. More importantly migrant youth participation is inextricably linked with the quality of democracy of European societies.</p> <p>The PEARL project aims at promoting migrant youth participation in decision making processes and democratic life in European societies, by developing novel educational resources and equipping young migrants with the skills to use digital democracy tools to spearhead their democratic participation.</p>
Useful links	<p>https://www.kmop.gr/projects-vf/news-promoting-migrant-youth-participation-in-decision-making-processes-and-democratic-life/</p>
Assessment based on ESEG criteria	<ol style="list-style-type: none"> 1) Relevant timescale: 3 years 2) Some evidence of sustainability: The PEARL Toolbox for youth workers, NGO practitioners and public authorities' staff working with youth 3) Involvement of relevant stakeholders: A broad range of stakeholders is involved (youth, youth workers, NGOs, civil servants etc.). 4) Research- or evidence-based: Democratic participation and civic engagement of young people is one of the main pillars of the EU Youth Strategy for the coming years. The European Youth Strategy (2019-2027) message of Engage, Connect, Empower needs to reach out to all European youth but it is even more crucial to steer the attention towards migrant and refugee youth for the future of social inclusion, solidarity and democracy in Europe. The EU Commission Communication on Integration as early as 2007 explicitly recognised participation as one of the key elements facilitating integration, particularly participation in the democratic process and in the formulation of integration policies and measures at the local level.


5) Quality assurance procedures in place: The tools for quality assurance and evaluation are:

- Project Management evaluation questionnaire: distributed to partners on Months 12 and 24 to assess the project management processes by the partnership
 - Project Meeting evaluation questionnaires: circulated to partners in every project meeting to assess quality of content, organisation etc.
 - Questionnaires for events to collect information and measure if objectives set were met
 - Peer review form to be used for peer review of deliverables
- Performance Indicators
 Completion of each activity within the forecasted time
 Completion rate of Interim and Final Reports
 Number of project meetings completed
 Number of participants in the project meetings
 Completion rate of project results
 Level of completion of sharing and promotion of results' activities
 Participation level in sharing and promotion activities
 Number of website visits
 Qualitative indicators
 Perceived quality of the online dissemination activities and tools, Comments made on dissemination tools

6) Internal or external evaluation results: N/A
 Quality assurance procedures in place: Yes (Learning needs, social needs, emotional needs indicators)

Hungary

Title: Entreneurs Budapest

Location/ Geographical Coverage	Hungary, Budapest
Implementor	Name of entity(ies): FSV Type (NGO, public body, foundation, other): NGO Short background/description: Business models for non-EU citizens, leaning on their ideas and dreams, helping in them finding a way. Various educational programs, networking, investor meetings and pitches. Funding/Sponsors: Asylum, Migration and Integration Fund
Duration of practice/project	2010-2018
Needs addressed & Objectives	Access to labour market, information, no local network, language barrier
Description of the practice	Methodology and syllabus/curriculum: Series of workshops (every 2-3 weeks) and consultations from intercultural mentors and meetups for all, meeting with investors, trade markets and professional web design services, consultation with experts Intercultural knowledge, marketing, business, PR, legal, tax, whatever they needed External speakers/resource persons and other supporters: http://www.entrend.hu/experts.html Evaluation of practice: MD8
Challenges and Innovation	Lack of commitment from participants for longer periods of time
Useful links	http://www.entrend.hu/index.html
Annex (photos, quotes, etc.)	

Moldova

Title: Integration into the educational system of asylum seeking children in Moldova

Location/ Geographical Coverage	Mun. Chisinau, Republic of Moldova
Implementor	<p>Name of entity(ies): Gymnasium Galata</p> <p>Type (NGO, public body, foundation, other): educational institution, middle school</p> <p>Short background/description: The school is located near the Temporary Accommodation Centre for Asylum Seekers, administered by the government, which hosts asylum seekers from various countries, such as Angola, Georgia, Cuba, Ukraine, Tajikistan, Ethiopia, Russia, Cameroon, Republic of Belarus, Nigeria, Afghanistan, and many more. This gymnasium has shown an excellent example of educational institution to support asylum seeking children to integrate into the educational system, learn the language and in society in general, regardless the race, language, ethnicity, country of origin.</p> <p>Funding/Sponsors: this school is a public state institution, which actively collaborated with several NGOs active in the field of asylum, and together with the Ministry of Education and Research, supporting UNHCR Moldova, implemented several projects aimed at strengthening the positive image of migrants, the eradication of discrimination and stereotypes through the implementation of special school programs, promoted an inclusive and equal approach among the host and refugee communities.</p>
Duration of practice/project	Since 2003.
Needs addressed & Objectives	Providing access to education for every child, promoting the approach of social inclusion, promoting the learning of the Romanian language, interacting with local children to make friends, building positive relationships and strengthening the capacity for integration and peaceful coexistence.
Description of the practice	<p>Methodology and syllabus/curriculum: National curriculum for general education, extracurricular education. Migration and strengthening intercultural dialogue among people. A methodological guide for teachers, students and community members, Chisinau, 2014.</p> <p>Major topics covered by the practice: social inclusion, combating stereotypes of migrants, studying the Romanian language depending on the individual level (the specifics of the category of foreigners, the individual ability to learn the language, age, etc.), preventing/avoiding situations of conflict, xenophobia or racism.</p> <p>Specific tools used: sports activities (football tournaments, sports competitions), artistic activities (handicrafts, painting, music, dance competitions), informative sessions/trainings for school teachers, monitoring visits and mediation in conflict situations, etc.</p> <p>External speakers/resource persons and other supporters: UNHCR Moldova, UEFA, Moldovan Football Federation, Football Against Racism in Europe (FARE) network, Charity Centre for Refugees, Shanti Volunteer Association, the Ministry of Education and Research, the Ministry of Culture, the General Inspectorate for Migration of the Ministry of Internal Affairs.</p>

Evaluation of practice: The respective school is one of the most relevant examples of work with migrant children in order to facilitate their integration. Through social actions, through the prism of education, the school offered us enormous support to help set a good example for other schools in the country to follow. In the current context of the refugee crisis in Ukraine, the school serves as an excellent example for many other schools across the country that for the first time are facing the challenges of integrating Ukrainian refugee children.

Challenges and Innovation

Challenges: lack of funds for the creation of new spaces, for free food and school supplies and sports inventory for refugee children, etc. Resolving conflicts based on cultural differences between children's communities. Lack of experience working with specific refugee children based on the trauma informed approach.

Innovation: laying the foundations for cooperation with NGOs, strengthening capacities through specific trainings for teaching staff, promoting multiculturalism by adapting the school program to the linguistic, cultural and psycho-emotional needs of migrant children

Useful links

http://gimnaziulgalata.do.am/publ/instruire/clasele_primare/starturi_vesele/5-1-0-536
<https://ccr.md/workshop-for-the-world-refugee-day-at-the-galata-gymnasium-2/>
<http://charity-centre.blogspot.com/2013/10/tolerance-building-in-moldovan-schools.html>
<https://ccr.md/ccr-supported-the-organization-of-sports-activities-at-galata-gymnasium/>
<https://ccr.md/equalgame-football-tournament-at-galata-2/>
<https://ccr.md/antem-training-2/>

Annex (photos, quotes, etc.)



Assessment based on ESEG criteria	<p>1) Relevant timescale: non-formal educational activities (extracurricular) remain the most sustainable tool lasting in time and bringing more results.</p> <p>2) Some evidence of sustainability: during monitoring visits at the gymnasium, evaluation of school achievements of the refugee children, their language knowledge, the mental health, their active involvement in various socio-cultural activities, etc. a tangible evidence of sustainability is established and reported by the monitoring and evaluation commission.</p> <p>3) Involvement of relevant stakeholders:</p> <ul style="list-style-type: none"> • the Ministry of Education and Research, together with the General Inspectorate for Migration of the Ministry of Internal Affairs ensure, through monitoring visits and reports, the integration measures provided by the Law on integration of foreigners are in place; • the People's advocate for the rights of the child ensures the observance of the rights and protection of the child; • UNHCR Moldova and other organizations provide support and mentoring/training programmes to the didactic personnel of the school; • NGOs, such as Charity Centre for Refugees provide support in implementing various socio-cultural events, as well as mediation sessions. <p>4) Research - or evidence-based: N/A.</p> <p>5) Quality assurance procedures in place and 6) Internal or external evaluation results:</p> <p>Measure/approach with quality assurance processes is in place, including information on indicators, methods or tools used throughout the implementation. The school administration provides monitoring and evaluation reports during the process of implementation, and final reports to the partners/donors/Ministry. Also, the school provides access at any time to the financing/MEL partners to perform evaluation, receive feedback and ensure accountability.</p>
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Title: Integration into the labour market through vocational training of refugees and asylum-seekers

Location/ Geographical Coverage	Mun. Chisinau, Republic of Moldova
Implementor	<p>Name of entity(ies): Vocational School Insula Sperantelor Type (NGO, public body, foundation, other): NGO, Vocational School accredited by the Ministry of Education and Research of the Republic of Moldova Short background/description: The mission of the association is socialization through professional training and providing assistance to teenagers and young people from socially vulnerable families, orphans, victims of human trafficking, people with deviant behaviour, ex-prisoners, people with disabilities, refugees. Insula Sperantelor (the Island of Hope) deals with the training of young people from socially vulnerable groups (orphans, social orphans). At the end of the studies, assistance is provided for employment in the field of work. Graduates of school courses are in demand</p>

	<p>on the labour market in the Republic of Moldova, because the competitive training allows the formation of knowledge, skills and professional competences, required at the workplace in accordance with the requirements of employers, even during the period of economic crisis, when labour competition increases based on job cuts.</p> <p>Funding/Sponsors: The vocational school is a public association, which operates from the funding of the social projects it implements. Funding comes both from humanitarian organizations and from the private sector.</p>
Duration of practice/project	For 25 years
Needs addressed & Objectives	Offering vocational courses in a format adapted to the humanitarian crises in which the refugees find themselves, so that they can obtain a new profession in a short time and be able to integrate into the work field and become financially independent.
Description of the practice	<p>The Vocational School Insula Sperantelor provides professional training programs, didactic supports and training quality indices.</p> <p>At the moment, the programs are at the evaluation stage in the National Agency for Quality Assurance in Education and Research and the lessons are carried out according to the credits allowed (1 credit = 30 hours). In accordance with the Education Code of the Republic of Moldova, vocational training programs are divided into educational units (modules) and eligible credits (permits) while the courses are in the re-accreditation stage.</p> <p>After each credit or 2 combined credits (60 hours) a corresponding diploma is issued. At the end of the training, graduates are awarded certificates of improvement, specialization or professional retraining.</p> <p>Major topics covered by the practice: social inclusion of the vulnerable groups of people, including forcibly displaced people and persons in refugee-like situations, through vocational trainings in various domains: beauty industry, restaurant industry, office professions.</p> <p>Specific tools used: vocational courses, work-shops, requalification trainings.</p> <p>External speakers/resource persons and other supporters: UNHCR Moldova, Charity Centre for Refugees, Help - Hilfe zur Selbsthilfe, etc.</p> <p>Evaluation of practice: The respective vocational school is one of the most relevant examples of work with socially vulnerable groups of people: orphans, social orphans, young people from large families, young people from single-parent families, young people with disabilities, refugees, the inmates of the penitentiary.</p> <p>Whitin the projects in supporting refugees, it has been an excellent example of creating professional training in effective manner to refugees in need of employment opportunities in a totally new society. After the graduations, the refugees have been supported to find a job, or activate as freelancers.</p>

Challenges and Innovation

Challenges: lack of funds for renting new spaces and working materials. Lack of experience working with specific refugee people based on the trauma informed approach.
 Innovation: Curriculum adapted to the economic, social and cultural needs of refugees. The training is carried out according to European standards and allows you to work successfully in any country in the world.

Useful links

<https://ccr.md/monitoring-visit-at-insula-sperantelor-vocational-school/>
<https://www.facebook.com/profile/100064855358737/search/?q=insula%20>
<https://ccr.md/new-vocational-courses-graduates/>
<https://ccr.md/26-women-completed-the-vocational-training-courses/>
<https://www.facebook.com/InsulaSperantelor>

Annex (photos, quotes, etc.)



Assessment based on ESEG criteria	<p>1) Relevant timescale: professional courses adapted to the needs of the context.</p> <p>2) Some evidence of sustainability: the development of our modular training technologies fully meets the requirements of employers modern. The training is carried out according to European standards and allows you to work successfully in any country in the world.</p> <p>3) Involvement of relevant stakeholders: the Ministry of Education and Research, UNHCR and Charity Centre for Refugees, as well as other donors ensure, through monitoring visits and reports, the attendance, feedbacks, academic achievements, and other monitoring and evaluation indicators, mediation sessions, etc.</p> <p>4) Research- or evidence-based: N/A.</p> <p>5) Quality assurance procedures in place</p> <p>6) Internal or external evaluation results: Measure/approach with quality assurance processes is in place, including information on indicators, methods or tools used throughout the implementation. The school administration provides monitoring and evaluation reports during the process of implementation, and final reports to the partners/donors. Also, the school provides access at any time to the financing/MEL partners to perform evaluation, receive feedback and ensure accountability.</p>

Poland

Title: Razem w Klasie (Together in Class)

Location/ Geographical Coverage	Poland
Implementor	<p>Name of entity: School with Class Foundation Type (NGO, public body, foundation, other): NGO Short background/description: Poland faces an unprecedented refugee crisis (since the Russian Federation invaded Ukraine on February 24, 2022). Education institutions are overstretched with clear gaps impacting the quality of education, including teachers' limited capacity and lack of supporting education materials to adapt and integrate children in multicultural classes, support children/adolescents affected by conflict with mental health and psychosocial support (MHPSS), and support children whose first language is not Polish.</p> <p>Together in Class is an answer to these challenges. Firstly, the program aimed at elementary and secondary schools. In the course of the project, we found that very many children are outside the Polish formal education system. For this reason, we also invited other institutions to the program, where children can possibly be found: libraries, community centres and day care centres from all over Poland. Program is supporting the work with groups/teams joined by people with migration and refugee experience, with a particular focus on children and youth from Ukraine. It is a comprehensive support including: free educational materials and the opportunity to participate in webinars, individual consultations, group support meetings and workshops for teachers' councils, which we implement in cooperation with trainers of multicultural competence. That flexibility of available educational forms is also crucial for effectiveness of the support for teachers.</p> <p>Funding/Sponsors: Plan International</p>
Duration of practice/project	June 2022 - October 2023 (expected continuation after October 2023)
Needs addressed & Objectives	<ul style="list-style-type: none"> • Supporting schools and teachers working in multicultural classrooms which were joined by adolescents with migration or refugee experience, with a particular focus on the situation after the Russian aggression against Ukraine. • Drawing teachers' attention to the MHPSS and well-being of all students in the class. • Providing access to safe, inclusive and high-quality education for Ukrainian male and female students with migration or refugee experience and their Polish peers in 10% (2,000) of Polish schools.

Description of the practice	<p>Methodology and syllabus/curriculum: The program is composed of 3 main areas: educational materials (ready to use, sent to the schools' guides with additional tools described in it: cards, stories, charts, posters, sensory balls) and based on them direct work with teachers in various forms (webinars, workshops, individual consultations, moderated groups of support). Additionally, mini grants for 20 schools were provided to create well-being and integration zones in schools. Our main topics of the program curriculum are: from multicultural to intercultural class, MHPSS and stress, overcoming the psychological language barrier, and play/fun in education.</p> <p>Major topics covered by the practice: Mental health and psychological support, integration, working in a multicultural classroom, language barrier, play in education, stress.</p> <p>Specific tools used: As guiding educational materials for the program were prepared Guide 1 and 2 for teachers. They include exercises preparing classes to welcome newcomers, supporting the first day, then first two weeks and later on, and building the class communities based on common intercultural experiences with visibility of differences seen as valuable. The emphasis was put on 4 foundations: including, visibility, strengthening, cooperation. There is a lot about so-called soft competences and giving support to each other.</p> <p>External speakers/resource persons and other supporters: Dominika Cieřlikowska, Anna Kawalska (experts in multicultural psychology), Izabela Meyza (expert in communication and mediation)</p> <p>Evaluation of practice: The evaluation of the program is ongoing but the reception is very positive among teachers. We get direct feedback from program participants who are very satisfied with the educational materials (their content, innovation and high quality), webinars, workshops and consultations provided by the program.</p>
Challenges and Innovation	<p>Together in Class program is the first project in Poland supporting teachers in work with multicultural classrooms on such a scale and with such a variety of methods (providing educational materials on various aspects of intercultural integration, organizing consultations, workshops and teacher peer support groups, preparing webinars and online courses on the use of uploaded materials and intercultural education, distributing mini grants for changing school space). Our main challenge is working with teachers who are burned out and overloaded with work, who do not have time, do not want to engage, want ready-made solutions instead of tools to build their own capacity. Polish schools also suffer with lack of systemic support in these areas.</p>
Useful links	<p>https://www.szkolazklasa.org.pl/programy/ukraina/</p>
Annex (photos, quotes, etc.)	<p>“The Together in Class program is a tremendous amount of support at every stage, helping in many difficult situations. The vocabulary of Ukrainian students is definitely expanding. They feel more secure. The aids we receive support us teachers and our students, right that their sense of security and self-esteem increases. Thanks to the program, our school has become more open and attractive to students” (Ewa Bodanka-Zarychta, Primary School in Kłomnice)</p> <p>“The Together in Class program is thought-provoking, helps put a smile on the faces of students, nurtures relationship and attentiveness - a great initiative for all schools” (Kinga Łusiewicz, Primary School No 1 in Wronki)</p>

Title: Library for All. Different. Equal. Important.

Location/ Geographical Coverage	Poland
Implementor	<p>Name of entity: Information Society Development Foundation (FRSI) in partnership with Save the Children International (SCI).</p> <p>Type (NGO, public body, foundation, other): NGO</p> <p>Short background/description: Library for All. Different. Equal. Important. is an innovative socio-educational project enabling children and adolescents, both from Ukraine and Poland, to learn, play, build relationships with one another and regain a sense of security in a difficult reality. Children and their parents and guardians from both countries can participate in innovative classes and courses in libraries, and learn each other's languages and culture. The project is implemented by the Information Society Development Foundation (FRSI) in partnership with Save the Children International (SCI).</p> <p>Funding/Sponsors: Save the Children International (SCI).</p>
Duration of practice/project	June 2022- June 2023
Needs addressed & Objectives	The aim of the project is to support children and adolescents, who came from Ukraine to Poland in continuing their education at Ukrainian online schools, as well as in adapting to the Polish education system and building relationships in their new environment.
Description of the practice	<p>Methodology and syllabus/curriculum: Learning through play (e.g. programming with robots), DIY activities, performing simple scientific experiments. Libraries also use the Team Up method of working with children, developed by the international organizations War Child, Save the Children and UNICEF Netherlands, in order to support children with refugee or other difficult experiences.</p> <p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • supporting students learning online in accordance with the Ukrainian curriculum, supporting Ukrainian students of Polish schools in learning. Creating Digital Education Centres - libraries are equipped with the necessary equipment and educational materials, and Ukrainian-speaking teachers are employed to help the children. • establishing good relationships between Polish and Ukrainian children • encouraging Ukrainian students to participate in creative activities, helping them to develop their potential, interests, hobbies and talents. <p>Specific tools used: website: https://bibliotekidlaurkainy.org.pl/ (website with educational materials, other resources and information helpful in working with migrants and refugees)</p> <p>External speakers/resource persons and other supporters: no data</p>
Challenges and Innovation	Children and adolescents from Ukraine are able to establish good relationships with their peers from Poland and use the offer of the libraries together, which helps them integrate

	with the local community and adapt to the Polish education system, especially if they live in Poland for a longer period of time.
Useful links	https://bibliotekidlaukrainy.org.pl/ , https://frsi.org.pl/en/project/library-for-all-different-equal-important/
Annex (photos, quotes, etc.)	https://bibliotekidlaukrainy.org.pl/jak-dzialaja-biblioteki/

Portugal

Title: Programme Mentors for Migrants Library for All. Different. Equal. Important.

Location/ Geographical Coverage	Currently, the programme is implemented throughout Portugal.
Implementor	<p>Name of entity(ies): Promoted by the ACM and implemented in cooperation with 57 local partners.</p> <p>Type (NGO, public body, foundation, other): Public body</p> <p>Short background/description: Aiming to increase integration and active civic participations whilst mobilising local communities, local level volunteer based mentoring schemes were developed and are implemented throughout the country.</p> <p>Funding/Sponsors: ACM</p>
Duration of practice/project	2016 – present
Needs addressed & Objectives	<p>Needs:</p> <ul style="list-style-type: none"> • Lack of established connections between the local communities and the displaced persons entering them • Lack of understanding of the importance of accepting difference and recognising its importance • Lack of participatory citizenship on the topic of refugee integration. <p>Objectives:</p> <p>General:</p> <ul style="list-style-type: none"> • Promote the integration of migrants in the Portuguese society, acknowledging that, for such, their involvement, as well as of the society, is required, striving to be an example of interculturality and civic participation in the construction of a more cohesive society, where everyone can have their place. <p>Specific:</p> <ul style="list-style-type: none"> • Create a national exchange experience to promote mutual support between Portuguese citizens and migrant citizens, ultimately striving for personal, social, and organisational enrichment • Promote interculturality, equal opportunities, and awareness of the richness to be found in diversity • Ease mutual understanding and incite Portuguese citizens to be more involved in integration processes

	<ul style="list-style-type: none"> • Ensure the support of Portuguese volunteers that are locally embedded to those who wish to build their lives in the country, striving to make a difference in the development of a new professional and personal life project • Foment mutual knowledge to shift the focus from differences and place it on the resolution of shared challenges, concerns, and daily life difficulties • Provide support and guidance to the resolution of difficulties and concerns of migrants/refugees regarding their integration • Promote volunteering, participatory citizenship, and the positive exchange of experiences in the field of integration of migrants and refugee populations.
Description of the practice	<p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • Professional qualification and employment • Entrepreneurship • Family management and economy • Healthy and parenthood • Civic participation and citizenship • Family reunification • Housing • Interculturality and human rights • Leisure and general information <p>Specific tools used:</p> <ul style="list-style-type: none"> • Theoretical explanation of the programme and the framework for intervention • Practical activities • Group reflection and discussion
Useful links	<p>http://www.acm.gov.pt/-/programa-dementores-para-imigrantes http://www.acm.gov.pt/documents/10181/222_893/ListadeEntidades_PMM_2017.pdf/3c881ac3-bf1c-462e-97db-f42cdf7d202e</p>

Title: Cascais Work Lab- Employment programme for refugees

Location/ Geographical Coverage	Local level, restricted to Cascais municipality
Implementor	<p>Name of entity(ies): Cascais City Hall (CMC) Type (NGO, public body, foundation, other): Public body Short background/description: The programme Cascais WorkLab counts on the support of several municipal services that, for their diversity and broad technical and operational experience, provide spaces with great potential for experimenting, enabling opportunities for curricular improvement, as well as the acquisition of new skills, as the training of Portuguese language and understanding of the local culture. The project aims to create employment experiences to develop skills and competencies targeting future integration into the labour market. Funding/Sponsors: CMC</p>
Duration of practice/project	<p>2022 – present The participation has a maximum of 552 hours.</p>
Needs addressed & Objectives	<ul style="list-style-type: none"> • Enable contact and experience with the Portuguese labour market; • Promote active and effective attitudes for refugees to build a positive personal and professional future • Facilitate the transition for the global labour market via the enrichment of the refugee curriculum • Allow for experimenting in the real work context, to develop key skills and enable the transferability of knowledge
Description of the practice	<p>Methodology and syllabus/curriculum: The programme is divided into 3 main activities</p> <ol style="list-style-type: none"> 1. Experience in a work context; 2. Technical training actions; 3. Advising on the professional path.
Challenges and Innovation	Combination of different local public services to allow the acquaintance of several work contexts and skills
Useful links	https://www.cascais.pt/cascais-worklab

Romania

Title: Dopomoha Platform

Location/ Geographical Coverage	Romania
Implementor	<p>Name of entity(ies): Created by Code for Romania in partnership with the Department for Emergency Situations (DSU), UN Refugee Agency (UNHCR), International Organization for Migration (IOM) and the National Romanian Council for Refugees (CNRR). Also, with the help of: Point, Jesuit Refugee Service (JRS) and UNICEF</p> <p>Type (NGO, public body, foundation, other): NGO, Public Body, International Organization</p> <p>Short background/description: Dopomoha (translated as Help) is a web-based support and information platform dedicated to migrants fleeing Ukraine in the context of the war. This instrument provides information concerning border requirements, the process of claiming asylum in Romania, their rights and obligation as asylum seekers and other relevant resources that can help their insertion into the Romanian society (useful contacts, available programmes). Moreover, Dopomoha is currently available in Romanian, Ukrainian, English and Russian and can be accessed from any device connected to the internet by using a browser. The information on the platform is updated on a regular basis with verified material from official sources.</p> <p>Funding/Sponsors: ING Bank</p>
Duration of practice/project	2022 – currently
Needs addressed & Objectives	This initiative is particularly relevant since it was developed as an emergency response to the Ukrainian refugees' crisis that emerged at the Romanian borders. Its main objective is to offer support to the vulnerable group and provide reliable, timely and straightforward information related to their questions, worries and needs.
Description of the practice	<p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • Legal status • Safety • Housing • Education • Health • Transportation <p>Specific tools used: digital platform</p> <p>External speakers/resource persons and other supporters: External speakers/resource persons and other supporters: as before-mentioned, various official institutions and NGOs are involved in the partnership. More actors are supporting this initiative by promoting it to the general public & target group.</p>

Challenges and Innovation	This project is an innovative one as it was the first of its kind and came at a critical time for Romania, just a few weeks after the refugee crisis post the beginning of the Russian-Ukrainian war had started.
Useful links	http://www.acm.gov.pt/-/programa-dementores-para-imigrantes http://www.acm.gov.pt/documents/10181/222_893/ListadeEntidades_PMM_2017.pdf/3c881ac3-bf1c-462e-97db-f42cdf7d202e
Assessment based on ESEG criteria	<p>This complex practice meets the following ESEG criteria:</p> <ul style="list-style-type: none"> • Relevant timescale: being in place from March 2022 (even though it runs only for a little more than 1 year, we are thinking it is important to mention since the platform emerged as an immediate response to the • Ukrainian crisis). • Involvement of relevant stakeholders: the Ministry of Internal Affairs through DSU, IOM Romania, CNRR, UNHCR, Code for Romania. • Research and evidence-based: all information that is public on the platform is verified and from official sources.

Title: MyRO – the regional network for the integration of migrants in Romania

Location/ Geographical Coverage	Romania
Implementor	<p>Name of entity(ies): Global Help Association, IOM Romania, Ecumenical Association of the Churches in Romania (AIDRom)</p> <p>Type (NGO, public body, foundation, other): NGO, International Organisation</p> <p>Short background/description: The MyRO project evolved its implementation around the goal of facilitating the integration of beneficiaries of a form of protection (BPI) and third country nationals (RTT) in the Romanian host communities of Region 6. This region includes the following counties: Dolj, Giurgiu, Călărași counties, Ialomița, Teleorman and Olt.</p> <p>This main aim was to be achieved through the facilitation of the following services:</p> <ul style="list-style-type: none"> • Information and counselling sessions • Educational activities (Romanian language lessons, accommodation sessions) • Social, cultural and recreational activities • Support for the payment of health insurance and other medical services • Material assistance for rent, maintenance and commodities • Other financial support <p>Funding/Sponsors: Asylum, Migration and Integration Fund</p>
Duration of practice/project	2020-2022
Needs addressed & Objectives	<p>Furthermore, the main objectives of the project were:</p> <ul style="list-style-type: none"> • to provide integrated assistance and services to support and promote the economic, social and cultural integration of migrants • to encourage intercultural dialogue • to strengthen the collaboration with local authorities, institutions, the private sector and other entities holding responsibilities in the field of migration <p>The specific objectives of the project were:</p> <ul style="list-style-type: none"> • improving the integration assistance structure for migrants and the service quality • promoting the active participation of migrants in the socio-cultural and economic life of the host community • promoting the dialogue between key local actors

Description of the practice	<p>Methodology and syllabus/curriculum: a series of targeted local activities dedicated to the beneficiaries.</p> <p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • integrated assistance for vulnerable groups • intercultural dialogue • active civic participation • education • material support <p>External speakers/resource persons and other supporters: different actors promoted the implementation of this project and its activities, including several NGOs and the Ministry of Internal Affairs</p>
Challenges and Innovation	<p>This project had an innovative basis since it aimed to develop local complex response to the identified need to bring the national community closer to the vulnerable community represented by BPI and RTT present in Romania. The MyRO project continued the activity of the Regional Integration Centre in Craiova and established a new Regional Integration Centre in Giurgiu.</p>
Useful links	<p>Integration programs – Romania e acasă (romaniaeacasa.ro)</p>
Assessment based on ESEG criteria	<p>This complex practice meets the following ESEG criteria:</p> <ul style="list-style-type: none"> • Relevant timescale – the project followed a timeframe of 2 years, from 2020 to 2022 (post the 2015 Europe’s refugee crisis). • Involvement of relevant stakeholders: IOM Romania, AIDRom, Global Help Association, the General Inspectorate for Immigration, the Romanian Government through the Directorate of Non-reimbursable External Funds. • Internal or external evaluation results: holding funding from the Asylum, Migration and Integration Fund (European Commission) the project needed to pass some evaluation points, thus it was exposed to more external evaluation procedures.

Serbia

Title: Free legal assistance to asylum seekers and persons enjoying international protection in Serbia

Location/ Geographical Coverage	Republic of Serbia
Implementor	<p>Name of entity(ies): Belgrade Centre for Human Rights (BCHR)</p> <p>Type (NGO, public body, foundation, other): NGO</p> <p>Short background/description: BCHR has been following increased migration flows since 2015, and since then it has been carrying out activities aimed primarily at the protection of persons in transit through Serbia. After the adoption of the new Law on Asylum and Temporary Protection, it provides free legal assistance to refugees/asylum seekers and acts on their behalf, ensuring access to various rights and protection of human rights.</p> <p>Funding/Sponsors: UNHCR, International Rescue Committee (IRC), International Organisation for Migration (IOM), Netherlands embassy in Belgrade, Open Society Foundations, OXFAM Italia, UN Women, UK Government Department for International Development, Commissariat for Refugees and Migration of the Republic of Serbia</p>
Duration of practice/project	2015 – present
Needs addressed & Objectives	<p>Needs:</p> <ul style="list-style-type: none"> • Insufficient knowledge of domestic laws and international standards related to the protection of refugees, displaced persons, stateless persons and asylum seekers; • Lack of staff in ACs and RTCs, and especially the absence of professional assistance to persons in need outside the centres • Difficulties in establishing communication due to the language barrier; • Fear and lack of trust in officials' actions <p>Objectives:</p> <ul style="list-style-type: none"> • Representation in the asylum procedure before competent authorities and domestic courts, before international institutions, including the European Court of Human Rights and the UN Committee against Torture • Providing direct assistance to refugees in the process of integration through support in realising social and economic rights • Organising trainings, seminars and lectures for NGOs, professional associations and state bodies responsible for exercising the rights of asylum seekers and refugees • Advocacy activities and reporting of the asylum system in the Republic of Serbia before domestic institutions and international bodies of the UN and the EU • Publishing activity in the field of asylum and migration in the Republic of Serbia, as well as thematic publications concerning the protection of unaccompanied children, gender analysis of the asylum procedure, comparative analysis of the integration process, as well as regional publications

Description of the practice	<p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • Housing • Education • Health • Employment and entrepreneurship • Citizenship and rights • Unaccompanied and separated children • Family reunion • Integration <p>Specific tools used:</p> <ul style="list-style-type: none"> • Fieldwork • Individual interventions • Group interventions • Intercultural meetings and discussions <p>External speakers/resource persons and other supporters: Translators from Arabic, Urdu, Farsi and other languages used by most refugees and asylum seekers</p>
Challenges and Innovation	<p>This project is an innovative one as it was the first of its kind and came at a critical time for Romania, just a few weeks after the refugee crisis post the beginning of the Russian-Ukrainian war had started.</p>
Useful links	<p>http://azil.rs/en/</p>



Annex (photos, quotes, etc.)



Assessment based on ESEG criteria

The program for the protection of refugees and asylum seekers has been running continuously since 2015. Over the years, donors have changed, which means that the initial project not only survived, but managed to ensure sustainability. Depending on the needs, numerous stakeholders were included in activities: students, teachers, parents, various officials, translators, etc. Research and evidence-based documentation is publicly available through numerous publications and reports, but it is also verified by UNHCR.

Title: Psychosocial support for refugees/asylum seekers, children and women

Location/ Geographical Coverage	Republic of Serbia
Implementor	<p>Name of entity(ies): Psychosocial Innovation Network (PIN) Type (NGO, public body, foundation, other): NGO Short background/description: PIN provides psychosocial support to refugees and asylum seekers in various locations in Serbia. Special attention is paid to refugee children and women, as well as to victims of violence.</p> <p>Funding/Sponsors: UNHCR, IRC, Open Society Foundation, LDS Charities Serbia, IOM, Kahane Foundation, Oxfam Italia, UNFPA Serbia, EU (Erasmus+), GIZ GMBH</p>
Duration of practice/project	2016 - present
Needs addressed & Objectives	<p>Needs:</p> <ul style="list-style-type: none"> • Overcoming stress caused by numerous and different reasons • Empowering an extremely vulnerable group of people • Overcoming traumatic experiences • Creating driving motives for building a new start • Lack of all types of psychological and psychosocial support <p>Objectives:</p> <ul style="list-style-type: none"> • Psychological first aid and empowerment • Individual and group counselling • Psychological assessments for various purposes • Implementation of preventive activities • Support for victims of sexual and gender-based violence • Empowering of unaccompanied and separated children and minors • Empowering of psychologically vulnerable individuals • Methods and techniques for successful integration
Description of the practice	<p>Major topics covered by the practice:</p> <ul style="list-style-type: none"> • Mental health • Education • Integration <p>Specific tools used:</p> <ul style="list-style-type: none"> • Fieldwork • Adaptive coping strategies • Prevention of secondary trauma • Coping mechanisms • Social-emotional learning • Strengthening of personal capacities • Activating the leadership ability of women • Psychoeducational and creative workshops

- Culture and gender sensitive psychological support
 External speakers/resource persons and other supporters: Staff in ACs and RTCs, helpers who are in direct contact with refugees/asylum seekers, local communities, schools, NGOs

Useful links

<https://psychosocialinnovation.net/en/>

Annex (photos, quotes, etc.)**Assessment based on ESEG criteria**

PIN provides psychosocial support of refugees and asylum seekers from the very beginning of the refugee-migrant crisis, more precisely since 2015. The psychosocial support programme managed to ensure sustainability and to include numerous stakeholders. Research and evidence-based documentation is publicly available on the website and through various publications, some of which are specially produced for UNHCR.

8. Tips for practitioners to apply Good Practices in their work with young refugees

Applying best practices in the integration of young refugees requires a thoughtful and comprehensive approach across various domains. Here are practical tips to guide professionals, including educators and social care practitioners, on how to apply these best practices effectively:

Needs Assessment and Individualization:

Conduct thorough assessments of each young refugee's background, skills, and needs. Tailor integration plans and services to address individual strengths and challenges.

Collaboration and Coordination:

Establish strong partnerships and communication channels with other professionals, agencies, and organizations involved in refugee integration. Coordinate efforts to ensure a holistic approach to support.

Cultural Competency:

Invest in cultural competency training for professionals to better understand the cultural backgrounds and perspectives of young refugees. Promote cultural sensitivity and respect in all interactions.

Language Acquisition:

Provide language classes that focus on both the host country's language and the refugees' native language if needed. Encourage language immersion through everyday activities and interactions.

Access to Quality Education:

Collaborate with local schools to ensure young refugees have access to quality education. Offer additional language support and tutoring as required.

Mental Health and Trauma-Informed Care:

Train professionals to recognise signs of trauma and provide trauma-informed care. Offer access to mental health services and counselling for young refugees who have experienced trauma.

Employment and Skill Development:

Create pathways to employment through vocational training, apprenticeships, and job placement programmes.

Housing Stability:

Assist young refugees in finding safe and stable housing options. Address housing-related challenges promptly to prevent homelessness.

Community Engagement:

Promote community engagement and social inclusion through cultural exchange activities, sports, and volunteer opportunities. Encourage refugees to participate in local events and organizations.

Legal Assistance:

Provide legal guidance on immigration and residency status. Help young refugees navigate administrative processes and access social services.

Family Support:

Recognise the importance of family unity and provide support to keep families together during the integration process.

Offer parenting classes and resources to support family well-being.

Monitoring and Evaluation:

Implement a robust system for monitoring and evaluating the effectiveness of integration programmes.

Use feedback from young refugees and professionals to make continuous improvements.

Empowerment and Participation:

Encourage young refugees to actively participate in decision-making processes related to their integration plans.

Conflict Resolution and Mediation:

Equip professionals with conflict resolution and mediation skills to address any conflicts that may arise among young refugees or with the host community.

Long-Term Planning:

Recognise that integration is an ongoing process that extends beyond the initial settlement period.

Documentation and Data Sharing:

Maintain thorough records of young refugees' progress, including educational attainment, language proficiency, and employment status. Share anonymised data with relevant agencies and professionals for better coordination.

Advocacy and Policy Influence:

Advocate for policies that support the rights and integration of young refugees.

Participate in advocacy efforts to address systemic barriers.

By following these practical tips and integrating the best practices from various EU countries listed in this Guide, professionals can create a more supportive and effective environment for young refugees as they adapt to their new lives and communities.



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Communitarian approach for a holistic
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