European Inclusion through Intercultural Dialogue

EU-IN

Toolkit

fostering integration of disadvantaged groups through intercultural learning

Co-funded by the Europe for Citizens Programme of the European Union



EUROPEAN INCLUSION THROUGH
INTERCULTURAL DIALOGUE

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https://europeforcitizense.wixsite.com/euin

https://www.facebook.com/EUINproject

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ABOUT EUROPE FOR CITIZENS

Europe for Citizens is the EU's programme for funding projects that: help the public understand the EU's history, values, and diversity. encourage citizens to participate and engage in democracy at the EU level.

For the 2014-2020 programming period, Europe for Citizens had a total budget of €187,718,000.

Europe for Citizens is the EU's programme for funding projects that:

- help the public understand the EU's history, values, and diversity
- encourage citizens to participate and engage in democracy at the EU level.

FUNDING STREAMS

European remembrance

The programme supports initiatives that:

- discuss why and how the totalitarian regimes that blighted Europe's modern history came into power
- look at the EU's other defining moments and reference points
- consider different historical perspectives

Democratic engagement & civic participation

Town twinning

Projects bring together citizens from twinned towns to debate issues on the European political agenda. They develop opportunities for people to engage with each other and to volunteer at the EU level.

Networks of towns

Towns are encouraged to cooperate with each other in the long term to explore particular topics or themes, share resources and/or interests, increase their influence, and/or face common challenges.

Civil society projects

These projects give citizens an opportunity to participate concretely in the EU policy-making process. They stimulate debates to propose practical solutions to issues through cooperation at the European level.

The Europe for Citizens programmes existed from 2014-2020. The new programmes is called *"The Citizens, Equality, Rights and Values (CERV) ".*

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/programmes/cerv

ABOUT EU-IN

"EU-IN: European Inclusion through Intercultural Dialogue" was a Network of Organizations and Towns working for the inclusion of disadvantaged citizens, especially refugees, asylum seekers, Roma, and other migrants. It stems from the belief that Intercultural dialogue can help in combating the stigmatization of migrants and minority groups and, at the same time, can contribute to the creation of a more inclusive EU community. As the first step, the 12 partners from 7 EU Countries and MK learned more about EU Policies and Programmes on the inclusion of migrants. Thus, they've worked together to improve their staff members' and volunteers' skills, by sharing local best practices of inclusion in different contexts (Schools, Public Institutions, CSOs, and Sports Clubs) and co-designed a cooperative learning-based Training Course on the use of non-formal methodologies for intercultural dialogue (such as Debate, porteur de parole, Young People and Democracy Workshop, Gamification, Art,...).

The results of the 12 local experimentations of these tools were shared and discussed among the partnership, while their revised version has been included in this "EU-IN TOOLKIT", a concrete outcome that was shared with other professionals and volunteers. Moreover, the Toolkit is representing the Final Recommendation to be addressed to the relevant EU stakeholders and policymakers, through the use of the EU Participatory Democracy instruments (Citizens' Initiatives, Citizens' dialogue, petitions, consultations,...).

Thanks to the 6 International Events and the 32 local activities, EU-IN involved a total number of about 600 direct and 35.000 indirect participants, affecting both the professionals working with migrants and minorities and the 12 different communities, as those professionals acted as local multipliers, supporting simple citizens in having their say at EU level and shaping EU policy.

THE NETWORK

France
SOLUTION: Solidarité & Inclusion

Latvia
BALKANS FLOWER

Italy
FPD: Fattoria Pugliese Diffusa APS

Bulgaria
ARM: Association on Refugees and Migrants

Macedonia
ROMA PROGRESS

Spain
AGIFODENT

Greece
USB: United Society of Balcans,

Bulgaria
SOLIDARITY WORKS

Romania
ANA: Asociatia Nameless Art

Bulgaria
MUNICIPALITY OF SUHINDOL

Local Activity 1

INCLUSION OF M.M.G

in Youth CSOs and
Sport Clubs



SOLUTION

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ASSOCIATION SPORTIS

TRANSMETTRE UN HORIZON À TOUS (THOT)

ASSOCIATION POUR LA PRISE EN COMPTE DU HANDICAP DANS LES POLITIQUES PUBLIQUES ET PRIVÉES (APHPP)



ASSOCIATION SPORTIS (Samatan, France)



SPORT International Solidaire (SPORTIS) is an association of international solidarity and cooperation through sport which works both in France and abroad. SPORTIS was founded in November 2014 by a group of international cooperation through sport project leaders (Tunisia, Algeria, Palestine, Morocco, Senegal). Its associative functioning allows each individual or organisation to join and contribute to its project.

OBJECTIVES

The mission of SPORTIS is "to ensure the promotion and development of solidarity and international cooperation programmes integrating Physical Sports and Artistic Activities for populations in distress, extreme poverty or social precariousness. It participates in France in the movement of education for citizenship and international solidarity".

https://sport-is.org/

THOT (Paris, France)
Transmettre un horizon à tous

Thot's team was set up from the field in the summer of 2015 when the team was trying to help refugees and asylum seekers in Parisian camps. In spite of their many nationalities and their very varied social levels, we noticed that one question remained common to them: where to learn French?



https://thot-fle.fr/fr/

The association offers a diploma course, taught by real teachers, in a stable, specific and complete framework, for refugees and asylum seekers who do not have a diploma, and responds to an ever-increasing demand for training in FLE (French as a foreign language) for this public.





APHPP (Saint Herblain, France)



https://aphpp.org/

The association was born out of the recognition of the need for greater consideration of disability in the political and economic spheres. Disability concerns 12 million people in France and APHPP wishes to work by being a force for proposals, but also for consultation, with public authorities and economic decision-makers. The association brings together elected representatives, disabled people, entrepreneurs and carers.

OBJECTIVES

The objective of the association is to work together both by being vigilant about the new provisions implemented by the government but also by being pro-active, by developing proposals that will bring together people with disabilities, carers, elected officials from all sides and economic actors acting in the field of disability.



BALKANS FLOWER

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Body and Mind

The project was carried out by Association Balkan`s flower with the partnership of Association Gribu but, fitness trainer Agrita Spelmane and Zumba instructor Maija Olsteina. The activities took place 4th of July 2020 in Majori beach (Jurmala) and 23th of July in Riga center, on the roof of gym Myfitness Latvia.

ACTIVITIES

The main activities were fitness classes: Zumba dance fitness and other youth fitness activities under the guidance of fitness trainers.

Body & Mind and general health fitness classes took place to help the participants learn to breathe correctly and relax, and practice harmonious, mindful exercise.

https://www.balkansflower.com/



IMPACT AND RESULTS



The activities involved 15 disadvantaged people. During the fitness classes, the young people learned to relax and enjoy fitness in a friendly environment, collaborate and try to accept themselves and others in an unfamiliar environment. They had the opportunity to establish contact with one another and connect in a non-formal, friendly setting.



FPD
FATTORIA PUGLIESE DIFFUSA APS

collection of best practices

https://thelongwaytoeurope.wordpress.com/

The Long Way to Europe

The project “The Long Way to Europe” (TLWE) was funded with the support of the European Union under the Programme "Europe for Citizens", Strand 1: European Remembrance. The project gave the opportunity to more than 300 participants, from 9 EU Countries + RS, to reflect, with the use of formal and non-formal methods, on the fundamental principles of freedom, democracy and human rights. TLWE is inspired by the story of a deported Romanian Jewish painter. Through the 4 main stages of the trip of Zivi Miller, the youth, during 18 months, took part to 4 International Events in Romania, Poland, Italy, Cyprus. They've learned from the past and reflect on the future of Europe and the sense of being active citizens. Each event was focused on specific issues directly linked to Zivi's experience, such as: discrimination and racism in Romania, crimes against humanity and human rights in Poland, inclusion of migrants in Italy and freedom of movement and peace in Cyprus. During the international events, the young participants learned, saw, reflected and acted about the lesson of our history.



THE LONG WAY TO EUROPE

Thanks to the visit of museums and historical sites, the testimonies of witness and experts, discussions and debates within the groups, the participants tackled these issues and focused about today situation in Europe. The reflections were expressed by the young participants with draws, murals orgraffiti. They were also be trained to share their visions and expectations about the future of Europe as active citizens and shared it with the tool called 'Porteurs de paroles".

More about the Street Debate methodology: *shorturl.at/hGMP1*

These innovative and participative practices of public place interaction were used to promote directly in the streets the debate and the participation of the citizens about the European Values. These methods to raise awareness were be not only experimented during the International Events, but also organized by the youth in their communities (30 local events with the possible initiative of the European Solidarity Corps).



ARM

ASSOCIATION ON REFUGEES AND MIGRANTS

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REFUGEE INTEGRATION PROGRAM- RED CROSS

SOCIAL REHABILITATION AND INTEGRATION CENTER "ST. ANNA"- CARITAS

SPORT PROJECTS- "ASPIRE" AND "YIBINS"

Refugee Integration Program by Red Cross



ABOUT IT

The refugee integration program is implemented by the Bulgarian Red Cross (BRC) and financed by UNHCR. Under this program, the BRC is providing consultations on issues related to the life and rights of refugees in Bulgaria, assistance in getting access to healthcare and services, assistance in finding a job, social and cultural orientation, housing program covering household expenses for a period of three months; support for children attending Bulgarian schools through additional Bulgarian language training, provision of textbooks and learning materials; support for refugees with special needs. An important part of this program is the operation of the BRC Refugee Integration and Information Center in downtown Sofia.

Another good practice in the area of integration, established over the years, is working with social mediators. The social mediators, supporting asylum seekers and beneficiaries are selected among other migrants, beneficiaries, family members of mixed marriage families, foreigners with permitted residence in the country and Bulgarian citizens who are fluent in the most commonly used languages by those seeking protection and familiar with the culture of the countries where the largest groups applying for refugee or humanitarian status come from. Social mediators play an extremely important role in the cultural orientation and integration of newcomers in the country. They are irreplaceable advisers and consultants in the first integration steps of asylum seekers and beneficiaries of international protection.

https://en.redcross.bg/activities/activities8

"St. Anna" by Caritas Sofia

The center is providing refugees social counseling, psychological support, Bulgarian language courses, address registration, registration with a GP, home and work assistance, art activities, mentoring programs, and other activities supporting the process of integration in the Bulgarian society. Within the center also exists a Career center with a focus on the labor market integration of the refugees, providing services like job fairs, support for the creation of CV, preparation for job interviews, etc.



The mentoring program implemented by St. Anna Centre for Social Rehabilitation and Integration of refugees provides support for communication with the local population, which facilitates their integration into the Bulgarian society.



The program has been in existence since 2016 as a proven and workable practice to help beneficiaries of international protection living in Sofia. By entering a completely new and unfamiliar environment away from home, people who have received international protection need someone to help them get their bearings – a friend and a partner to share their concerns with, to practice their Bulgarian and spend time in the company of a local person. When pairs are formed, the personal interests and talents of the participants are taken into account. Mentors undergo pre-service training to learn more about the essence of mentoring, effective communication, program goals, how to teach Bulgarian through conversation and inclusion in appropriate cultural events.

Volunteers who act as mentors are motivated people driven by the desire to do good. People who want to lay the foundations of their new life in Bulgaria are motivated to learn more about the culture, lifestyle and customs of the country.



Bibliography:

1. http://caritas-sofia.org/en/groups/refugees-and-asylum- seekers
2. http://caritas-sofia.org/assets/media/annual-report-2018-english.pdf
3. http://caritas-sofia.org/assets/media/gender-assessment-eng.pdf
4. https://migrantlife.bg/

Sport Projects

ASPIRE PROJECT

The Bulgarian Union of Physical Culture and Sport implemented Erasmus+ project ASPIRE , focused on strengthening the capacity of sports clubs, federations, and associations to work with refugees and migrants. Within this project sports teams, clubs, and associations founded or led by refugees & migrants were also presented. One of the outcomes of the project was an online training kit.

https://www.aspiresport.eu/partner/bupcs

YIBINS

DIA-SPORT Association implemented a project YIBinS aimed to use sports as the main catapulting agent in interconnecting structures and/or stakeholders within the community or network into working cross-sectoral to optimally facilitating the social inclusion, equal opportunities, and integration of youth with a migrant background into society. Footura Association also implemented various projects including activities for refugees, asylum seekers, and migrants including persons with disabilities. Besides sports, equipment is also provided.

http://www.dia-sport.org/

ROMA PROGRESS

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FOOTBAL AGAINST DISCRIMINATION "Equal in Sports, Equal in Society"

EQUAL IN SPORTS, EQUAL IN SOCIETY

YOUTH EXCHANGES

The concept of this project is to unite diverse groups of people and stands for the idea that in sport there is no place for discrimination. Each October, during the Football's People week we gather young people from different ethnicities that play together. This campaign is supported by Fare Net, and celebrates equal opportunities, respect and tolerance for everyone regardless religion, sexual orientation, race etc.

"United Voices in Diversity"

During the exchange "United Voices in Diversity" in the period between 30 November and 8 December, 5 young people coming from different nationalities and backgrounds were able to learn more about creative ways to tackle discrimination and prejudices and to learn about different cultures through music. The hosting organization Active Euro Youth enabled the participants to develop a deeper connection with each other and to understand others by using the music as the main tool in one beautiful and inspiring surrounding such as Istanbul is. We consider these types of exchanges as a great practice against discrimination and bigger inclusion in society. This project gathered more than 40 young people coming from 9 different countries.





"Forum Theatre Against Radicalization"

In the period of 30 October - 6 November there was a training course in Vrsac, Serbia supported by the Erasmus+ Program intentioned for youth workers for using Marshal Rosenberg method of non-violent communication and Forum Theatre for preventing radicalization leading to violence among youth. The Progress team was represented by Marija and Orhan that said this was an opportunity to learn about new cultures, enhance their communication skills and develop critical thinking about important topics such as the reasons that lead to radicalization and how to prevent escalation of it by using different approaches and methods.

After the TC, the youth workers were able to transfer their methods amongst young people through organizing workshops in multicultural high schools in Skopje, Macedonia, and contributed directly towards better tolerance and peace.

AGIFODENT

collection of best practices



Artesania Nazari

'ArtesaníaNazarí' is continuing the legacy of the great artisans of the past who enriched the heritage over centuries, reproducing artisanal works from the cultural heritage, using refined techniques in order to transform natural materials such as plaster into unique handmade pieces.

With more than 25 years of experience, they become experts in the smallest details of the artistic heritage, 'ArtesaníaNazarí' endeavours to revive the mastery and beauty of the past and offer it to art lovers.

The project was carried out in the Artesania Nazari laboratory by the specialized staff. The whole project was developed in the Artesania Nazari laboratory in Cenes de la Vega - Granada (Spain). The workshop has a large space enabled to have groups for training courses and exhibition groups on how the works of art are developed. Starting from powdered plaster, to working with molds, cleaning the piece, painting the piece, up to the application of gold or silver sheets.

ACTIVITIES



The Nazarí art is one of the most ancient and best known in Granada as the city was the last to be under Arab control before the reconquest of the Catholic kings. The course has a duration of 2 hours, a theoretical part that alternates with a practical part. It's explained how this art was born and where to find some testimonies of the art in the city of Granada. One of the main points is the Alhambra.

A practical explanation follows with the realization of a piece of plaster with the use of molds by the staff. After this introduction and practical explanation, the participants, each in their respective positions, reproduce a plaster object using the same technique explained previously. All the activities are under the supervision of the staff. In this way the participant sees how it is possible to obtain valuable pieces from a simple plaster in powder and water. Furthermore, the participants are amazed at how in just 2 hours of lessons they managed to achieve something more or less professional.

IMPACT AND RESULTS

In the course were involved 20 disadvantaged people. It had excellent results as all the participants paid attention to the explanation of the staff first, and subsequently managed to create a piece that initially seemed impossible to them. They have learned that anyone can achieve something that initially seemed impossible to them. There are those who were more professional in making the piece and some less, but all managed to finish the work assigned at the end of the course. Surely one of the results wanted to give that feeling that nothing is impossible. Everyone can achieve an established or required result, with or without help.

http://artesanianazari.es/

USB

UNITED SOCIETY OF BALCANS

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ROMA STORYTELLING ADVENTURE

EMPOWERING YOUTH WORKERS TO REACH OUT YOUNG MIGRANTS AND REFUGEES (REACH OUT)

MAZÍ HOUSING PROJECT

FAROS TOU KOSMOU





The Youth Exchange brought 42 young people aged 18-25 for 12 days from (Greece, Bulgaria, FYROM, Romania, Spain) to Thessaloniki. During this week, youth talked about the Roma people in their countries, shared their stories, personal experiences and opinions by using the methods of non-formal education. The aim of RO.S.A. project was to get participants in touch with the concept of identity, human rights, minority rights and to get to know the Roma community, to be sensitized to the problems they face and break the stereotypes associated with Roma people, their culture and lifestyle.

The participants had the opportunity to attend special parallel workshops on areas related to digital storytelling - theater, script writing / direction, video production / editing - and acquire the relevant skills while expressing.

The participants were divided into three groups and attended all the workshops periodically.

The aim of these workshops was, among other things, to provide tools for the promotion of human rights and the rights of minorities. Participants had to write film and edit their own short videos.

IMPACT

The young people became more familiar with the reality for roma people in different countries. In the last days of the exchange, the results of these workshops were presented at a meeting aiming to have a maximized and multiplier effect on the local community. This event also included local stakeholders and young people who had the opportunity to be informed about the project's themes, to interact with the participants and to be informed about the Erasmus + programs and the opportunities they offer.

Empowering Youth Workers to Reach Out Young Migrants and Refugees (REACH OUT)

https://reachout.yasar.edu.tr/about-reach-out/

REACH-OUT project aimed to develop and test an innovative training curriculum for youth workers to support them in reaching out to young migrants and refugees, while increasing youth workers' competences and fostering their professional development. The specific purposes were:

a) To analyse the traning needds of youth workers about working with migrants and refugees
b) To develop of an innovative traning curriculum for youth workers who work with young migrants and refugees
c) To implement a pilot training for youth workers with this new training curriculum
d) To increase professional knowledge and skills of youth workers in the area of migrant and refugee workshop
e) To improve the quality of the youth workshop



The REACH-OUT partners developed 3 intellectual outputs during the project lifetime.
1.Need Analysis Report that presented the results of the research conducted in order to understand the training needs of the youth workers in terms of reaching out young migrants and refugees.
2.Training Curriculum and Materials used for training the youth workers who work with young migrants and refugees.
3.Trainers Handbook, a useful resource for youth workers in providing trainings to other youth workers as well as providing services to the migrants and refugees.

MAZÍ HOUSING PROJECT

One of the biggest gaps in service provision in Athens is accommodation for displaced young single men. Young men on their own in Greece are ignored, dismissed and deprived of the opportunity to become independent by a system that says that young men are not vulnerable enough to be supported, and in turn they are exposed to crime, violence, drug abuse and exploitation whilst living on the streets.

A safe, secure house can provide protection not only from these dangers but also give these men the opportunity to be able to access vital services including non-emergency health care, registered employment, financial support, public education as well as building their utonomy.

https://www.socialdynamo.gr/en/hosted_group/mazi-housing-project/

Mazi Housing project was formed in 2018 by a group of independent volunteers from various grassroots organisations in Athens working with asylum seekers and refugees. The reation of Mazi was the result of the connections we made with other organisations and individuals and the experience, knowledge and support we drew from them. We are now a team of four with experience of accommodation provision, legal support, social work, project management and psychology.

Mazí, meaning together in Greek, speaks to the sense of community and support that we aim to foster with this housing project.

The project now offers accommodation (including food, utilities and all other basic ecessities) as well as welfare support to six young displaced men who were previously homeless, with the aim to expand the number of men supported.
Residents live in safe, spacious housing that gives opportunity for and connections to legal support, psychosocial support, education and employment opportunities.

Faros tou Kosmou

The “Lighthouse of the World” is a Greek organisation that has been operating since 2004 as a hospitality space for the underage without families, providing them with a safe living environment, and as a support center for the underage of the region providing services such as food, extra teaching hours, clothes,
school materials, cleaning services, sports activities, travelling, cultural activities, foreign languages, music lessons, vaccinations, legal support, psychological support.

Two of the many activities of the center for Roma people:
1. The creation of the music lessons/music band "Faros tou Kosmou"
2. The Educational Robotics Courses that enable them to participate in meetings and competitions at National and World level

MUSIC LESSONS AND BAND

The music class and band have been awarded many times for its work as it participates in many charity concerts in prisons, institutions, greek langage schools, schools, refugee centers, ecological and antiracist s festivals, camps and whereever they are called to offer some fun and emotion. One of the band’s child, Alexandros Sagouris, became known all over Greece through his participation in the X factor video contest.

EDUCATIONAL ROBOTICS COURSES AND COMPETITIONS



The two teams of robotics have won the 1st prize of teamwork, 1st junior coach award, 1st prize research, have traveled to America to participate in International competitions and manage to put the youth Greek Educational Robotics on the world map.
These activities are very impactful as they promote non-foraml learning for young people who don’t necessarily follow up with formal education.

https://farostoukosmou.com/en/home/

SOLIDARITY WORKS

collection of best practices





Bulgarian Sports Development Association

In 2016 the Bulgarian Sports Development Association launched a project to demonstrate the possibilities to address social tension and enhance migrant integration through sports. BSDA managed to bring together a diverse group of 65 young people, including migrants, who were empowered with tools for integration through sport and had the opportunity to build up their tolerance by exchanging ideas and learning about each other. On 15th of May 2016 ,the Bulgarian Sports Development Academy held a National Youth Meeting under the name "SportIgration" in the National Sports Academy "Vasil Levski".

On 20th of October BSDA held a National Youth Meeting in Petrich. These events aimed to bring together young people and policy makers from Bulgaria, as well as to involve them in a consultative process, whereby participants were invited to give suggestions and ideas for integration through sports, culture and art. These events were seen as a crucial step in the process to increase the civic engagement of young people, and increase their awareness in relation to current issues in the European Community.

https://en.bulsport.bg/

ACTIVITIES

The SportIgration project took advantage of a diverse set of non-formal education activities, including interactive training sessions, discussions, as well as social and sports games. The project excelled at building an open and supportive atmosphere for participants to share experiences and points of view, as well as debate on various topics. As a result of their participation in the project young people were encouraged to and actively participated in developing policy suggestions for the integration of migrants and other minority group through sport, culture and the arts.



During the project young people developed a package of measures for integration through sport, which include:

Establishing sectoral integration programs aimed at all target groups for which a purposeful integration approach is needed.

Encouraging the creation of targeted programs to promote integration.

Making full use of the human potential in sports to create opportunities for integration through sport activities as a way to prevent the encapsulation of these marginal groups.

Increasing access to funding from the state, municipalities and preferential use of EU financial mechanisms.

Investing in the acquisition of skills and knowledge by sports professionals and youth workers.

Creating preconditions and conditions for sports specialists foe access to the indicated target groups and providing an opportunity for regular, purposeful sports activities, conducted with an integrative approach.

Providing preferential conditions for the use of state or municipal sports facilities for sports activities, which include representatives of refugee groups.

Preparation of methodological guidelines for work with refugee groups in the integration through sports with specific examples of sports and pedagogical situations to be used by specialists working in the sector.

Improving the participation of all those responsible for the implementation of policies for integration in sport – national government, sports organizations that received the service, non-governmental organizations working in the sector.

IMPACT AND RESULTS

The project highlighted good practices for integration through sports from several countries internationally. The selected good practices demonstrated practical efforts to enhance integration processes, reduce risks and strengthen social cohesion. The conclusions and recommendations that the Bulgarian Sports Development Association reached highlight the importance to:



• help arouse interest in sports organizations and professionals, and to create sustainable programs for integration through sport
• enable young people to exchange ideas and experiences on the topic and thus increase the added value of local communities in the processes of integration and the fight against multicultural differences.
• increase knowledge and acquire new skills, knowledge and methods for sports and outdoor activities as tools for integration and education
• create a network of motivated young people whocan act as ambassadors, volunteers, teachers or coaches in their local communities and among their friends to promote European values of solidarity and integration.
• raise awareness of personal, social and professional realization of participants in such integration programs. encourage the civic and sports participation of young people, people with different social, cultural, ethnic or religious backgrounds, giving them the opportunity for more successful and rapid integration and realization in society.

NAMELESS ART

collection of best practices



https://rugbybaicoi.ro/

AURORA RUGBY CLUB

Aurora Rugby Club dedicates to both sports and social agenda. Rugby is helping into getting to the vulnerable children from a socio-economic point of view and bringing them back to the community. Its mission is served by 4 types of actions:

-Put in children's arms the rugby balloon and make for them the admission to an easier high school sports programme. So they stay at school doing something they like, do what they like, have access to Free accommodation and meals. All this greatly reduces the risk of school dropping out.

-Help the kids from the club to keep up with school by organizing summer schools where math and English is taught.

-Develop projects focused on emotional support especially for children from disjointed families.

-Help youth in the extreme situation faced by some families to improve their material situation

LOCAL AND INTERNATIONAL PROJECTS

Renovated the football stadium in Baicoi, that was abandoned for 10 years and reintegrated into the sport circuit. Now it is the only rugby stadium from the area, which more than 900 children are using it for training and competitions in the Aurora's eight years of existence.

15 Children were recruited as rugby players to the CS Aurora Baicoi

Extended the access of children to sports by training P.E. teachers from 9 communities





1. Aurora Summer School is an action through which Aurora organized English and math courses for 30 kids from the club using the free Duolingo and Khan Academy applications. The 2014 and 2015 editions were spread over a weak.
2. "First steps in rugby" is a project through which teachers and children from 9 localities first came in contact with rugby. The project culminated in a rugby competition involving more than 160 children from 14 schools.
3. "Rugby Listens to You!" Is a project by which Aurora used rugby and psychological counseling to solve affective problems of children with fewer opportunities. The project was held in 2015 and 2016.
4. Traditional Sports and Games 4YOU is a project funded by the European Union through Erasmus + through which children and young people were initiated into traditional European sports. The partners were associations from Italy and Bulgaria.
5. The Rugby Aurora Community Center is a building located in the vicinity of the Aurora Băicoi Sports Center, which was renovated to support the club's educational and social projects. The project is funded for 5 years by United Way Romania with the support of the Velux Foundation.

SUHINDOL
MUNICIPALITY OF SUHINDOL
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Kyokushin Suhindol Sports Club

At the beginning of 2021, with the support of the Municipality of Suhindol, the Kyokushin Suhindol Sports Club was established at Sofia University "St. Kliment Ohridski". Children from different ethnic groups are trained. "The main aspiration of the management of our sports organization is to promote Kyokushin karate among the youth" - says the instructor of the club Sensei Boyan Angelov. Children study for free. The maintenance of the Club is borne by the school and the Municipality.





We strive for children to receive physical education that will allow them to understand sports and exercise as a source of personal pleasure, care for the body and balance of spirit, as a way and means to overcome dangers such as drugs and boredom. Our motto is: "Sport for every student!"

Local Activity 2

INCLUSION OF M.M.G

in School



SOLUTION

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Dunkerque

The Ferrer, Curie and Daubie public schools have been giving classes to the migrant children of the Linière refugee camp since 2017.

In order to promote their inclusion in the classes, the Lille School Academy has opened two teaching vacancies and offered training to two teachers and the entire educational team, with the support of CASNAV (Academic Centre for the Schooling of New Arrivals and Travelling Children).
A real collaborative work was undertaken between parents, teachers, the inspectorate and the municipality to enable migrant children to find their place at school alongside peers of their own age. Pupils are welcomed in the afternoons to follow the courses of these schools.







The objective of this initiative carried out by these public schools is to organize learning activities promoting the social inclusion and education of migrant children living in the Linière camp, who do not usually have access to education. The goal is also to get the children to interact with local communities.

http://www1.ac-lille.fr/cid112542/grande-synthe-une-ecole-inclusive-reussie-pour-les-eleves-migrants.html?menu=3

BALKANS FLOWER

collection of best practices

The event was organised in Latvia by the "Balkansflower" association in cooperation with the "Gribu but" association and Gulbene Municipality. 58 classes took place in May 2022 in Gulbene Municipality schools.

As part of the event, 58 inclusive 50-minute dance courses were held for school-age children. A Zumba Kids course was conducted with the help of a health mentor (coach Agrita Spelmane). It was suitable for all children (including those with disabilities in mental development and mobility disorders.)

Pedagogical methods for dealing with children were applied, as well as instructions in the form of dance and play. Topics on reducing bullying, promoting cooperation, reducing discrimination, and integrating refugee children into society were included.



The courses were performed in the presence of schoolteachers. After the lesson, the teacher filled out an efficiency form with pluses, minuses and recommendations. All teachers replied that such classes should be carried out more often. They also replied that kids need to be physically active and integrating them through physical activities and play is a great job.

The course aims to integrate minorities into the society through sports and culture.

15–25 children from mixed backgrounds participated in each course (Latvian, Russian, Ukrainian children).

In total, about a thousand children and more than seventy teachers from Gulbene municipality participated in the courses.



We promoted children's health and cooperation between children while discouraging bullying. Children had fun while they were being integrated into the modern mixed society in Latvia.

The war in Ukraine forced many residents to become refugees. Such a big influx of refugees is something new for Latvian society. We are all learning together how to integrate them into our society.

All the activities involving integration have an impact on the community. Positive emotions and physical activity contribute to boosting the community engagement.



FPD
FATTORIA PUGLIESE DIFFUSA APS

collection of best practices

Sinti e Caminanti

The National Project for the Inclusion and Integration of Roma, Sinti and Caminanti Children ("Progetto Nazionale per l'inclusione e l'integrazione dei bambini rom, sinti e caminanti") was implemented from 2013 – 2016 by the Italian Ministry of Labour and Social Policies in collaboration with the Ministry of Education and Research and the "Istituto degli Innocenti". The aim of this project was to foster the process of inclusion of RSC children in school and living context and to build a network between the 12 involved cities all over Italy.

Activities

With its focus on the school and living context, the project concentrated on two essential parts of inclusion. The initiative in schools in particular aimed to promote a welcoming and cooperative context for everyone, not only Sinti and Roma minorities.

In most cases, the activities were carried out by the school operator and the teachers of the class, in half of the cases joined by a teacher responsible for interculturalism or inclusion. The project provided the teachers with extra training sessions, workshops, and cooperative learning activities.



Impact and Results

Only in the third year of the project, it involved 3000 pupils, out of which 300 were RSC children. Among the positive outcomes of the first three-year experimental period are the strengthening and expansion of the project network at the local level and the increased school attendance of the RSC children involved. The project was continued from 2017 on within the framework of the PON inclusion actions.

ARM
ASSOCIATION ON REFUGEES AND MIGRANTS

collection of best practices

School Enrollment

1 Good practice on a policy and operational level in the field of education is the opportunity for the refugee or asylum-seeking children to be enrolled at any time in school up to 40 days before the end of the school year.

The availability of previous education and personal documents is not a necessary condition. The children are allocated to a class, mostly depending on their age. The refugee children are enrolled above the planned number of children, enrolled under the mainstream system. This practice is implemented under Ordinance No 3 of 06/04/2017 on the "Terms and Procedures for the Enrollment and Education of Persons Who Seek or Have Been Granted International Protection", issued by the Minister of Education and Science.

2 Another good practice on the policy and operational levels is the provision of additional Bulgarian language classes for refugee and asylum seekers children. Schoolchildren seeking or granted international protection enrolled in state or municipal schools are provided with additional free modules in Bulgarian language learning.

This practice is implemented under Ordinance No 6 of 11/08/2016 on Learning the Bulgarian Literary Language, issued by the Minister of Education and Science, and provides additional training in Bulgarian as a foreign language to support the integration of children and students, seeking or having received international protection. The training is carried out individually or in a group at the discretion of the headmaster of the host school or kindergarten respectively, following a decision of the coordinating team based on the state educational standard for inclusive education according to the needs of each child.

3

Interesting is the case of Samir Mohammed, 14, from Afghanistan, who was honored for his author's tale "The Child of the Dragon" in the ninth edition of the National Competition for Children's Tales "I'll Tell You a Tale".



Samir is a 6th-grade student at the 59th United School "Vasil Levski", where he has been studying for three years. He is the eldest child in the family, standing out with his writing talent at the beginning of his stay in Bulgaria. It was discovered by his class teacher and Bulgarian language and literature teacher, Mrs. Kalina Georgieva, who personally helped him prepare for the competition.

The fairy tale "The Dragon's Child" was awarded, among 724 proposals, with a special prize in the age group 13-15 years, personally by the Mayor of Sofia, Mrs. Yordanka Fandakova. The fairy tale tells about the misfortunes of Princess Nargis in the kingdom of Basra, who in search of the greatest happiness on earth save the little red dragon Samir and as a token of gratitude, the Dragon helps her have a son to continue the royal family. A story of fairytale lands, from which escape people fleeing conflict and persecution in an attempt to save their lives, but a story with a happy end, which affirms the power of hope in a better future. Samir is also the author of other stories with deep meaning and ideas, rethinking the traumatic experience of the refugee in a new way, which heals. They are carefully collected by his Bulgarian class teacher in the hope that one day they will be published in a separate book of stories with the power to transform. Outside of school, Samir is part of the program for educational support of refugee children, offered by the Bulgarian Red Cross and UNHCR. Mrs. Kristina Gologanova, a social worker and a Bulgarian language teacher, works with him.

4

On an operational level are being implemented various school innovative good practices related to social adaptation and integration of refugee children in the school environment, depending on the specific context.

One of the most famous examples is the school in the village of Ivanovo, near Hamranli, where the school principal applies the practice of community-based integration, introducing refugee and asylum-seeking children to Bulgarian folklore and traditions. Additional good practices, implemented by schools are the Schools/ NGOs joint organization of solidarity and welcoming classes in schools, where Refugee and Asylum-seeking children as well as Roma children and ethnic Bulgarians are enrolled.

5

In the academic field the H2020 project Bridge, implemented by Sofia University could also be briefly presented. The main objective of the project was to support refugee researchers (PhDs and experienced researchers as well those with bachelor and master degree) who had been displaced in Germany, Greece, Switzerland, Turkey, and Bulgaria to find their long-term professional realization in research and business organizations in Europe.

Main activities were incuding developing pilot courses and conducting training for social integration and career development of refugee researchers; developing pilot courses and conducting training for refugee researchers as mentors; providing services and support for individual career development to refugee researchers; developing and publishing a Video Handbook for refugee researchers as mentors.






https://www.refugeeocean.com/project-bridge/

ROMA PROGRESS

collection of best practices

The Roma Progress conducted 4 video interviews with the following schools/ institutions: Highschool "Arseni Jovkov"; Highschool "Shaip Jusuf"; Elementary school "26 July"; Center for social services: Municipality of Shuto Orizari

For this activity were gathered 3 initiatives/ practices for the inclusion of marginalized and vulnerable groups in the educational process. The workshops were held in three different high schools targeting students of different ethnic or social backgrounds.

- Bilingual teaching in schools (Option for the smaller ethnic groups to follow the classes in their native language: Romani, Albanian, Bosnian and Turkish)
- Learn the language of your friend! (Opportunity for the students to learn the culture and the language of the other nationalities and interact with each other)
- Multicultural school for peace and tolerance – Similar, equal, same!



The project ***"Learn the language of your friend"*** is supported by the Municipality of Skopje, in collaboration with 11 high schools in Skopje. The primary purpose is to enhance communication between high school students, especially in those schools where there are students from different ethnicities.

This initiative is ongoing for almost 2 years, and so far more than 2,000 students attended the language courses in Albanian, Macedonian or Turkish. The initiative is a positive example of multiethnic integration and inclusion of smaller ethnic groups in the process of education and communication with their peers.

For 9 months, 9 workshops were held within the "***Multicultural School***" initiative, supported by the City of Skopje, Sector for Education. The workshops were carried out in three multiethnic high schools - SUGS "Shaip Jusuf", SUGS "Arseni Jovkov" and SUGS "Zef Ljus Marku" focusing on conflict management and overcoming stereotypes and prejudices.



The aim of the project was to promote intercultural values and build a space for communication and tolerance among young people from different ethnic communities. At the same time, the purpose was to raise awareness among young people and mobilize them for active action in local communities.

Different types of stakeholders and opinion shapers were involved in the activities: professors, directors, social services, young students, NGO activists, and representatives of public institutions.



Class in Turkish language, March 2020

https://sugsshaipjusuf.edu.mk/
https://skopje.gov.mk/mk/vesti/2019/11-11-2020-prodolzuva-proektot-zboruvam-na-jazikot-na-mojot-drugar-onlajn/

AGIFODENT

collection of best practices

Juan XXIII Cartuja

The project was carried out in Juan XXIII Cartuja school by our specialized professors.
The project was related to physics and technology, the major objectives are to establish effective partnerships for cooperation that can solve common problems, to use technology for supporting the learning process, and most importantly, to make digital education equitable and inclusive.
Our students worked together with migrants and disadvantaged people and made three different physics experiments which enabled them to gain practical skills, and a new understanding of the connection between sciences and technologies, useful for a future job.



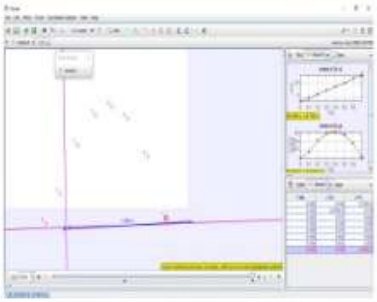


Activities

The priorities of the project were to support individuals in acquiring and developing basic skills and key competencies, to promote an open education and innovative practice in a digital era, and to create a space
of social inclusion.
The classes had a duration of 25 hours, 5 hours per day. A theoretical part was alternated with a practical part. The participants were divided in groups and each group had assigned a different experiment.
In the first part of the class, our professors explained the physics basic principles that were needed to carry out the experiments.

The second part of the class consisted of the practical realization of seven experiments:
-How to make a catapult in real life and in algodoo
-Vertical Launch and Free fall
-Stone Speed in Different Types of Water
-Free fall and horizontal shot
-How gravity changes the trajectory of a body
-the harmonic motion of a spring
-Free fall motion and the principle of conservation of mechanical energy
Students and migrants had the possibility to implement the principles learned before and to observe that physics and technology can be applied to everyday life. Furthermore, they employed a free software to analyze and process the results.





Impact and Results

In the course, we have involved students. We had excellent results as all the participants paid attention to the explanation of our professors first and subsequently managed to carry out the experiments.
The main impact of the project was providing these young people with an awareness of the importance of learning science, how to use science to explain everyday phenomena, discussing science and making decisions based on scientific knowledge, as well as recognizing technology as a stimulus and product of science.
They have learned the importance of working in a team and sharing knowledge in order to obtain the best results.
The people who participated in this project were all from different countries and backgrounds, therefore, one of the most important achievement was encouraging intercultural dialogue and collaboration.

USB

UNITED SOCIETY OF BALCANS

collection of best practices

EDUCATION OF ROMA CHILDREN

STAY TUNED – URBACT

REFUGEE INTEGRATION PROJECT



Education of Roma Children

Within the Operations Project "Development of Human Resources, Education and Continuing Education", co funded by the European Social Fund, the programme "Education of Roma Children" has been implemented by three Greek Universities. It lasted two years, from 2016 to 2018, and the main aims were supporting school attendance of Roma students from preschooling to the end of compulsory education, preventing school drop out of Roma adolescents, and approaching social issues thanks to psychological interventions. It consisted of four activities focused on keeping Roma children and adolescents at school, training the teachers, and raising awareness amongst the Roma community (in particular among the students' parents). The implementation required the cooperation and collaboration of school staff, cultural mediators, social workers, artists, psychologists, parents and local community.

We interviewed Georgia Kalpazidou, assistant researcher at the Institute of Modern Greek Studies, who worked as teacher and cultural mediator for the implementation of the programme at the High School of Dendropotamos (in Thessaloniki), supervised by the Pedagogy Faculty of the Aristotle University of Thessaloniki.

In this case, the main need was to reverse the negative image associated to Roma people, as the whole community experiences the discrimination within the local community and this is directly linked to early school drop-out of Roma children and adolescents: it's not easy to awake their interest during classes, if they don't feel part of the group. New educational activities were implemented, such as the introduction in class of Romani Literature, critical multiculturalism, and the use of Romani language inside the class right next to Greek language. Very successful has been the use of Storytelling, allowing Roma students to get in contact with positive images and heroes from their same background. Storytelling can be intended as a non-formal education methodology that has been well integrated in a formal learning setting.

THE OUTCOMES

The main outcomes are linked to Roma students' active engagement within class activities. The students had the possibility to express themselves and communicate their ideas and thoughts in a freer way once they were allowed to use Romani language next to Greek. Their imagination has been stimulated by storytelling that has inspired them, since the fairy tales offered new perspectives about the identity of the Roma culture. The whole class became for them a more inclusive environment.

Moreover, the newly found interest and engagement had an impact also in the community, as the children's parents reacted supporting their education, not fearing anymore the school environment as a hostile place.

http://peroma.web.auth.gr./peroma/en/node/183

Stay Tuned – URBACT

Stay Tuned is a project that started within the framework of URBACT III, the third edition of the URBACT programme developed by the European Territorial Cooperation co-financed by the European Regional Development Fund, the 28 Member States, Norway & Switzerland, that for more than 15 years has aimed at creating integration within the cities in all Europe. In particular, the URBACT III (2014-2020) using transnational exchanges, capacity-building activities, and capitalization and dissemination, set the goals of designing and developing urban policies and practices and implementing sustainable urban strategies and actions in the cities, while training practitioners and decision-makers on sustainable urban development.
Stay Tuned, more specifically, is a project for "boosting the frequency of qualification" in those European cities where there are high rates of early school drop-out, or Early Leaving from Education and Training (ELET), the consequences of which are unemployment, poverty, marginalization, and social exclusion.
The municipality of Ampelokipi- Menemeni, in Thessaloniki, has a Roma community neighborhood called Agios Nektarios, with a high rate of ELET. Among the actions undertaken there's the opening of a community center, within the neighborhood, with a ROMA department where people have the support of social workers, psychologists, Roma cultural mediators, and pedagogist (for supporting both children and adults in education). Many workshops took place in order to raise awareness among the Roma community about education, health, empowerment of women, etc. Teachers and people working with the Roma community received training too on how to fight Anti-gypsum. Information leaflets and Educational Guidelines were printed and spread.
This is the context for the opening of a "Second-chance School" inside the Agios Nektarios neighborhood.

There are three main obstacles:

1. Only the national Ministry can take decisions concerning education policies, although the municipality is the one witnessing the problems that may appear on the way,
2. Although the Roma community nowadays is more open to non-Roma activities and lifestyles, Roma people still perceive the "outside world" as hostile towards their culture;
3. There is another "second-chance school" outside the local area but both the distance and the cost of the ticket have been limiting the attendance.

https://urbact.eu/
https://urbact.eu/stay-tuned

Given all of the previous points, here are the Good Practices we should take in consideration:
It's very important to have a wide knowledge of the community we are going to work with
Establish the dialogue with parents, since they are responsible for their children and also their opinion influences the latter's choices (especially on school and education), and with the school staff
The support activities that have been implemented needed to match the main school day and curriculum
Such schools can be considered useful also for the parents so that they can obtain their own primary schools certificates.

THE OUTCOMES

Once the Ministry gave its approval for building a "Second-chance school" within the Roma neighbourhood (for the academic year 2017/2018), the number of students engaged has tripled, if compared to previous years (45 now, 15 two years ago).

SOURCES

https://urbact.eu/sites/default/files/ampelokipi_oif_final.pdf
https://urbact.eu/sites/default/files/ampelokipi-menemeni_-_case_example_2.pdf
https://www.youtube.com/watch?v=qN3zE-QAuC0

Refugee Integration Project

In order to support the education of migrants in Greece, during the academic year 2016-2017, the Scientific Committee in Support of Refugee Children, supervised by the Ministry of Education Research and Religious Affairs, indicated the Refugee Education Coordinators, RECs, as the mediator figures between Refugee Accommodation Centers hosting migrant families and Schools called Reception Facilities for Refugee Education or DYEP in Greek to coordinate education actions held by Non-Government Organizations and other bodies.
As new figures, the Refugee Education Coordinators had to face many challenges, such as the lack of clear work status and a specific work environment, troubled collaboration with local NGOs, and hard times communicating with non-English-speaking parents due to a lack of interpreters.

Yet, many good practices were developed through the project, and they became the background for the ones specifically related to school inclusion:

1. RECs involved the children's parents in some of the activities they conducted with their children. Parents shared the journey to school and language classes with the pupils and were kept informed on the activities involving young migrants through meetings.
2. RECs showed the city and places of cultural interest to the children in order to integrate them into the local area (for this reason they opted for using public transportation to move around the city).
3. Cultural activities in general confirmed to be one of the best tools for intercultural communication and integration, within and outside the school environment (e.g. through art exhibitions open to the public displaying children/students' artworks)
4. RECs collaborated in raising awareness within the local community on refugees issues
5. The Refugee Accommodation Centers can benefit from open cooperation with schools and universities for educational purposes.
6. Psychosocial support largely contributes to the integration of parents and children, and it should be also available to teachers.

https://www.researchgate.net/publication/333421355_Strengthening_social_protection_for_children_in_Greece

The good practices regarding exclusively school integration are the following one:
Preeschool children, supported by teachers, psychologists and RECs have been actively engaged with artistic activities (painting, constructions, music, theater play) in order to raise in them interest for future commitment within primary school classes.
Informal education activities aimed at developing pupils' socialization and integration, in parallel with School RFRE activities and operation, such as supplementary teaching programs and courses both for parents and their children with the cooperation of the NGOs developing educational programs approved by the Institute for Education Policy/Ministry of Education Research & Religious Affairs, educators of the community work program or refugees who are teachers themselves
Educational seminars for children to acquire skills and knowledge, i.e. intercultural communication, traffic education program.
Libraries were established or expanded thanks to funding.
Creation of support educational material for RFREs.

https://www.minedu.gov.gr/publications/docs2017/CENG_Epistimoniki_Epitropi_Prosfygon_YPPETH_Apotimisi_Protaseis_2016_2017_070__.pdf



SOLIDARITY WORKS

collection of best practices



Single Step Foundation

Single Step Foundation in partnership with Bilitis Resource Center Foundation conducted a national survey on "Attitudes towards LGBTI students in Bulgarian schools" in June – August 2018. Both organizations focus on providing support services to LGBTI youth in Bulgaria, as well as advocating for LGBTI acceptance. The report based on the findings of the implemented survey was published in 2020 and was presented in Sofia in Mission Hall 23 on the 6th of March 2020.
This is the first national quantitative survey, conducted in Bulgaria. It covers all 28 districts of the country. The study aims to present the experiences of LGBTI - "lesbian, gay, bisexual, trans, and intersex" students at school. Additionally, the report seeks to examine the experiences of LGBTI students, casting light on the negative experiences that highly stigmatized students encounter during their education.

Three main activities were carried out in order to implement the project:
1. Development and dissemination of an online survey among LGBTI students
2. Analysis of the collected data
3. Preparation of a detailed report, disseminated online through the official websites of the organizers, as well as a presentation of the report.

ACTIVITIES

As part of the survey, participants filled in an anonymous online questionnaire about their experiences at school in the 2017/2018 school year, including questions asking survey participants to report whether they heard negative comments and were bullied, as well as to what extent they felt safe at school.

Some of the online survey questions asked are listed as follows:

- How often have you heard homophobic expressions from your peers as well as from school staff?
- How often did teachers intervene when they heard such insults?
- How often have your students been verbally bullied, physically bullied, and physically assaulted?

The study was distributed online through a link posted on the websites of both Single Step Foundation and Bilitis Resource Center Foundation. It was also actively promoted on social media with the help of influencers and partnering organizations and groups, as well as through flyers during public events of the LGBTI community.

Following the analysis of the online survey and the preparation of the official report featuring its findings, the organizers held a report presentation event featuring discussions and informal conversations with the public.



IMPACT AND RESULTS

The survey findings show that tolerance of hate speech against certain groups leads to aggression and bullying at school. Schools in Bulgaria are likely to present themselves as a hostile environment not only for LGBTI students, but for any student who may find themselves outside of the accepted social norms. Additional efforts and improvements of the existing framework for support and social work with students should be the focus of educational institutions in order to address the troubling experiences shared by respondents.

In order to deal with the present state of affairs the report based on the online survey suggests:

- Educating school staff - Teachers need to be prepared and supported with a set of tools that will allow them to address the various forms of bullying and aggression towards LGBTI students.
- Taking appropriate administrative measures in response to LGBTI violence at school - School administration officers should respond timely to reports of violence against LGBTI youth and work on creating a school environment where violence is not tolerated.
- Encouraging discussions on diversity - Class and school discussions related to diversity, acceptance, and social differences can be a platform for students to enhance their understanding of these topics, as well as develop skills needed for their successful transition into multicultural working and academic spaces.
- Training psychologists and counselors on how to effectively attend to the needs and specific challenges of LGBTI youth
- Developing anti-bullying school policies - School administrations have the full authority to create and communicate anti-bullying policies within their respective schools.
- Strengthening communication between school staff and parents.

The report created by Single Step and Bilitis is an important effort to gather statistical data about the experiences of LGBTQI individuals at school and to subsequently draw policy recommendations that school administrations, parents, and other committed individuals and organizations can utilize to enhance the experience of LGBTQIA students at school. Importantly, the highlighted recommendations could positively influence school environments by reducing bullying, violence, and aggression among students whether or not they identify as LGBTQI or hold another type of marginalized status.

https://singlestep.bg/en/report-news/

NAMELESS ART

collection of best practices



Mentoring for the Integration of Third-Country Migrant Children

The two-year project (January 2019 – February 2021) aimed to support and facilitate the integration process of migrant children by strengthening their social relations and empowering them and local youth from the Czech Republic, Poland, Romania, and Slovenia. This was achieved through an innovative programme of peer-to-peer mentoring, introductory language and culture courses, awareness-raising measures, and child-led advocacy, which included videos reflecting children's own experiences of migration.

The project was supported by the Asylum, Migration, and Integration Fund of the European Union.

The partnership was formed of Terre des Hommes (Romania), Organization for Aid to Refugees (Czech Republic), Fundacja Ocalenie (Poland), Slovenska Filantropija (Slovenia)

https://youtu.be/YYXPb2fywCQ
The methodology: www.tdh.ro/ro/metodologia-cadru-de-mentorat-din-proiectul-mint

ACTIVITIES

Together with its partners, Terre des Hommes had created an innovative and replicable peer-to-peer mentoring programme that is based on good practices and tested methods. The programme includes the training of local youth volunteers and connecting them with migrant children and newly arrived refugees. The migrants and young mentors participated in individual and group meetings, focused on educational and language support, as well as recreational activities, such as group games.

In each country, the volunteers facilitated the integration of migrant and refugee children into host local communities, introducing them to other children in the community and organizing outdoor and socio-cultural activities. These kinds of activities (visiting history museums, watching popular national movies, or organizing sports competitions) helped the migrant children to make new friends and to know the history and customs of the host country. At least 120 children benefited from formal and informal education and the mentoring programme and its various activities.

RESULTS

Within the MINT Project, two mentoring cycles were implemented between 2019 and 2020, involving 111 local youth and 137 children across all participating countries.

During the conference, youth and child mentors from each country shared their personal experiences. “It was extremely rewarding to help children and see their smiles, energy, and genuine enthusiasm the whole time,” explained Sabina, a Romanian mentor.

Among the conclusions reached at the conference was that mentoring programmes should be more widely adopted and rolled out as they help to create links between local communities and migrants. They give both migrant children and local youth a sense of empowerment because, together, they overcome cultural, social and linguistic barriers.

SUHINDOL

MUNICIPALITYO FO SUHINDOL

collection of best practices

On the Municipality of Suhindol's territory are a nursery, an all-day kindergarten, and a high school with professional classes. According to the type of training offered, the school is a vocational high school:

- specialty "Production of bread and bakery products" with dual form of training and acquisition of the profession "Baker-confectioner";
- specialty "Electrical Engineering" with the acquisition of the profession "Electrician of electrical machines and apparatus";
- specialty "Agriculture, forestry and fisheries" with the acquisition of the profession "Technician in winegrowing and perennials"
- specialty "Operation of road transport" with the acquisition of the profession "Organizer of road transport operation".



There is a desire and motivation in the young and educated Roma population to acquire a good education for their children. As a result, their children, who are between 1-2 years old, attend nursery, despite the fact that they live in the villages of Suhindol municipality, which are significantly far from the city. Transportation is provided for children from nurseries and kindergartens.



Local Activity 3

INCLUSION OF M.M.G

in Public Entities



SOLUTION

collection of best practices

APHPP

Association pour la prise en compte du handicap dans les politiques publiques et privées

The association was born out of the recognition of the need for greater consideration of disability in the political and economic spheres.
Disability concerns 12 million people in France and APHPP wishes to work by being a force for proposals, but also for consultation, with public authorities and economic decision-makers. The association brings together elected representatives, disabled people, entrepreneurs and carers.



The objective of the association is to work together both by being vigilant about the new provisions implemented by the government but also by being proactive, by developing proposals that will bring together people with disabilities, carers, elected officials from all sides, and economic actors acting in the field of disability.

RESULTS

https://aphpp.org/

BALKANS FLOWER

collection of best practices

The events were organized in Latvia by the "Balkansflower" association in cooperation with the "Gribu but association and Saldus Municipality Council. Activities took place in September 2021 in Latvia, namely in Saldus Municipality, Broceni, Remte, Blidene, and Gaiki. One event was three hours long. Four events were carried out together.



A month before the event, the creative team, which included coaches, nutritionists, doctors, and public health professionals, created the event program. The main rule was appropriate measures for all, especially the inhabitants of Latvia with low incomes. The app was posted both on social media networks and in front of culture centers.

Each specialist created their own lecture or class. The trainer created a workout program and the nutritionist ran a master class in healthy nutrition. The doctor talked about health, addictions, and sexual reproductive health. Around 25 people attended each event.

IMPACT AND RESULTS

Activities were conducted to provide support to low-income groups on topics about improving health. The participants learned something new, exercised, and prepared healthy dishes. Decreasing the gap between the residents in rural and urbane areas in terms of available resources was promoted. Since their migrants live outside Riga as well, integration through promoting health was also conducted.





There is always an impact on people at such events, as it helps them to come together, to learn new things, and to work, especially for children and young people.
We hope that participants will use the acquired knowledge in their daily life and improve its quality. It's important to inform raise awareness about sports activities, nutrition, and disease prevention, as well as preventing bullying.

FPD
FATTORIA PUGLIESE DIFFUSA APS

collection of best practices

P.I.P.P.I.

Program of Intervention for the Prevention of Institutionalism



The program "P.I.P.P.I." (Program of Intervention for the Prevention of Institutionalism) was created as an attempt to connect different institutions, which share the goal of reducing the number of children removed from their families, on a horizontal level. Therefore it was a collaboration between the Italian Ministry of labor and social policies, the Laboratory for Research and Intervention in Family Education of the University of Padua, the Social Services and Child Protection and Guardianship, such as private social cooperatives, some schools and local health authorities. The whole program was implemented between the years 2011 – 2017 all over Italy in ten cities, which later extended to 50 territories, belonging to 17 regions and one autonomous province. The aim of the program was to create new intervention practices in so-called negligent families, with the goal of protecting the rights of children, reducing their risk of maltreatment as well as the consequent removal of children from their original family unit to break the cycle of social disadvantage.

ACTIVITIES

The program didn't have a rigid structure, but was considered an open form with respect to specific local contexts and based on the principle of subsidiarity. The main activities were implemented by local consortia, while the whole project consisted of three dimensions:

- research: structuring a research design, f.e. different questionnaires, which allows an overall evaluation of the whole program,
- intervention: providing detailed and shared guided mythology, supported by the RPMonline platform,
- training: training sessions for professional trainers, who accompanied the families.



IMPACT AND RESULTS

P.I.P.P.I. Programma di Intervento Per la Prevenzione dell'Istituzionalizzazione

Especially through its extension from cities to territories, the program could reach an enormous number of families (89 in phase one, 144 in phase two, 500 in phase three, 500 in phase four, and 500 in phase five).

All participants learned to value the integration of experimental methods in there and the entire country's social, health, and educational services as a permanent tool.

Further detailed analysis of the five first phases, as well as the continued program's output, can be drawn from the yearly rapports.

ARM
ASSOCIATION ON REFUGEES AND MIGRANTS

collection of best practices

Every Student Will Be a Winner Program

The project activities are aimed at preventing dropouts and retention of Roma children in school, increasing the number of reintegrated/re-enrolled children; increasing the number of Roma adults involved in lifelong learning, and significantly increasing the percentage of Roma youth who continue their education in secondary schools/ highschools, and active participation of parents in school life.
This project aims to introduce a model of intervention that leads to a reduction in dropoutrates, a reduction in absenteeism, an increase in the enrolment of Roma youth in secondary schools, and an increase in school success, as well as the active involvement of parents in the school life of their children.

TARGET GROUP



- Children of Roma ethnicity; In addition to Roma children, non-Roma pupils are also targeted in order to overcome differences, and build a common multicultural school environment; education intolerance, and mutual acceptance.
- Teachers and principals from the schools where these children study
- Roma parents and other family members

ACTIVITIES

1. *Developing a school dropout reduction programme;*
2. *Introduction of intercultural education: through Free Elective Subject "Ethnic Folklore - Roma Culture" and other forms;*
3. *Activating students: through the creation of a Student Parliament, the introduction of student mentors, etc;*
4. *Empowering parents: through the establishment of Parents' Club, Parents' School, etc.;*
5. *Training teachers to work in a multicultural environment;*
6. *Individual work with pupils at risk of dropping out;*
7. *Systematic exchange of experience between schools implementing the model: building and strengthening a network of 250 schools;*
8. *Outreach support for proper implementation of the model and achievement of expected results: including support for effective outreach and parental involvement in children's education and school life; support for effective teacher training for working in an intercultural environment; overall support for school development;*
9. *Conducting Regional Meetings and a National Pedagogical Conference to exchange good practices and innovations in the field of reducing dropout and retention of Roma children in school.*
10. *Methodological support to schools.*
11. *Conducting a national Roma Children's Festival "Open Heart" in Veliko Tarnovo in early June.*

IMPACT AND RESULTS

The people reached by the project through its activities are :

- Teachers and principals from 250 schools in the country
- Students from 250 schools - total number 43 631
- Parents - over 500 from all over the country





By significantly improving the reach of Roma children in school, the "Every Student Will Be a Winner" model also leads to an increase in the quality of education as well as improving the overall performance of the school in terms of the educational opportunities it provides to its students.
The model, introduced by Amalipe Center, is currently applied in 263 schools (241 of them full and 22 associated) which has led to the achievement of important results, such as:
1. Prevention of Roma children dropp-out and retention in school,
2. Increase in the number of reintegrated/ re-enrolled children,
3. Increase in the number of Roma adults involved in lifelong learning,
4. A significant increase in the percentage of Roma youth who continue their education in secondary schools/ high schools and acquire secondary education.
5. Significant increase in the number of young people obtaining a secondary education diploma



ROMA PROGRESS

collection of best practices

Social inclusion of vulnerable categories of children in Daycare Center of Shuto Orizari”

The project activities are aimed at re-socialization and preparation of Roma children who drop-out of primary education.





IMPACT AND RESULTS

The people reached by the project through its activities are :

- 76 Roma children taken away from streets
- 80 students enrolled in primary education

ACTIVITIES

- Developing a school dropout
- reduction programme;
- Creative workshops for children
- Counseling services for parents and children/ family therapy
- Mobilization of students, NGOs and volunteers in society (EVS Volunteers)
- Warm meal for every child
- Educational workshops

AGIFODENT

collection of best practices

VET4MIGRE

Vet opportunities for migrants and refugees

"Vet opportunities for migrants and refugees" (acronym "VET4MIGRE" is a project approved under the Erasmus Plus program KA2 Strategic Partnerships for VET Development of innovation, in which cooperate associations of five different countries: Denmark, Italy, Greece, Bulgaria, and Spain.
The project started from the result of research conducted by the European Commission in 2015 (according to which more than 1.8 million immigrants of non-European origin reside in Europe and risk being marginalized) and from the observation of the situation of difficulties that migrants and refugees encounter in their destination countries. Therefore, it is very important to develop new, creative, and far-sighted strategies and practical ways so that refugees and migrant people become positive members of the host countries.





One of the best ways to provide concrete support to refugees and migrant people is to integrate them into the labor market, by offering training and mentoring opportunities necessary to become self-employed, as migrants and refugees can indeed become an important workforce for the host countries.

ACTIVITIES

Furthermore, the online form was taken into consideration by the municipal office of "Cenes de la Vega" to help young migrant entrepreneurs who had some idea of opening a new business or shop.
The project included migrants in the European economy by favoring:
1. strengthening skills in ICT and innovations;
2. improvement of soft skills, abilities, and competencies,
3. promotion and exchange of good practices
4. development of situations that facilitates better integration.

VET4MIGRE developed four intellectual outputs of different types (reports, guides, DVDs, Internet platform), on which the whole partnership worked for a period of 28 months:
1. Target Groups Records based on a context survey done in all partner countries in relation to migrant inclusion in EU local economies
2. Guide for Migrants Entrepreneurs
3. Tool Kit for VET Migrants Providers
4. Online Migrants Entrepreneurship Course

IMPACT AND RESULTS

The project had a positive impact on all participants. It resulted in a model framework for empowering migrant entrepreneurs, examined by the municipality of "Cenes de la Vega", and help them establish a supportive network that will also be valuable to them in the future. Moreover, the project secured that at least 25 migrant entrepreneurs in each country gained entrepreneurial skills and knowledge.
The social platform made, created an accessible, supportive network where experiences can be shared and help can be found, also in the future. Thanks to this project, the participants improved their ITC, management, and marketing skills. Most importantly, they favored the exchange of good practices through the promotion of ethnic minorities and migrant businesses.



USB
UNITED SOCIETY OF BALCANS
collection of best practices

A Resilient City

"A Resilient City" is a project realized by USB, funded by European Program Erasmus+ KA3 and took place in the city of Thessaloniki during 2016-2018. The project is directly developed following the European best practices in structured dialogue, engaging in its creation some of the facilitators of the structured dialogue between the European Commission and the European Youth Forum. The entire process promotes the engagement of young people in practicing true citizenship, by operating jointly with the public entities/institutions of the city.



Thessaloniki represents a youthful city and as such it has been promoted further with a real meaningful structured dialogue process to increase its performance as a resilient city. The "Resilient City" developed capacities to absorb future shocks and stresses to its social, economic, and technical systems and infrastructures so as to still be able to maintain essentially the same functions, structures, systems, and identity." With this structured dialogue process, we raised the youth aspect in the process of making Thessaloniki a resilient city and to ensure that young people's voices as well as their role and responsibility are embedded in such process. In this regards, both the city and the youth organizations deepened their cooperation and ensured that the young people are also included in the process of making the city resilient.

ACTIVITIES

The project was carried out through 6 local activities in cooperation with the Municipality of Thessaloniki.

A1 - Local level Idea Labs (08/02/2017)

55 young people, youth workers, and leaders took part in a new "crowd-sourcing" initiative, allowing young people to express their proposals for action: "Ideas Labs". The group of 55 young people and youth workers had the opportunity to meet together and create proposals that they feel are worth sharing with policy-makers and put these to the test with their peers. The first youth meeting contributed to some team building and a bit of training, but most of the parts will be used for the Idea Generation.

A2 - National level Idea Labs (05/03/2017)

40 young people and youth workers from the entire of Greece attended the second meeting, which aimed to make a link between the ideas developed at the youth meeting and the national-level ideas for resilience. Moreover, it allowed youth from different parts of Greece to meet and discuss the perspective of Thessaloniki to deal with the resilience challenges.

A3 - Structured dialogue meeting (01/04/2017)



The first structured dialogue meeting with policy-makers gathered 20 representatives from young people and the municipality of Thessaloniki, including other civil society. The meeting followed the best practices from EU level structured dialogue.

A4 - Local level Idea Labs (05/06/2017)

The outcomes of the first structured dialogue meeting were explored by 50 young people again in the form of an Idea Lab. The idea of this meeting was to ensure that the young people will understand how their ideas were taken into the policy process and development, but also to note what is still missing and to propose these ideas further.

A5 - Cross-sectoral meeting on Resilient Cities (Dialogue and Networking with other sectors) (01/07/2017)

In order to promote the 100 Resilient Cities challenge, the young people hosted a meeting with 30 civil societies and other sector representatives and presented their ideas. This meeting was a practical phase of learning advocacy and being able to put this also in practice.

A6 - Structured dialogue meeting for finalizing the project conclusions (05-06/07/2017)

IMPACT AND RESULTS



In total 255 participants out of which 53 with fewer opportunities were supported to engage in dialogue. We also had a number of guests in different stages of the program, who presented their views with regard to the project, shared additional projects that have a clear relationship with the topic, listen to outcomes and discuss the views with the participants.

There were 6 resilient challenges covered and discussed in small groups:
AGING INFRASTRUCTURE - how does this impact the quality of life of young people
EARTHQUAKE - what can youth organizations do to improve the capacity for a quick reaction for saving lives
ECONOMIC SHIFTS - supporting entrepreneurship opportunities for youth
HIGH UNEMPLOYMENT - how to create more jobs for young people
REFUGEES – the role of youth organizations with regard to the smooth integration of refugees
RIOT OR CIVIL UNREST - social dialogue and the role of youth organizations in it

SOLIDARITY WORKS

collection of best practices

YOUMIG

Improving Institutional Capacity and Promoting Cooperation to Tackle the Impact of Transnational Youth Migration

"YOUMIG – Improving Institutional Capacity and Promoting Cooperation to Tackle the Impact of Transnational Youth Migration" is a project funded by the European Union's Danube Transnational Programme. It involved 19 partners from 8 countries, including Austria, Bulgaria, Germany, Hungary, Romania, Serbia, Slovakia, and Slovenia, and took place from 01.01.2017 to 30.06.2019.
The overall aim of the project was to utilize transnational cooperation and best practice exchange in order to create local developmental strategies based on improved impact indicators of youth migration, as well as support local governments in utilizing the developmental potential of youth migration as a way to enhance public governance and competitiveness of the Danube region. The project also foresaw the adoption of transnationally tested tools to manage local challenges.



ACTIVITIES

The Municipality of Burgas, located in Eastern Bulgaria on the Black Sea coast, was one of the participants in the YOUMIG consortium, and took an active role in all project stages in order to develop a local strategy to improve the management capacity and services related to youth migration.

Within the YOUMIG project, Burgas Municipality developed a local status-quo analysis (LSQA) focused on programmes that support entrepreneurship and business to make the city more attractive for young migrants. In the course of the pilot action, a self-education module was created – a virtual library containing books on entrepreneurship, and videos with inspiring talks given by successful entrepreneurs. Through cooperation with the National Statistical Institute, new and improved indicators for measuring youth migration were developed. Based on these, a representative small-scale survey was conducted in Burgas, the results of which indicated that 23% of the city's youth have intentions to emigrate.

Study visits represented an important element of the project, allowing an exchange of knowledge and experience – in both the migrant-receiving and sending municipalities – that provided municipal staff with new insights into the field of administrative services for migrants. To that end during the project duration, three meetings were organized in Burgas. These meetings included representatives of the municipality, local journalists, businessmen, and women, as well as other relevant stakeholders. A discussion was organized among the participants, who shared that the main reason why young people leave the region is the search for better employment and higher wages, as well as the search for better education. At the last meeting, policies and indicators related to the measurement of youth migration were presented and discussed, as well as the development of models for multi-stage management of the phenomenon.

IMPACT AND RESULTS

The project provided a strategic perspective on opportunities to improve the capacity of local government, as well as local services related to emigration, immigration and return of young people.





NAMELESS ART

collection of best practices

Feel the Art

The “Feel the Art” project was implemented under the Association for Urban Development and with the help of the Orange Foundation within the “World through Colors and Sounds” programme. The project aimed to improve the access of people with disabilities in six museum institutions, through physical accessibility and content.
“Feel the Art” took place simultaneously in Bucharest, Brașov, and Timișoara, at the National Museum of the Romanian Youth, the National Art Museum of Romania, the National Museum of Contemporary Art, the National Military Museum, the Art Museum of Timișoara, and the "Casa Mureșenilor" Museum in Brașov.





Thanks to this project, it has been introduced specific equipment and services adapted to people with disabilities in partner museums (dedicated, tangible exhibits, catalogs, Braille maps, tactile carpets, electric leases, audio guides, mimic-gestural interpreters).
During the implementation period, were organized 121 free visits and 119 workshops in partner museums for people with disabilities.
“Feel the Art” reached 1,800 people with disabilities, raised awareness, and promoted social inclusion opportunities for access to museums for people with disabilities (specialized NGOs, online, social media, print).

www.fundatiaorange.ro/programe/lumea-prin-culoare-si-sunet/

Based on the research conducted – and experience gained – within the project, the following recommendations on local policymaking were made:

1) Conduct a regular survey (every five years) concerning the migration intentions of young people in order to provide evidence for adequate policy planning, especially in relation to measures aimed at attracting and keeping human capital in the municipality.

2) Develop communication and cooperation strategies with other small municipalities to facilitate the exchange of good practices and successful policies that attract human capital – especially youth – to the city.

3) Plan and implement specific measures that support and encourage entrepreneurship and start-ups to boost the local economy and attract human capital, for example, through the introduction of entrepreneur programmes in the education system.

4) Improve and synchronise administrative services, creating a more effective and user friendly unified system.

5) Proposal for national-level actors: to embark on a process of decentralising and contextualising decision-making and policymaking to delegate the responsibilities of the decision-making authority to local actors. The process of delegation from the centre to the periphery should be accompanied by investment that is commensurate with the increased capacities of the local authorities.

6) Proposal for the central government: to prioritise youth migration. The central government needs to develop a national strategy, inviting the regional and municipal authorities to integrate it into their local development strategies.



SUHINDOL

MUNICIPALITYO FO SUHINDOL

collection of best practices

Special commitment and contribution of the community centers should be taken into consideration for the achieved results in the integration of the minority groups.
In smaller settlements, community centers are the main tool for the interaction and integration of minority communities. The main concern of the community center, especially in the smaller settlements is the library service. The doors of the community centers and their libraries are open to all citizens. They work all year round with various amateur groups and teams in which representatives of the Roma ethnic group also take part. Various holidays are celebrated and celebrations are organized.



Amalipe Center
once again announced a
student competition
"I have a dream - to study
and live together"

The products that students apply for should cover the topics of hate speech, discrimination, aggression, and division among young people and how to overcome them. The aim of the competition is to provoke young people to create messages in order to combat hate speech, discrimination, and aggression among young people.
To think about how students can be united - to study and live together without being divided on different grounds. These messages must be accessible, understandable, and provocative to their peers. Within the competition, young people can work with images, videos, or words. They can capture their messages, stories, interviews, or hypothetical scenarios. They can also present their views on the given topic in the form of an essay. All finished products must be original.

- Students (girls and boys) from 1st to 12 grade from all schools in Bulgaria, as well as from Bulgarian schools abroad can participate in the competition
- The distinguished participants joined the initiative of the Amalipe Center "President /Ambassador / Minister for a Day" in April 2022 and had the opportunity within one day to occupy some of the highest positions and diplomatic missions in the country.

Local Activity 4

LOCAL EXPERIMENTATION



SOLUTION

SOLUTION implemented the EU-IN project in two different ways:
- Online: by disseminating the best practices collected in the framework of the desk-research and by posting on the Facebook account of the organization during each physical meeting of partners.
- Face-to-face: by organizing, on April 12th 2022, a workshop with educators to spread the best practices and brainstorm about adapting current training methodologies to become more inclusive.

ACTIVITIES

The activity took place on April 12th, 2022; it was facilitated by SOLUTION's trainers. 7 educators were involved (plus the facilitator/educator from SOLUTION).



The workshop started with a PPT presentation of the EU-IN project, its aims, and objectives. Then the educators introduced to the participants the best practices identified in France and asked the educators how they could benefit from these examples. A group brainstorming followed to exchange good practices among participants about how to involve and engage migrants' communities in the fieldwork. All participants were part of the non-formal educational system and had various methods to include this target population: some of them were hired by NGOs who directly worked with migrants while others created partnerships with stakeholders to include these beneficiaries.

When talking about the social inclusion policies of Europe, participants agreed on the fact that policies might be complicated to implement in real situations, especially in disadvantaged neighborhoods, and that the visibility of actions of the EU in this field is poor. Only one of them knew about the European social fund but never benefited from it. One educator (the same who knew about ESF) talked about European Solidarity Corps saying "it was a great opportunity that needs to be spread among socially excluded young people because it can provide an entrance into the labor market". All the educators involved in the discussion agreed on the fact that the national policies are also inefficient and that the social link created by educators is mainly the result of personal involvement and will from civil society.
SOLUTION's facilitator presented the Erasmus + programme, explaining all the opportunities that it provides in terms of education and social inclusion. Educators didn't know about this programme but were really enthusiastic about it. Most of them are willing to take part in train-the-trainers opportunities to increase their knowledge and competencies. They are willing to spread the word among their communities to widen the programme's beneficiaries.



IMPACT AND RESULTS

SOLUTION adopted the cascade model to maximize the impact of the project by raising awareness toward EU-IN's objectives among educators who will implement the good practices identified within their fieldwork directly in contact with the target population. This train-the-trainer approach will increase the impact of the project since knowledge will be directly transferred to local communities through the implementation of activities by the trainers who followed the EU-IN workshop.

BALKANS FLOWER

The event was organized in Latvia by the "Balkansflower" association in cooperation with the "Gribu but" association, Saldus Municipality, and the Erasmus exchange program. Integration class between countries took place on May 20th, 2022 in Saldus Municipality Primary schools. All project last one week.



ACTIVITIES

A masterclass on nutrition took place on May 20. There were children from Latvia, Turkey, Portugal, Spain, and Poland. Children, along with teachers, learned the basics of a healthy diet. Then made a healthy snack, then there was a tasting.
The seminar type and open discussion methodology were used, and the nutritionist said about the impact of a healthy diet in children.

Then there was the discussion, which the healthy products, then representatives from each country told of their traditional dishes. Everyone then made healthy snacks together - fruit sticks, rusks with peanut cream and dark chocolate, healthy smoothies, and salty healthy buns with cream cheese. Children hadn't heard of some of the products.
This exchange of experience contributes to the intercultural socialisation of children.

IMPACT AND RESULTS

This seminar brings together 34 children and 12 educators from different countries. The total lesson time was three hours.
The results are improving children's knowledge, knowledge of a healthy diet, and practical skills in making fast and healthy snacks. The main benefit is collaborating on an intercultural level, also overcoming language barriers. Children are learning to socialize with pupils they don't know.



Differences and similarities between countries are taught to encourage further intercultural cooperation and tolerance for each other.
All the activities involving integration have an impact on the community and society.

FPD
FATTORIA PUGLIESE DIFFUSA APS

The main methodology of FPD in running the local experimentation was the STREET DEBATE. This approach was chosen because working in a public area
1. Gets you closer to a mixed group of people
2 Influences unestablished group of people
3. Teaches you how to work in all types of areas
4. Changes the public places



"For many years, the other European countries have left Greece, Spain, and Italy alone in front of the migrations waves in the Mediterranean sea. Now, with the war in Ukraine, countries such as Poland discovered what it means to welcome several refugees. We need to concrete solidarity as the real base of the European Union and not only during different crises."

Silvana 57 y.o.

"I noticed that people need to be in difficulty to be aware that we need to help each other. I mean that when your life is all right, you have a job, a family, and even a dog, you're always complaining about disadvantaged people. Selfish, you don't want to pay for them as if it was their fault if they are poor, jobless, etc... When I was a child, after the war, everything was to be rebuilt and I remember that my neighbor was offering me food and kindness. Today I don't even know the name of my neighbour and I usually feel alone."

Antonio, 76 y.o.

"For me, solidarity imposes us to understand the relations of power between groups of people. Why women need solidarity, why poor workers need solidarity, why African countries need solidarity. It's only by answering that question that we will find solutions to the problem of the world: the unstoppable thirst of power."

Elsa 18 y.o.



"I'm sorry to be pessimistic but I don't know how we can create more solidarity. We have to change everything. I think that it's too late. Even the new generation is only interested in what they will buy next. Society teaches us competition and not cooperation. I'm 19 y.o and I need to be competitive in the labor market. I have to accept everything, even to be paid very little, because if I don't, other young people in my country or in another European country will accept. It's blackmail. Youth in Europe are in competition. The real-life it's not Erasmus or the Eurovision. The real life is that the factory where my father worked is closed and had been outsourced in Albania. And me what can I do? I have to migrate as my grandfather?"

Matteo 19 y.o.



An intelligent guy, that I don't remember his name, says that "Collective actions remains the best way of renewing the march towards the great trinity of liberty, equality, and solidarity". So let's leave our smartphones and meet each other.

Stefano, 23 y.o

"As humans, we are like animals. In nature, the strongest eat the weakest. The lion eats the gazelle But it exists also animal as ants or bees that live together in solidarity and forget themselves in the community. But with our pesticides, we are killing the bees. Instead of learning from them, we are killing them. We need more children that would like to become bees instead of becoming the king of the jungle."

Alfredo 33 y.o.

ARM
ASSOCIATION ON REFUGEES AND MIGRANTS

This research project was realized by Voicify, a European project established by two NGOs led by young people with lived migration experiences: The Young Republic, and Voices of Young Refugees Europe (based in Sweden, and France), By the end of September, beginning of October ARM-BG received an official invitation to join Voicify.

We decided to join the project as we like the cause they advocate for: political participation of young people with lived migration experiences (young refugees, exiled migrants, asylum seekers, and undocumented). It is not fair that today, these young people see their lives impacted by political decisions they can't influence in any way.

Voicify, together with 17 partner migrant-led organizations from across Europe, has led the first-ever EU consultation of migrant youth organizations: Part of Europe. This report highlights the challenges faced by these organizations to access political participation, and/or create self-led organizations, and offers recommendations to tackle these challenges. Their policy recommendations appeal to us and were positively received by key EU institutions. Several elected Members of the European Parliament support their claims.

"Voicify" is part of the EU Youth Dialogue, the largest policy-making process targeting youth across Europe and the steering group of the European Year of Youth established by the European Commission. We decided to join the project as it also received the support of well-established organizations such as the European Council on Refugees and Exiles- ECRE, and the European Students' Union ESU, among others. That was an additional incentive to join the project, as ECRE ARM-BG's staff members have been in partnership since 1996 and they have helped us to considerably strengthened our expertise on Asylum & Migration issues.





Voicify and its partners are now creating the permanent European democratic representation for the organizations and groups led by youth with lived migration experiences based across Europe. This umbrella organization learns how to represent these organizations towards European and international institutions, as well as build the capacities of its member organisations.

ACTIVITIES



We have applied for becoming members of VOCIY and hence the process of our joining this pan-European network's activities is on. By becoming members we hope to learn more about how to work with and represent young persons with lived migration experiences. Young persons with lived migration experiences, mentioned in the attached report as YREMASUD (Young Refugees, Exiled, Migrants, Asylum Seekers and Undocumented), mostly third-country nationals, are too often excluded from political activities.

Worst, when included they are tokenized and asked to tell stories of their boat crossing, or of a miserable life, instead of being treated as equal partners. These dynamics are exacerbated when coupled with a different ethnicity or skin color. A report is a learning tool, which can be used for discussions and informal seminars and learning.





IMPACT AND RESULTS

ARM-BG works for young persons with lived migration experiences since the year 2000. Since 2020 we work with young refugees, asylum-seekers, exiled, migrants, and unaccompanied migrants, who are part and parcels of our projects with their knowledge and skills. Since problems related to their integration and often social survival, are demanding and pressing, we need to learn and this is a chance for us and for them to do so. Initially, about 50 people will be direct beneficiaries of the Voicify offered learning & exchange international possibilities, with a chance to multiply potential learners in a process of local training the trainers' seminars. The reported project is a WORK IN PROGRESS, a very interesting and demanding one, in which we'll include all our previously acquired knowledge and skills.

ROMA PROGRESS

During the last week of May 2022, the Association Roma Progress, along with the volunteers and participants in the international meetings, organized a workshop with Roma youth on topics that involve best practices for their involvement in their local community. The activity was implemented in the municipality of Shuto Orizari.

In order to determine the topics of the workshop and the knowledge about the needs, interests, and inclusion so far, the association organized an activity in the Roma high-school based on the activity "street debate" where young people were able to anonymously discuss these questions and to gather their opinions about what's missing in their community, and how it can be improved in order to increase their inclusion.



The main activities which were implemented involved: gathering opinions from over 30 young Roma people (14-18 years old) and creating a document with a summary of their opinions and ideas on different issues and challenges they found in their local municipality. The young people involved were from a Roma background.

For this purpose, an empty box was set in the school hall along with empty paper with challenging questions such as "What I would like to see in my municipality?" or "What is missing in my place of residence?", where each interested student was able to write their point of view, or simply find out about the project and its activities, discuss the topics with a volunteer or member of the organization, and contribute with their opinion on inclusion by directly addressing the flaws and needs.



IMPACT AND RESULTS

During the first local activity of gathering opinions of young people and sparking a discussion between them, 30 young people expressed their opinions and participated in the activity.
During the official workshop that was organized by the Association Roma Progress, 20 young people were able to find out more about these topics and share their knowledge with their peers, and by that, indirectly reach 400 young Roma people that are currently in high school.

AGIFODENT

The workshop was realized on the 19th of May 2022. The activity started with the presentation of the project to the participants. The work done so far, the presentation of the project web page and the presentation of the 3 best practices carried out by our team.

Afterward, it began with the actual work of the meeting were the participants implemented the best practice. A practical explanation follows with the realization of a piece of plaster with the use of molds by our staff. After this introduction and practical explanation, the participants, each in their respective positions, reproduce a plaster object using the same technique explained previously.



TARGET GROUP

youth 16-18 y.o.
educators

At the end of the work, there was a meeting with the participants who initially filled out an online questionnaire to give feedback on the work done. The participants considered the activity interesting for the inclusion of minorities in society as all participants are received with the same level of knowledge and the attention that the staff gives to the participants makes sure that they do not feel lost during the work.

Educators also gave good feedback on the best practice which was fundamental for the dissemination of the project. Each educator is part of a different school, which helped the project to be disseminated with more than 400 teachers in the schools.

USB
UNITED SOCIETY OF BALCANS

The activity took place in Stratoni, near Thessaloniki where USB is hosting educational programmes and built their own youth center. Young people from the area took part along with some youth workers and general population. It was implemented on the 25th of August in Sholi OAED of the area.



The activity was led by 2 facilitators who used some non-formal education technicques, mostly related to brainstorming of ideas, feedback and suggestions. In the end participants presented their ideas and spoke in the plenary in the form of debate about different suggestions on inclusion that the EU and Greece should follow.

IMPACT AND RESULTS

The participants were mostly young people from rural areas in the Chalkidiki region. Most of them do not have much knowledge about the EU, EU funding, education, or mobility opportunities. Therefore, this workshop was also informative for them and made them think about the problems of their peers and different aspects in the society.

SOLIDARITY WORKS

As a result of the Lecce EU-IN meeting at which our international group met Bastien Fillon who introduced the group to the street debate methodology, Bastien connected the team of SolidarityWorks with a French group of young activists with whom we organized a street debate event to raise awareness on the need to protect the environment in the town of Radomir, Bulgaria.



ACTIVITIES

We set up our event at the town's park in Radomir, exhibited word carriers with opinions expressed by people from different European countries, and had discussions with passers-by. The exhibition attracted many viewers. We had translated the posters into Bulgarian to facilitate understanding, however, some additional facilitation and interpreting were needed as some of the younger exhibition viewers were not aware of the term "ecology", and needed further explanations.

In addition to the street debate exhibition, we decided to engage our public consisting predominantly of kids and youth with additional activities such as chalk drawing on the pavement, painting, and dancing, as well as an acrobatics show performed by one of SolidarityWorks' international volunteers. We tied some of the activities to our ecology theme (particularly the drawing ones) to bring attention to the need to protect the planet and consume resources with mindfulness and care.

IMPACT AND RESULTS



Our event was a rare occasion of mixing local and international youth in the town of Radomir, with multiple languages being spoken, and as such it received a lot of interest from the local kids, youth and parents.

Whereas the engagement with the selected topic was lower than intended, the event crew managed to have some street debates on the topic, as well as to more broadly raise awareness and drive interest towards ecology. Importantly, the SolidarityWorks staff and international volunteers got first-hand experience how to organize street debates and received practical tips and considerations from the French practitioners.
The event took place in the context of hostility from the local municipality administration towards the Foundation "SolidarityWorks", yet resulted in several more youth events organized by the SolidarityWorks international volunteers at some locations to engage and survey children and youth on multiple topics.

www.youtube.com/watch?v=EkLqQ_8WoAs
https://www.facebook.com/solidarityworks/posts/pfbid0P8TspHgJRPaR3VpoXKSxWqhm1wCeduMyaSLAjNJzztebWg3EzcHVny9Fxx41MN1cl

NAMELESS ART

On the 2nd of May 2022, Nameless Art Association organized atthe local highschool from Baicoi the local experimentation. The activity aimed to collect opinions on the state of the art of Social inclusion policies in the community of Baicoi and at EU level and to collect ideas and suggestions for the future of Social inclusion in Europe and how to boost intercultural dialogue at EU level.

It was used a non-formal methodology such as networking interviews and open debate on the topic "Social Inclusion in educational setting", that helped in collecting fruitful ideas

At the event attended

32 YOUTH
4 PSYCHO-EDUCATORS
5 TEACHERS
10 PARENTS

TARGET GROUP
youth 16-18 y.o.
youth workers 25+
educators
social workers and psychologist
parents with children with special needs



The group identified 5 challenges and proposed ideas on how to overcome it.

CHALLENGE 1
Education - the group of people with mental disabilities

People with disabilities should no longer be the "object" of mercy, treatment, or social protection, but the "subject" of certain rights, being recognized as citizens who haVe the right to the same consideration, respect, and protection by law.
People with disabilities must be recognized for their inherent human value. They need to have the access to the right tools in order to develop their innate potential.
The educational system must adapt to the person and not vice versa. The educational and social systems were modeled according to the standards imposed by the central authorities and were not adapted to individual needs.
In Romania, the system is still based on classifications, and labeling, and does not pay attention to differences, needs assessment, and individual potential. The evaluation process is mainly medical, and the government policy does not include any needs assessment or social services map.

TO DO

FOCUS ON INDIVIDUALS' NEEDS

- individual assessment
- needs analysis
- psycho-educational training for teachers so they can know how to interact

creation of "Workhouses" / "Studios" / "Manufactors" that are offering a safe place where this group may become for eg. artisans. A place where they can put into practice their abilities and have a job

CHALLENGE 2
Low level of education

the lack of awareness, positive attitude, and sensitivity on the part of teachers, classmates, parents

TRAININGS
Start the inclusive education from school - it was proposed a NEW CURRICULA that address social inclusion issues. The training must start with teachers that further will apply the competences and knowledge in the classroom.

TO DO

CHALLENGE 3
Mandatory working hourse

The parents either fathers/mothers whom are looking for their children and are unemployed/inactive in the labor market would like to have a job.

TO DO

FREEDOM OF CHOOSING THE WORKING HOURS
Companies/institutions both private/public may allow parents to choose their working hours, and/or if possible, do remote work.

CHALLENGE 4
Lack of a EU department - youth and teachers do not discover new cultures

In our schools there are commisions for each department, one of which the "EU projects" , but the involved teachers are not taking seriously their responsibility,and some of them don't have the knowledge in how to apply/ become a partner in EU projects.

TRAININGS
Teachers must attend some training courses from which they will learn the steps in applying / the official links from where they could become partners.

TO DO

CHALLENGE 5
Excess facilities

the lack of need analysis - offering facilities to some groups (eg. socially assisted citizens) that are making use of it and creating in end the reverse effect - MARGINALIZING THE OTHERS

TO DO

SOCIO-PROFESSIONAL QUALIFICATIONS
Transforming the vulnerable group into socially assisted people may create feelings of frustration, isolation, lack of motivation, and inutility and that's why the accent should be on socio-professional qualifications like protected workshops.

Some of these identified challenges do not affect all vulnerable people all of the time, because each case is different. Some obstacles may be overcome with effort, motivation, and creative thinking.

SUHINDOL

MUNICIPALITYO FO SUHINDOL

The local experiment was carried out in the city of Suhindol in the community center building on May 30, 2022. The aim of the local experiment was for each person to express an opinion on the topic: "Social inclusion in your community at EU level"

The methodology included questions targeting people's income as well as employment.



QUESTIONS

Have improvements in labor markets contributed to social inclusion?
Why does employment matter for pensions?
To what extent do social payments reduce the risk of poverty?

About 30 people participated, each wrote their opinion under the question.



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