

ALTERNATIVI
INTERNATIONAL



PROJUVEN



HUMAN
RESOURCE
DEVELOPMENT
CENTRE

DIGITAL GUIDE “VOLUNTEERS 4 ALL”

Project Consortium



Co-funded by the
Erasmus+ Programme
of the European Union





Co-funded by the
Erasmus+ Programme
of the European Union



VOLUNTEERS 4 ALL

Key Action 2

Strategic partnership



Project Consortium

**Alternativi International* (Bulgaria)

**ÖEJAB* (Austria)

**Projuven* (Spain)

**Futuro Digitale* (Italy)

Table of Content

INTRODUCTION.....	2
CHAPTER 1: Guidelines.....	4
CHAPTER 2: Training Resources.....	20
CHAPTER 3: Case Studies.....	38
CHAPTER 4: Use of EU and other programs in support of youth workers dealing with refugees' integration.....	54
CONCLUSION.....	68
LIST OF REFERENCES.....	72

Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission and National Agency cannot be held responsible for any use which may be made of the information contained there.

INTRODUCTION

The project Volunteers 4 ALL (V4A) is a long term Strategic partnership project in the field of youth under Erasmus + program. The four strategic partners Alternativi International (Bulgaria), Österreichische Jungarbeiter Bewegung (Austria), Projuven (Spain) and Futuro Digitale (Italy) worked on the project.

The number of people seeking refugee status in Europe has been increased in recent years. This is largely due to the war in Syria and Iraq. As thousands of refugees and migrants moved across Europe, many used technologies to make their travels safer being able to exchange the information of what happens throughout their journey. For refugees from either war-torn Syria or Iraq, digital infrastructure is as important as food and shelter. It is a blessing, but also a curse. The digital footprints they leave make refugees susceptible to surveillance, intimidation and exploitation by state and non-state actors. Concern for security and privacy forces them to rely on unreliable and alternative sources that are distributed by smugglers, traders and merchants on social media. The digital underground, for example through the use of closed platforms such as WhatsApp, exposes refugees to even greater risks.

This digital guide for busy practitioners like NGOs will close the gaps how to employ ICTs and social media by volunteers and youth workers for the purpose of helping migrants before, during and after

their migration journey, as well as related to the use of social media by migrants for integration in host countries, to maintaining family relations, sustaining cultural identities and in supporting a family from abroad.

In the first guidelines chapter, this digital guide will provide you as a reader with key definitions often used in the field of refugee work, recommendations on how to organize a project for refugees and how to prepare volunteers and youth workers for regular activities with refugees and asylum seekers. The second chapter of training resources focuses on examples of non-formal education as form of extracurricular learning, which is planned and structured and realized with the active participation of a facilitator and participants. The case studies chapter introduces some projects that are designed to show that there are many ideas and initiatives in the private, social and business environment that should enable or facilitate refugees to settle in their host country. The last chapter deals with the possible options for youth and social workers to be an active part of the innovation processes in their organizations.

Enjoy your reading!



CHAPTER 1: Guidelines

Introduction

Refugees' social integration in the host society is high on the international agenda as well as the successful integration of refugees in all its dimensions is a crucial undertaking. Refugees' integration is a complex and multidimensional construct, referring to integration into the economic, educational, health, and social contexts. Multiple factors contribute to how smooth refugees' integration occurs, including their experiences, their physical and mental health, or social support. Generally there is a lack of understanding of the diversity and the range of experiences refugees bring with them. The different integration programs that countries have set up for immigrant economic integration have a big impact on their outcomes. Moreover, NGOs are, quite often, the first present on the ground to provide arriving refugees with much needed assistance and to raise international awareness of their problems. In some cases, they provide legal assistance and counselling by culturally sensitive, trained staff to refugees and asylum-seekers, make efforts to use the media to promote a greater acceptance of refugees, develop information campaigns to provide a balanced information exchange with refugees, profiting from their knowledge of their country of origin and promote the participation of civil organizations and other groups in the host communities to sensitize them to needs of refugees.

Empowering youth workers and volunteers to reach out migrants and refugees is a priority for many NGOs, and they keep searching how to

increase professional knowledge and skills of youth workers in terms of migrant and refugee work and train them with these new training skills. Moreover, approaching and helping refugees through social media channels is a relatively new issue and the latest one that youth workers are being asked to address.

This chapter aims to provide readers with key definitions often used in the field of refugee work, recommendations on how to organize a project for refugees and how to prepare volunteers and youth workers for regular activities with refugees and asylum seekers.



Key Definitions

Who is a refugee?

Refugees are defined and protected in international law. The 1951 Refugee Convention¹ is a key legal document and defines a refugee as¹: “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.”

Who is an asylum seeker?

An asylum seeker is someone who claims to be a refugee but whose claim hasn't been evaluated. This person would have applied for asylum on the grounds that returning to his or her country would lead to persecution on account of race, religion, nationality or political beliefs. Someone is an asylum seeker for so long as their application is pending. So not every asylum seeker will be recognised as a refugee, but every refugee is initially an asylum seeker.

Who is a migrant?

A migrant is any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence. Migration implies a voluntary process, which is not the case for refugees who cannot return home safely.

¹ <https://www.unhcr.org/1951-refugee-convention.html>

Applicant

“Applicant” means a third-country national or a stateless person who has made an application for international protection in respect of which a final decision has not yet been taken.

Resettlement

Refugees are not always able to return safely home or to remain in the country where they received asylum, usually because they would face continued persecution. In such circumstances, United Nations High Commissioner for Refugees (UNHCR) attempts to resettle them in safe third countries. With voluntary repatriation and local integration, resettlement is one of the three long-term solutions for refugees. Through resettlement refugees gain legal protection – residency and often eventually citizenship – from governments who agree, on a case-by-case basis, to receive them².

Recognised as refugee. What's next?

Refugee Status Determination is the legal or administrative process by which governments or UNHCR determine whether a person seeking international protection is considered a refugee under international, regional or national law. It is often a vital process in helping refugees realize their rights under international law. People who are granted with refugee status cannot be sent back to their home country.

² <https://www.unhcr.org/numbers-toolkit/NJN-MANUAL-EN.pdf>



Integration

Integration is the process by which migrants and refugees are accepted in society. Integration relies on finding a balance between respecting the original cultural values and identities of migrants or refugees and a creating sense of belonging for newcomers (based on an acceptance of the core values and institutions of the host community or country). The process of integration concerns all aspects of life in a society and both the newcomers and the host community play important roles.

Youth worker/Youth work

A youth worker is a person whose job involves providing support and social activities for young people, especially young people from poor backgrounds. Youth work encompasses a broad range of activities (e.g. social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning. Its value is recognised in the Council conclusions on youth work. Youth work helps young people to reach their full potential. It encourages personal development, autonomy, initiative and participation in society.

³https://pjpeu.coe.int/documents/1017981/7110668/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf

The role of youth work in supporting young refugees in Europe

Given that youth work is based on the principles of inclusiveness and participation, efforts and effective strategies are needed for the social integration of young refugees in and by means of youth activities. Youth work and non-formal learning respond to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the EU by helping new arrivals learn about and make European values their own and by encouraging intercultural dialogue and building mutual understanding between new arrivals and the receiving communities. As young refugees are falling into the category of being disadvantaged and are qualifying as young people, they are becoming a concern of youth policy that is targeting different areas of social life. Often young people with migrant backgrounds are one of the target groups that are not sufficiently reached by youth work.

The youth field has a key role in the inclusion and participation of young refugees, as youth workers offer³:

- the ability to interpret, adapt and contribute to shaping new realities;
- a quick response to immediate challenges, when other structures are not able to do so, and capacity to mobilise volunteers and the community;

- a longstanding record in working towards youth participation, inclusion and social cohesion and
- the capacity to put forward innovative and creative solutions that link knowledge, policy and practice.

Youth work can contribute with opportunities in intercultural matters, human rights and non-formal education, social inclusion, peer support, soft and life skills development, leisure and other areas. To have a stronger impact, it is important that youth workers foster links with others who work directly with the same young people, such as teachers, police and social workers.

Currently, the response of youth work goes beyond an immediate humanitarian response and access to services and this requires new skills and approaches for youth workers as well. However, in countries where youth work is not specifically recognised, there is also less clarity about its added value and sometimes it is combined with other sectors and services more related to legal, social welfare and humanitarian support. Thus, youth workers have also become aware of the need to learn more about legal frameworks, how to deal with mental health and trauma, among other issues, so as to be able to contribute to a long-term inclusion for young refugees in the host societies.

Keep in mind that Intercultural learning in youth work is not about youth workers “teaching” young refugees about the local culture. It is about creating an open, secure framework for learning from each

other, and about each other, for accepting differences and looking at them. It is about recognising otherness and similarity, and about removing cultural hierarchies. In the particular context of youth work with young refugees, intercultural learning is a way to continue connecting people to the value-based representation of Europe and to the construction of human rights-based, democratic societies⁴.

Youth work can be a space for learning about intercultural attitudes (such as empathy, openness and tolerance of ambiguity) within a human rights framework. Youth work can play an important role in combating racism and discrimination, both by working with young refugees themselves, and by raising the awareness of non-refugee youth about these issues. However, youth workers are also people with their own stereotypes, prejudices and possible fears about integrating others and adapting their own culture together to the new situation where several young people from different cultural backgrounds are involved. The willingness to open known spaces varies greatly depending on personal experience and personality of the youth worker.

⁴ <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

To support refugee through youth work does not mean that you have to work directly with them. Youth workers and volunteers can contribute to their integration by many other ways as for example is combating hate crime, both offline and online. Educators and youth workers working in non-formal education settings can support the No Hate Speech Movement or develop new human rights education campaigns using counter narratives as tools. Youth NGOs, youth centres and clubs, student associations and informal online groups can all develop initiatives to reach out to young people in their communities. Moreover, human rights activists, social workers, journalists, online community managers, local government officials and policy makers can integrate a narrative and human rights lens into their actions and public education campaigns.

Hate speech has no particular definition in international human rights; it is a term used to describe broad discourse that is extremely negative and constitutes a threat to social peace. According to the Committee of Ministers, hate speech covers all forms of expressions that spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance. Along with the development of new forms of media, online hate speech has been brought about. Hate speech in the online space requires further reflection and action on the regulation and new ways for combating

it⁵. Unfortunately, migrants, asylum seekers and refugees often fall victim to hate speech.

Frequent forms of racist hate speech against refugees are⁶:

- Contrasting “us” and “them”,
- Generalizations (“all refugees ...”) and blanket attributions (e.g. refugee = Muslim),
- Normalization of discriminatory attitudes: “It’s no wonder that ...”,
- Projecting onto “refugees” problems involving all of society like sexism, criminality or housing shortage,
- Dehumanization: equating refugees with insects, parasites, animals, etc.,
- Anyone who helps refugees is a do-gooder, or quite probably a left-wing extremist.

According to “GloBall: a tool kit for youth workers working with young migrants, refugees and asylum seekers”, there are three actors that are present in hate speech situations:

The target can be both an individual as well as a group. Groups or persons with specific characteristics are unfortunately more easily targeted by hate speech than others.

⁵ <https://www.coe.int/en/web/freedom-expression/hate-speech>

⁶ https://www.amadeu-antonio-stiftung.de/w/files/pdfs/eng_hetze-gegen-fluechtlinge.pdf



The hate messenger can be someone you know or not, even someone who tries to remain anonymous. The hate messenger can also be a known or public person. Hate speech can be spread occasionally or on a regular basis.

The bystanders are the biggest group in this whole story. Bystanders comprise anybody who witnesses a hate situation or hate message. Bystanders can be friends of the target or the hate messenger, but they can also be completely disconnected. Besides these persons, also the moderator or creator of a forum (e.g. Facebook group or Twitter account) is a bystander.

The Council of Europe has worked on the topic of human right and anti-hate speech and has developed various tools that help youth workers and educators to tackle this problem. “WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives” is a manual that offers guidance to develop counter and alternative narratives to combat hate speech and promote human rights, especially in online environments. There you can find all about hate speech, narratives, counter and alternative narratives and how to take action against hate speech. This manual presents communicative and educational approaches along with the tools for youth and other human rights activists that we recommend you to take a look at.

Preparing projects and volunteers for regular activities

Every project has its own purpose or ultimate goal—the complete delivery of the project. No matter how different each project may be from each other, each one needs to carry out that purpose in the end.

Important for the Initiation Phase is to define your project purpose, project phases, roles and responsibilities. Through needs assessment you can understand what training is required to fill a particular skill gap, examine the current situation and need of your target groups and how your project can resolve an exist problem. The best way to do it is through focus groups with refugees and asylum seekers directly asking them about their needs and interests as well as the people who work with them. In the first phase, you have to include also your project team and volunteers that will help you in the realization of your future activities within the project. They can give you recommendations, feedback and share their experience of working with refugees, contributing to your needs assessment. For example, in our Strategic Partnership Volunteers 4 ALL (V4ALL), we focused mainly on youth workers and volunteers that are working with refugees and asylum seekers. We identified that youth workers and NGOs volunteers need to build new social and digital skills needed in their daily work to face refugee crisis in Europe. Thus our project aim was to create innovative resources for youth work giving them the opportunity to gain new competences and skills.

The **Planning Phase** is the second phase in the project life cycle. It involves creating of a set of plans to help guide your team through the execution and closure phases of the project. The plans created during this phase will help you to manage time, cost, quality, change, risk and issues. They will also help you manage staff and external suppliers, to ensure that you deliver the project on time and within budget. Important steps in this phase are the definition of the specific aims of the project, the resources, milestones and time planning. In the case of V4ALL project, our specific objectives were to empower volunteers to fully exploit all the potentials of social media and digital skills, provide volunteers good practices and tips on how to reach refugees and engage them via social media channels, and to strengthen formal and non-formal learning for young people, fostering social inclusion.

For defining the goals of your project, we recommend you the SMART method that can help you provide a good description of each goal. A SMART goal gives direction to what you want to achieve. In this way it will give a sense of direction to everyone who wants to achieve the goal and it is highly likely that it can be completed successfully. More for the SMART method you can find [here](#).

During the third phase, the **Implementation Phase**, the project plan is put into motion and the work of the project is performed. Progress is continuously monitored and appropriate adjustments are made and recorded as variances from the original plan. The project management plan aims at development of all detailed projects

activities and outputs, planning carefully the activities according to the requirements of the project's actions defining and measuring specifically evaluation indicators combining internal and external evaluations (internal by project partners, external by beneficiaries).

The ***Performance Monitoring Phase*** is the next one. This phase is about measuring project progression and performance and ensuring that everything happening aligns with the project management plan. In this phase, you can start evaluating the activities with the relevant stakeholders. You have to collect feedback from your participants (youth workers, volunteers, refugees, local participants) and after discussion with your project partners, evaluate if the expectations have been met and what can be improved. For example, if you are implementing a training course with youth workers and refugees, we recommend you to finish your activity days with open space for recommendations and if necessary adapt immediately to participants' suggestions. Make sure that the project team knows which decisions it can take alone and which have to be consulted with the partner NGOs or other stakeholders. The aim of the monitoring, evaluation and quality plan is to manage and to ensure the maintenance of standards of quality that are expected in the field of all project activities.

The ***Closure Phase*** is the last and necessary part of the project life cycle. After final evaluation of your results, you have to ensure that they will stay sustainable after the funding period. Dissemination activities will contribute to the promoting of the project outcomes to

make it usable and sustainable in its mission and will contribute to further specialize youth workers in the field of migrants issues.

Preparing youth workers and volunteers for regular activities has also to be a priority for your organizations especially when topics are more specifics (working with youth with migrant backgrounds or refugees). Before involving them in such activities, you have to be sure that they are interested on being part of your team and they are willing to learn more about the topics they will deal with. When you select your volunteers, it is good to make an official call and distribute it within different public social channels groups, contact local NGOs or visit directly universities where you can promote the call. In addition, before selecting your volunteers make sure they are aware of what their tasks are and avoid possible misunderstandings.

Once you select them, you have to organize training sessions where someone with experience from your team can give a general information about migrants, refugees, asylum seekers, explain the working methodology and organize a workshop where such notions such as stereotypes, prejudices and personal beliefs will be discussed. It is crucial for the coordinator to be also a mentor – to know how to keep volunteers active and motivated, give them ongoing support especially in the beginning of their volunteer work, offer them the opportunity to organize by themselves their own working plan or workshop they want to deliver.

Volunteers have to be aware of what does it mean to work in team, how do communication between team works and what are their

responsibilities. In addition, if their work is directly connected with refugees or asylum seekers make sure both parties feel comfortable staying together and the experience is positive for all of them. Don't forget to regularly check what are the gained achievements through the volunteer work, possible failures and feasible further development.





CHAPTER 2: Training Resources

WHAT IS YOUTH WORK FOR?



The development of the European Union, as well as developments in general, implies the development of the individual dimensions of the educational system. The system of formal education is too static, limited and usually not able to provide the learners / students with EU citizens / all necessary knowledge, competences and skills for social life in such a unique social structure. The European nowadays need variety of skills, knowledge and competences to adapt to the fast changing social context and environment and be adequately prepared for the social changes in the context of the globalization. To be able to cope with these challenges, EU citizens need to gain new competencies that cover a wide range - from ICT to effective communication, coping with change, or managing conflicts and intercultural learning, migration, etc. In order to make it achieved

and the new generation to have an active role in the civil society in the context of globalization with addressing the social challenges, the youth work plays a significant role by providing the missing part of the puzzle through non-formal education. Youth work aims to help the young person to reach one's full potential and encourages personal development, autonomy, initiative and participation in society.

Non-formal education (NFI) is an organized learning and educational process, which is conducted in parallel with the mass education and training systems. Participants are included on a voluntary basis and play an active role in the learning process. NFI is a specific approach to education that uses such pedagogical and social methods and learning activities that are focused on the individual learning needs of the learner. It is directed to specific problems and less often to abstract subjects, it is flexible, centered and oriented to the learner. Moreover, it is practical rather than theoretical. Non-formal education is extracurricular learning, which is planned and structured not random activity and realized with the active participation of a facilitator and participants. The non-formal education is based on mutual trust and respect, learning by doing and encouraging questioning and reflection.



Main Principles of Non-Formal Education

Voluntary

Life long
learning (not
limited in time)

Holistic
approach and
process
oriented

Learner oriented

Active
involvement of
the learner

Experimental
learning/learning
by doing

Youth work supporting integration of refugees



In the last few years when Europe has been facing enormous refugee flows followed by variety of social issues in terms of successful integration, the European institutions themselves and their policies have been struggling to ensure peaceful process of integration of refugees to avoid social clashes. However, youth work has been the greatest supporter of the EU in the enormous efforts to ensure integration of refugees in Europe by providing educational activities for both members of host communities and the asylum seekers and refugees, raising awareness activities, language courses, etc., using the power of non-formal education. It is important for youth the process thus to invest in the competences, knowledge and skills of



youth workers as well as work hand in hand with other stakeholders. Non-formal education activities are beneficial both for the hosting community members in terms of raising awareness on migration, understanding and accepting the new culture as well as for the asylum seekers/refugees themselves helping them to adapt to new culture. No matter which of the two groups the youth worker is targeting there are few important steps to be followed in order for the activities to be successful.

TIPS

Tips for organizing non-formal education activities
targeting migration topic



Know your target group-Get enough information about the group and their characteristics, background, experience before the activity if possible that will help you plan and develop your activities based on the concrete group and their learning needs thus be more successful and have bigger impact. When you involve migrants/refugees in your activities have in mind that they might not be familiar with youth work and/or NFI and be aware of cultural/religious or social differences when choosing activities



Get trained yourself first, before you train others-it is very important that you feel confident enough to work on the topic, that you have enough knowledge, skills and competences to handle such activities. If you are not sure or you tackle migration topic for first time, start as a co trainer/facilitator, check all possible resources and toolkits, enroll in online courses available and get well prepared before you implement those activities.



Cultural sensitivity-when choosing the methods, you apply always be mindful about cultural habits and restrictions, especially when mixing the two target groups of host community members and the asylum seekers/refugees. Be culturally sensitive as you need to build dialogue and understanding, not encourage cultural clashes and misunderstanding.



Create safe and pleasant environment-as migration is a rather sensitive topic be flexible, try to create a platform for young people to share freely their opinion but avoiding hate speech. Build trust within the group, do not forbid or deny anything, do not say to participants what is right or wrong, just encourage the group to positive behavior.



Language barrier-be mindful of language barrier when choosing activities/e.x involve non-speaking exercises/theater methods/other creative tools or involve other participants in translation. Make sure every participant in the activity feels involved, leave space for translation, encourage everyone to feel ones opinion is import and heard.



Intercultural communication and risk management-be aware of principles of intercultural communication yourself and encourage the participants to understand it as well. Moreover when developing long term activities and involving volunteers in work with refugees always involve them in intercultural communication trainings before the activities and develop a risk management plan to avoid any possible conflicts.



Educational Methods

Non-formal education methods related to work with refugees

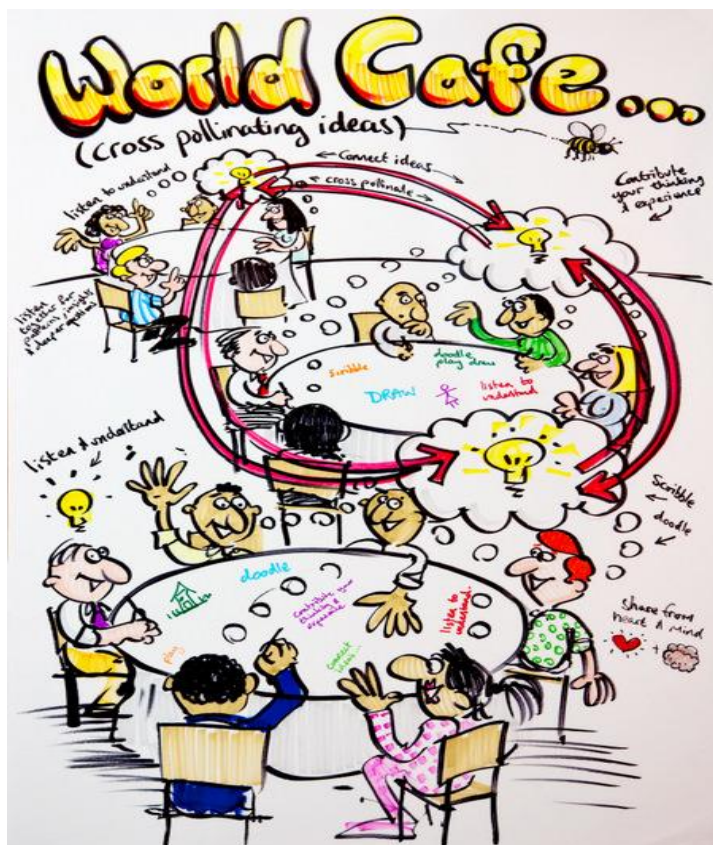


Strategy Star

The tool helps youth workers develop their strategy and approach when organizing an activity/training. The tool is used during the planning phase of your activity/project. It will help you strategically plan your activity in detail, avoiding risks and achieving effective results.

Follow the star clockwise and answer all the questions that will help you plan well your activity

1. Goals/strategy-define the goals of your activity-you apply the S.M.A.R.T goals analyses. What you want to achieve in long/short term period?
2. Target group-who is your target group. What do you know about them, what is their profile, needs and characteristics?
3. Message-what is the message you want to send/give through your activity to the target group, audience, public?
4. Resources-what resources you have available, do you/your team have capacity to implement it/what else you could need/e.x translator, co-trainer, etc./
5. Methods-what exact methods of NFI you can use that can be suitable for your target group and goals willing to be achieved?
6. Debriefing/Evaluation-what methods you will use to measure the impact of the activity, how will you implement debriefing and get feedback from participants.



World Café

World cafe is a well-known tool that can boost discussion at any topic. You can apply it to encourage a dialogue among the group on the topic of migration. It is a simple, yet effective format that engage groups of people in meaningful conversations. The bigger group is divided into smaller groups/around 4-6 people/ and each group is given a different topic to discuss on a different “table”. Each

table has a table host who facilitate the discussion. The participants are switching tables periodically and getting introduced to the previous discussion at their new table by the host. The aim of the exercise will be to understand more about migration process, history, reasons of migration and to build empathy towards migrants and refugees.

Examples of topics around migration:

- Reasons of migration
- Example of migration flows in history
- Tools/ways to integrate migrants/refugees
- Role of young people in refugee integration

Tips

- If you work with mixed group/members of different target groups/, make sure you have a balance in each small group but use creative way of splitting into small groups
- Make sure there is translation provided if needed in each small group
- If the world cafe is your only activity make sure you use some getting to know each other/ice breakers/energizer to ensure a pleasant environment and encourage trust among the group
- Create pleasant, nice, hospitable atmosphere



Human rights walk

The activity is designed to reflect on the individual experience of each participant in terms of basic human rights, access to resources, and ways of being treated by the society. It can be implemented in both mixed groups or groups of only host community members. If is implemented in the second case the facilitator give different roles to the participants/some are asylum seekers, refugees in certain situations, etc. Throughout the activity the facilitator is reading statements and the participants are asked to take a step forward or backward based on their responses. This is experiential activity to highlight how people benefit or are marginalized by systems in our society, how refugees/migrants's basic human rights are being violated and to encourage empathy and acceptance towards them.

Time:

15~20 minutes for the Walk

45~60 minutes for the debrief

Materials:

- A wide open space
- Chairs to form a circle for the debrief
- Painter's tape to make an initial line for participants

Read the following to participants:

I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.

Example Questions You Can Use (Depending on the group, it is recommended that you develop specific questions that are relevant to that particular group):

1. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one-step back.
2. If you have constant access to health care, take step forward
3. If you have ever been profiled by someone else using stereotypes, take one-step back.
4. If you feel good about how your identities are portrayed by the media, take one-step forward.
5. If you have been a victim of any physical harassment, take one-step back.
6. If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one-step back.
7. If you can move freely within your own and neighboring countries take step forward
8. If you always had access to drinking water take step forward
9. If you have ever discrimination at work place, take a step back.
10. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one-step back.



All different All equal

This tool is designed to be implemented in mixed group of refugees and host community members. The aim is to discover the similarities of aspirations and dreams of each young person, no matter where one come from, his sex, original, religion, nationality, culture and most of all whether is a refugee or not as all young people have very similar dreams.

Materials needed:

- Flipchart
- Markers
- Colourful papers
- Old newspapers/magazines
- Glue and scissors

Time needed: 1.5h

Instructions:

Divide the bigger group into smaller ones and give them each the same materials. Tell them to share their personal goals and dreams in life, what they want to achieve and to visualize it on the flipchart with the materials given. After that ask them what factors can prevent them from achieving those goals/dreams. After they complete sharing in small groups, bring them to a plenary discussion to present their Dream boards. The aim is to realize how similar youth are in terms of their goals and dreams in life but also to see the limitations refugees can face. Leave enough time for debriefing.

Debriefing:

Start with asking about their feelings and thoughts during the activity, what they enjoyed and they learnt from the exercise. Ask them questions like: Do you feel everyone should have the same right to peruse their dreams and goals?

Do you feel certain groups face limitations –is everyone having equal chances of reaching their goals-Why/why not?

Was there anything that surprised you?



GAME

In refugees' shoes-simulation game

The game primarily focuses on developing on participants' awareness, empathy, tolerance and understanding of refugee situation. The game put participants into various scenarios that refugees face when fleeing from home and the obstacles they have on their journey.

Time for preparation: 15minutes

Time for group work: 45minutes

Time for debriefing: 30minutes

Instructions:

Explain the group what is a simulation and its purpose to be put in a imaginary but at the same time real situation-each group will face a different situation that refugees need to cope with and will be taken to imaginary journey. Set up the room into few corners-put a starting point, 3 check points and finishing line/to mark start and end of the journey as well as 3 obstacles they will face/.Divide the group into small groups/3-5 people/ and give each

group a different scenario. Explain them they are a family and they have to reach decisions as a group and highlight the importance of respecting each other, listening to each opinion and sharing. Give them 10minutes to reflect on the situation they are in and discuss the questions they have on the list given. After they discuss their scenario give them the first task-for 5 minutes to decide as a group which 3 things out of 10 to get on their journey. After they finish with the first task, they "start" their journey. Then they pick 3 of the Obstacle cards/card with different challenges that refugees can face on their journey/. Give them 10-15min to discuss in their group the challenges and what solution/decision they can come up with. After each obstacle card decision is made they pass through the imaginary checkpoint and get closer to the finish line. After each group is done leave them time for group elaboration and feedback, then form a plenary discussion.

Debriefing and evaluation:

- How did you feel in the beginning, during and at the end of the activity?
- How did you feel when you only had to choose 3 things to pack?
- Was it easy to make decisions in the group?
- What do you think about the obstacles-could they be real and how does it make you feel?
- How do you feel about the people that need to go through such journey?
- Do you think you had a choice during the journey?
- What will you take from this experience



CHAPTER 3: Case Studies

Introduction

In this chapter, we would like to introduce some interesting projects to interested full-time and voluntary employees. These projects are designed to show that there are many ideas and initiatives in the private, social and business environment that should enable or facilitate refugees to settle in their host country. In doing so, the dissemination of such activities via the internet is a crucial factor, which makes the rapid and relatively easy dissemination of such information possible. The focus is not always on the group of refugees – rather, opportunities that enable volunteers to expand their background and basic knowledge of refugee work and integration. Networking in order to be proactive and creative should also be addressed and documented. Many of these projects have been successful, creating the basis for help to be as concrete and professional as possible. As already described many times, the work with refugees has many facets in the meantime. While direct aid to housing, food and basic needs was the center of organized refugee work some time ago, the effort to integrate into existing social systems has now entered this area. In doing so, integration efforts in linguistic promotion as well as integration into existing education, training and employment systems are undoubtedly at the center of attention.

With the help of fictitious case studies, problems are presented which lead to best practice examples via internet research. Of course, these examples are not exhaustive. They are taken from the living environment of the Austrian capital Vienna. Information about the described projects can be found on the Internet. We take no responsibility for the linked content. Interested persons are expressly encouraged to complement their own picture of real refugee work through independent research and to set up similar projects in their direct environment or to work on them. Quotes and references are translated from German online or original version independently by the project team of ÖJAB.

DI(FH) Uwe Schäfer, MA

BPI of ÖJAB Vienna (Austria), February 2019

Case study 1 - What's going on? - Background and information

Dieter T. is living in Vienna. He is a 58 years old Austrian citizen who would like to get involved in refugee work. He is a civil engineer and in the meantime semi-retired. Mr. T. feels a bit unsure. Due to his job as a project engineer, he is accustomed to provide as much background information as possible. It would be good if there was an opportunity to get informed at a high level - not just from the news and Facebook. Also, the exchange with a scientific community would be important to him.

If you are active in refugee work and have the feeling that you do not have the background knowledge then sometimes it is advisable to acquire appropriate expert knowledge. This first project should draw attention to an initiative of the city of Vienna to provide "multipliers" (so they are called), which work in the context of various projects with and around the target group, with more extensive information. Furthermore, lectures and discussion events should provide the opportunity to participate in an exchange on interesting topics. At the municipal level, the "MA 17" is responsible for this in Vienna. As a municipal department, it is part of the Vienna City Administration (public or municipal sector - see Stadt Wien 2019a). At the municipal level, all threads concerning refugee work are converging at the MA 17.

Not only commitment (and financing) is at the center of work, but also an exchange and networking of private and public stakeholders. In addition to many interesting projects, the MA 17 is also responsible for a series of lectures, which will be briefly described below.

"The lectures are addressed to people who work with immigrants and refugees in their everyday and professional lives (Stadt Wien 2019b)."

This year the MA17 started a lecture series with the name "Wien. Vielfalt. Wissen." ("Vienna. Diversity. Knowledge."), which should allow the addressed target group to provide themselves with more extensive information and to participate in public discourse. Furthermore, participation in these events also provides an opportunity for networking (with other committed individuals working in similar task areas). The events are free and are aimed at both full-time employees and volunteers. An excerpt from the event program (presentation topics of the year 2019 - so far dates are planned until the summer of 2019) should be briefly reproduced here (see Stadt Wien 2019b).

Topics of the lecture series include:

- Islam in Vienna
- Transcultural competence
- Data and facts about migration in Vienna
- Refugees from Afganistan and the Arab region
- Asylum in Austria
- Equal treatment and anti-discrimination
-

Depending on the focus, the main speakers of an expert community come from politics, science and/or the social sector (aid organizations/NGOs). This example also shows that through the use of the Internet as a means of information and distribution it is possible to successfully promote such series of events and to inform the public. The direct exchange of interested and involved people as well as the receipt of well-founded information, however, allows the conclusion that by hearing and experiencing real existing facts, the allegedly easy receipt of information via Facebook can/should be counteracted.

Dieter T. is excited, that there is this possibility in his city. He would like to attend the events (as soon as possible) and he will certainly join an interesting aid-project in refugees work soon.

Case study 2 – Joint learning - Pathways to the education system Part One

Dunja K. is in her mid-twenties. In the mid-1990s she fled from Bosnia to Austria together with her parents. She studies at the College of Education and wants to become a teacher. She is meanwhile an Austrian citizen. From personal experience, she knows that living alone in a foreign country is not easy. Escape, language and school education - these are her childhood memories. She wants to help young people who are now in a similar situation. She also wants to give something back.

When working in refugee sphere, it often becomes clear that the success of "integration" can be significantly linked to how quickly migrants are able to develop adequate CVs, in a manner of speaking. Participation in education is a crucial criterion here. (Vocational) education systems vary from country to country. If one does not explicitly deal with this fact, it often only noticed when (as in the case of migration problems) formal qualifications (according to the standard of the refugee country) are demanded. Formal education seems to continue to be the ticket to a regulated professional life - despite official efforts over the past few years that have involved mutual and transnational recognition of educational qualifications. A first sticking point is, for example in Austria, the acquisition of compulsory school leaving. The completion of compulsory education (with a positive result) seems to be perceived by many migrants (in questions of vocational integration) as an insurmountable obstacle.

Initially we would like to introduce a project which has made it its mission to accompany children and adolescents on their way to school.

Tutoring is expensive. Even without a migration background, it seems to be difficult now to keep up with the demands of the "knowledge society". Learning support often seems to be the only way out (for parents) to counteract the so-called "educational failure" of the offspring. Children from migration families are often bonded twice, in many cases with additional language barriers of the host country to the already not always very simple requirements in English and mathematics. It now seems to be also a social task to provide all children in general and with a migration background with special help on the way to school. The Caritas (church aid organization) in Vienna and the surrounding area has implemented the idea of the "learning café".

"With the learning cafés we offer the children free learning and afternoon care. Our offer is aimed especially at children with a migration background, but basically the learning cafés are open to all children. In addition to targeted learning assistance, it is also about teaching children joy in learning (Caritas Wien 2019). "

The offer of the learning cafés is not only aimed at families with a migrant background, but also at all citizens. In this sense, a "secret curriculum" is also visible, which also puts the idea of a linguistic and

social inclusion in the center. Furthermore, citizens are specifically called upon to volunteer for the refugee and integration work within the learning cafés. Dunja K. will also spend some afternoons a month in the learning café.



Case study 3 - Occupation and vocation - Pathways to the education system Part Two

Hermann R. (32) recently took over his father's metalworking business. Due to the currently good economy, he cannot complain about lack of work. In the course of a job-search procedure initiated by him, he meets Mohammat A. (28). The man from Syria, who has recently been recognized as a refugee in Austria, is desperately looking for work. Mohammat properly speaks of his job as a welder in his home country. Hermann R. does not want to decide quickly. He lacks information regarding recognition of qualifications acquired abroad. What options are there to integrate the specialist from Syria into existing working cultures? How to proceed systematically? After two days specimen piece by Mohammat, Hermann R. starts to use the Internet to get information.



For migrants who already have work experience from their home country, it is frequently not easy to find an adequate job in the host country. Even in advanced stages of aging, the knowledge society beats mercilessly. If refugees don't have a recognized professional qualification, they quickly end up in a close. Unemployment and activity in the context of so-called "precarious jobs" are threatening. The situation seems paradoxical, as the business associations in modern industrial and service companies in many places complain about a shortage of skilled workers. The solution seems obvious. Industries that are often looking for skilled workers must be supported in the form of qualification of refugees. Quantitatively, this solution seems feasible, but to what extent can (within a short period of time) specialists from the ranks of the refugees be acquired? Bureaucratic, social and disciplinary hurdles often prevent a supposedly easy way to recognize a vocational or educational qualification acquired abroad. Not only academic programs are affected. The fundamental difference that in most modern societies "education" is not the same as "university" is often unknown to many migrants. Vocational training very often means the existence of formal vocational qualifications, which often have to be obtained outside the higher education system. Depending on the host country, other systems of vocational education predominate here. You are just not a tailor, carpenter, locksmith, merchant or cook, if you have worked long enough in the industry. In questions of integration, this presents us with the task that on the one hand the previous knowledge of the clientele must be recorded and checked, and on the



other hand possibilities of recognition and professional qualification must be created. In Vienna, a veritable culture has emerged from various educational institutions, which (in the context of various projects) should enable the subsequent acquisition and recognition of professional qualifications. At this point, a counseling and contact point will be presented, which allows migrants to inform themselves about the necessary steps, to review possibilities, as well as to place their own wishes and ideas. Together with the persons to be counseled, AST (contact points for persons with qualifications acquired abroad) seeks a way out of the often impenetrable jungle of recognition.

The AST (contact points for persons with qualifications acquired abroad) work in many Austrian cities on behalf of the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection.

"Since January 2013, four contact points (AST) in Austria, more precisely in Vienna, Linz, Graz and Innsbruck offer advice on the recognition and evaluation of qualifications acquired abroad. In the other federal states, weekly consultation-days take place. [...] Goal: Free, multilingual information, advice and support throughout the recognition and evaluation process to facilitate qualification-adequate integration into the labor market. Target group: Persons with formal qualifications acquired abroad with questions on the recognition or professional use of their competences and residence in Austria (AST 2019)."

Hermann and Mohammat get an appointment.

Case study 4 – Integration means life - including sports and leisure

Naemi is from Nigeria. She is 16 years old and has lived in Vienna for some time. She attends the senior year of middle school. Her sports teacher, Claudia T. (34), has discovered that Naemi always speaks out in physical education to play football. The rest of the class is not always so enthusiastic about this idea.

The few times of playing football with the class, Claudia T. discovers that Naemi (on the sporting side) possesses talent. On the other hand (and it is quite important to Claudia T.) she discovers that Naemi always gets glowing eyes when the ball comes into game. Naemi opens up. Claudia T. begins to research.

Leisure activities are important. Sport continues to play an important role in the development of young people. In addition to physical fitness (which undoubtedly is based on the idea of sports), social skills can also be strengthened and developed through the organized exercise of team sports and individual sports. For example, sports clubs offer the opportunity to practice sport with like-minded people. For some time now, sports clubs have played an important role in terms of integration and refugee work. In particular, team sports (and corresponding sports clubs) provide platforms for this purpose. Making contacts, following procedures, rituals and rules, linguistic understanding - these are all "secret curriculums" of an organized and communal sports exercise. Last but not least sportiness and fair play are on the agenda. When researching the Internet, you will usually

find corresponding offers. Below is an interesting project from Vienna, which brings sport interested persons with a migration background and local sports clubs, which provide appropriate offers, together.

"Fairplay - contact exchange - offer for sport-specific actions and offers for refugees - The contact exchange is an overview of the existing sports offer at the base and on the part of the umbrella and professional associations and individual club offer. The aim is to network the offers and expand the fairplay contact exchange. Interested parties can come into contact with clubs and initiatives in such a simple and unbureaucratic way. Thus, the appropriate offer for the athletes can be selected in special and contact (Fairplay 2019). "The initiative explicitly invites sports clubs (and thus volunteers interested in sports) to cooperate!"

"If you hear about actions in sport/football or initiate them yourself: send us your contact information so that we can update the data on our website (ibid. 2019)!"

Furthermore, clubs are advised and supported.

"Associations and initiatives that want to open their trainings for refugees or build own projects can inform themselves at fairplay, coordinate the offers with each other and exchange experiences. fairplay provides advice. Problems and challenges can be solved together. In the future, it will no longer be necessary for each initiative to find out for itself individually. Projects are supported in

questions of infrastructure, legal issues (such as player passes) as well as general questions that arise when a project is re-initiated. Organizational topics ("How do I start an association?") play a role as well as infrastructural ones ("How do I get to a sports field?") (Ibid. 2019). "

Due to the research and the commitment, corresponding offers can be found by means of Internet research. Thanks to initiatives like this, the idea of integration will be strengthened and ideas and projects will be successful. With the help of her sports teacher, Naemi will probably soon be able to take a corresponding offer.



Conclusion Chapter 3

The case studies and projects have shown that it is possible to engage regionally in refugee work. Due to the interminable variety of offers and possibilities, a quick help and information regarding ongoing projects is almost unthinkable otherwise. Of course, it makes a difference whether you are interested in support services in rural areas, or initiatives in urban metropolitan areas. The question of how aid can be provided on the spot and in personal talks has not yet been resolved. The described case studies are taken from the fields of action of political/social information, education and training as well as leisure activities and sports activities. It is also secondary to whether one becomes active because of personal contacts with refugees(as often described here), or whether the motivations of engagement are to be sought in a general social motivation.

Of course, the Internet also offers the possibility for aid organizations to seek links in the context of their professional advisory and support work in order to be able to target refugees with opportunities. Modern consulting work towards the target group is no longer conceivable in the meantime without these aids.



CHAPTER 4: Use of EU and other programs in support of youth workers dealing with refugees' integration

Introduction

This final part deals with the possible options for youth and social workers to be active part of innovation processes in their organizations. The activity of fundraising is not only related to the financial departments of the non-profit organizations, but it should come from a vision shared by all the members, volunteers and all the members of the organization. For this reason, a crucial skill needed by each volunteer and member is the ability to elaborate a good proposal, no matter which kind of funding programme you will use.

At the same time, the chapter will introduce different types of funding sources, starting from EU-funded programmes, private foundations programmes and crowdfunding opportunities.

We have already analysed the key definitions (Chapter 1), some available Training resources for youth workers (Chapter 2) and some case studies regarding the integration work for refugees (Chapter 3). Now we will understand and reflect on how a youth worker/volunteer can have an active and strategic role in his/her organization, with the aim of supporting the mission and improving the work for the target group. In particular, we will deepen the possible strategies to use EU programmes or other private funds in the correct way to turn ideas into funded projects.

How to find and choose the right funding and supporting Programmes?

Often, local activities are supported by a great volunteering work, a good organizational structure and solid roots in the social context. This should be the basis of any organization working for the refugees' support. At the same time, these elements could be not enough without funds.

The fundraising and fund research should be the final step of a long process dealing with the willing to improve the impact of the organization actions.

A volunteer or a youth worker working with refugees can choose the best way to give his/her contribution to the NGO, starting from a question: "Which is the project I want to develop?" and not "Which is the richest fund I can use?". Making the right question is crucial. For this reason the analysis of the funding opportunities will be the last part of the chapter. The first step to reflect on is how to make my project potentially funded. Also, an important choice is connected to the sector/issue/field of interest in which my project belongs (education, material support, research, storytelling, etc.).

We have already analysed how to elaborate a project and the different phases of that process. Now we will deepen the elements that are useful only to understand the link between a project proposal and the suitable funding call/programme.

Out of the different steps, an expert youth worker knows that the beginning point of any project elaboration is to make an effective context analysis. This implies a reflection about the environment in which the youth worker acts.

As already mentioned, it is necessary to introduce your project, including the issue you want to address. You should reflect before on why the issue is important and to whom (to which specific target of refugees or migrants). If, for instance, the project is related to educational issues, you should reflect and explain how will your project offer new ideas in education, replicate or scale up proven educational ideas or methods, or provide evidence of what is already working in education. A good strategy is to cite relevant official sources or previous examples of similar projects. Of course, if you include examples of similar education projects (including your own already implemented) that address the same need or use similar methods, is important to explain how the new project will be different.

All the mentioned activities in this phase are not connected only to the external communication (for the possible evaluators of the proposal), but they are mainly referred to a process of (self)reflection about the mission and the ordinary activities carried out by the NGO for supporting refugees.

Planning before Funding

The main effort to do is to turn the idea into a concrete project proposal for refugee's integration. The funding opportunity is not the

aim, but an instrument through which the organization can accomplish its mission of supporting refugees.

The aim of the planning activity has to be the real impact on the target group and in particular on the refugees. No matter which will be the funding source to looking for or to use: a good planning action will be useful in any case.

To make a project proposal ready for applying then to different calls, is needed to focus on its "flexibility". The project needs changes to be introduced as a result of on-going progress and regular evaluations. Dysfunctions and distortions in the planning stages can thus be corrected and, especially, the different components of the project may be adapted and adjusted to unforeseen changes or evolution. The field of refugees integration, in fact, is continuously changing, due to external elements to adapt to.

At the same time, a youth worker can be (or should be) a promoter for innovation and creativity for his/her organization. Because of the close and professional relationship with refugees in the daily work, he/she should be able to identify the opportunities of innovation that even a director cannot identify. So, youth workers (and volunteers) are always resources for changing, with the aim to propose or elaborate new ways of doing things, new methods to achieve aims and objectives. Working through projects forces every new project to be different and unique: this is the principle of innovation. In doing so, the youth worker can stimulate the creativity both in people and in the organization, with a huge input to non-conformism and



unconventionalism, themselves also important motivation factors in organisations. Furthermore, the awareness about the real needs of refugees to support makes a project also realistic and not only generally “innovative”.

Creativity and innovation embody the need to be closer to the reality of the refugees or of the community, and to interact with other people, organisations and trend-setters. Creativity and innovation also rhyme very well with modernity and modernisation – crucial concepts of our time.

The cycle of fundraising

Youth workers should always think as potential fundraisers for projects of refugees integration. Once you have reflected in a clear and effective way about the project idea, it is possible to start setting up a complete fundraising strategy that we can divide in different steps, no matter what funding tool will be used:

1. After having identified the mission and the objectives of the organization, it is necessary to start a process of internal communication to explain which would be the new activities of fundraising. “Internal communication” means not only the dissemination, but the active engagement of all the members, volunteers and new collaborators that are needed to carry out the activities. In this phase, the involvement of the target group can be useful, as they will be the final beneficiaries of the action. Where appropriate, the organization should carry out some

training activities addressed to the future or potential volunteers that will support the fundraising actions.

2. The second step should be the implementation of a deep analysis regarding the possible risks and inexpectancies that may can happen, with the support of experts of the organization in this field.
3. A SWOT Analysis can be very useful as a third step. This means to evaluate strengths, weakness points of the organization. As it was already mentioned, innovation is a relative concept, that is far from being universal. What works under one set of circumstances does not necessarily work in another one. So, creating the best actions and processes is highly context-dependent. For this reason, a correct SWOT analysis can be very useful.
4. Planning and project elaboration, including the communication plan (internal and external) and decision of what is the best instrument of fundraising, as described in the next paragraph. Only at this step we start thinking about the specific grant or programme to apply to.
5. Beginning of the project actions: training, timetable, meeting and monitoring. All these activities maybe in charge of the project management department, possibly with the involvement of the youth workers.
6. Implementation of the fundraising activities.
7. Final evaluation and final report of the action.

Some of these points/steps can be directly managed by youth workers or volunteers: 1, 2 and 3. The points 4, 5, 6 and 7 are generally managed with the professional support of other members and departments of the NGO.

The existing European and private programs

After understanding *how* to plan for funding and what is the contribution in terms of contents that a youth worker can bring, it is important to know *where* to find possible funding opportunities. In this case, the youth worker acts for “scouting calls for proposals”.

At European level, a lot of funds, calls, programmes and initiatives are implemented in the wide sector of migration and refugees support. We will focus on the programmes related to education and social integration.

Asylum, Migration and Integration Fund (AMIF)

The Asylum, Migration and Integration Fund (AMIF) was set up for the period 2014-20, with a total of € 3.137 billions for the seven years. It will promote the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration. This Fund will contribute to the achievement of four specific objectives: Asylum, Legal Migration and Integration, Return, Solidarity. This Fund will also provide financial resources for the activities and future development of the European Migration Network (EMN). EMN aims to respond to EU institutions' and to EU State authorities' and institutions' needs for information on migration and asylum by providing up-to-date,

objective, reliable and comparable data, with a view to supporting policy-making.

The largest share of the total amount of the AMIF (approximately 88%) will be channeled through shared management. EU States will implement their multiannual National Programmes, covering the whole period of 2014-20. These programmes are prepared, implemented, monitored and evaluated by the responsible authorities in EU States, in partnership with the relevant stakeholders in the field, including the civil society.

Concrete actions to be funded through this instrument can include a wide range of initiatives, such as the improvement of accommodation and reception services for asylum seekers, information measures and campaigns in non-EU countries on legal migration channels, education and language training for non-EU nationals, assistance to vulnerable persons belonging to the target groups of AMIF, information exchange and cooperation between EU States and training for staff on relevant topics of AMIF.

All EU States except Denmark participate in the implementation of this Fund. Examples of beneficiaries of the programmes implemented under this Fund can be state and federal authorities, local public bodies, non-governmental organisations, humanitarian organisations, private and public law companies and education and research organisations.

AMIF is the main resource available today at European level. Starting from its resources, a lot of different National Programmes came to existence. So, at a national level each youth worker should find out the opportunities given by specific call of each Government.

Best practice of private programmes: National Geographic Society – Documenting Human Migration

In the e-learning course of the project “Volunteers4ALL”, one of the modules was about the successful strategies of communication and dissemination for youth workers in the field of refugees integration. In this sense, the *storytelling* activity is a tool to consider and develop as an asset for improving the impact.

For this reason, a focus regarding private funding programmes will be the Grant “Documenting Human Migration”, promoted by the National Geographic Society.

The goal of this Grant is to support impactful projects that – through education or storytelling – seek to increase understanding of and acceptance of migrants and migrant communities. Types of human migrations include (but are not limited to) nomadic communities, refugees of all kinds, migrant labor, victims of human trafficking, and people exploring the planet and beyond. The programme starts from the assumption that there are over 65 million refugees in the world today and millions more “environmental migrants” are expected over the coming decades. These migrations are challenging social bonds and resource allocations across the world, motivating political

agendas and potential backlash, but also creating new and dynamic multicultural communities (National Geographic Society website).

NGS gives priority to projects that aim to do one or more of the following through education or storytelling:

- Document the causes and effects of one or more examples of present-day human migration;
- Document the lives of present-day migrants, their journeys, and receiving communities.
- Develop and test out classroom resources, curricula, or public outreach materials that aim to increase understanding of the migrant experience and acceptance of migrant communities.

Typical proposal requests should be less than \$ 30.000; however, applicants may request up to \$ 70.000. Successful applicants may use awarded funds over one or two years. All applications should include a clear review of the state of knowledge about human origins in the region and, if applicable, a plan for evaluating the success of the proposed capacity development activities (e.g., field school). All applications should explicitly state the plan for evaluating the impact of the proposed work on particular audiences (National Geographic Society website).

Case study – A project funded by Crowdfunding

Inspirations often come from projects and experiences already implemented. For this reason, a case study will be the project “Refugees Forward”, an initiative financed by a crowdfunding campaign.

Refugees Forward (RF) is a business incubator for refugees in the Netherlands, has just launched a fundraising campaign to support training activities for their programme participants. Since their launch in 2017, the organizations has managed to secure 250.000 € in investments for RF entrepreneurs. During 2019, the organization plans to launch 4 incubator programmes, with the aim to enable 60 entrepreneurs with a refugee background to establish their own businesses and start anew.

The campaign description says “If you too believe that entrepreneurship is a sustainable solution for economic and social integration of newcomers, please contribute to our mission by making a donation or becoming a monthly subscriber. For each 1 € you donate, our participants get 3.5 € worth of personalised training and expert coaching. This Christmas, be smart with your donations, and help a newcomer restart their life”.

The choice of this example as a case study is due to some specific features:

1. The *funding source*, as the crowdfunding is an affordable tool for youth workers, volunteers and communities to promote and

finance an integration project. With a right communication strategy, the crowdfunding can be an affordable contribution in which any member of the NGO can participate.

2. The *topic*: the project deals with the maximum example of promoting refugees integration, that is the promotion of entrepreneurship. This means making entrepreneurship a sustainable solution to the integration and economic empowerment of refugees and newcomers in general. For youth work, so for young refugees, this topic can be a key for a real integration.
3. The *process* of development of the initiative, with a bottom-up approach, typical of a community-based project proposal. As already mentioned, the engagement of the target groups and the whole community should be a praxis for any action of the NGOs’ youth workers. In this way, in a little over a year, the new “refugees entrepreneurs” have managed to launch 12 businesses and raise € 250.000 in investment. Together, the organization has saved the Dutch government over € 50.000 in social welfare costs, and the income of the participants has increased in over € 70.000. Thanks to the motivation coming by these results, they have set the target of assisting 200 entrepreneurs with a refugee background to launch their own businesses in Europe by the end of 2020.



Conclusion Chapter 4

A lot of new projects can be potentially implemented through a correct use of EU and other programmes in support of youth workers dealing with refugees integration. However, the key points are not related to a mere knowledge of which they are.

Knowledge of refugees needs, contexts analysis, creativity, innovation and ability of planning / finding grant sources are some of the competences required to a youth worker to “make a change” in his organization and having an impact on the target group(s).

The tools in the hands of the youth workers come from their daily work with refugees in the community where they are based. This kind of experience is an important opportunity to support the integration of refugees, especially the young ones. Starting from a process of youth working support, the perspective can be bigger, as mentioned in the examples given before. Communication, engagement for social inclusion, until the opportunity to support them in an economic integration.

The role of youth work in the migration and refugees policies is a new perspective to study. According to some recent studies and to the results coming from our project “Volunteers4ALL”, the link between youth work and refugees’ social integration is growing and becoming stronger.

Given that youth work is based on the principles of inclusiveness and participation, efforts and effective strategies are needed for the social integration of young refugees in and by means of youth activities. The same can be said of young people applying for asylum

and other young migrants. The United Nations (1995) broadly defines social integration as a process in fostering societies that are stable, safe and just and that are based on the promotion and protection of all human rights, as well as on non-discrimination, tolerance, respect for diversity, equality of opportunity, solidarity, security and participation of all people. Social integration is particularly seen as a two-way process where the support providers and the support receivers have to interact and participate in designing the process and activities. The mentioned principles are strictly linked to the aim of youth policies promoted at European level. Inspiration and information are the two elements to turn a youth worker into an added value in terms financing supporter for NGOs supporting refugees integration.



CONCLUSION

The present digital guide is one of the main results of the joint work of the project consortium - represented by the four strategic partners Alternativi International (Bulgaria), Austrian Youth Movement (Austria), Projuven (Spain) and Futuro Digitale (Italy) - which are part of the Erasmus + Project "Volunteers 4 ALL". The aim of this Digital Guide is to provide volunteers and youth workers with a tool to fill in the gaps in the use of ICT tools and social media to help migrants before, during and after their migration journey. Special attention is given here to the use of social media by migrants in order to be able to use and implement them for integration in host countries, the maintenance of family relationships, preserving cultural identities and supporting a family from abroad.

In the first chapter, you were introduced to the guidelines in this digital guide. These guidelines are intended to serve as a guide and to show the key definitions commonly used in refugee work. This chapter also provided an insight into recommendations for organizing a project for refugees and preparing volunteers and youth workers for regular activities with refugees and young asylum seekers.

In the section dealing with youth work in support of refugee integration in this guide, it can be summarized that youth work is the EU's biggest proponent of the enormous efforts to ensure the integration of refugees in Europe. It is important that youth organizations are actively involved in the process of investing in the skills, knowledge and skills of youth workers and working hand in

hand with other stakeholders. Non-formal educational activities are beneficial for the members of the host community, as well as for education on migration and understanding of the new culture, as well as for the acceptance of the new culture and for the asylum seekers / refugees helping them to adapt to the new culture.

As part of the case studies, you were shown that it is possible to engage regionally in refugee work. Due to the interminable variety of offers and possibilities, a quick help and information regarding ongoing projects is almost impossible. It makes a difference whether you are interested in support services in rural areas or initiatives in urban agglomerations. The question of how the help can be provided on the ground and in personal talks is not yet clear. The case studies described are from the fields of action of political / social information, education and training as well as leisure and sports activities. It is also secondary to whether one (as often described) is active through personal contacts with refugees or whether the motives of the commitment are sought in a general social motivation. The Internet also offers aid organizations the opportunity to seek links as part of their professional counselling and support work in order to be able to address refugees with opportunities. Without these aids, modern consulting work for the target group is no longer conceivable.

The last part of the digital guide dealt with the use of both EU and non-EU programs to support youth workers involved in the integration of refugees. The activity of fundraising does not only refer

to the financial departments of non-profit organizations, but should come from a shared vision of all members and volunteers of the organization. Many new projects may be implemented through the proper use of EU and other programs to support youth workers involved in the integration of refugees. Information and inspiration are the two elements that enhance a youth worker's ability to fund non-governmental supporters who support the integration of refugees.

We hope that this digital guide will give you a good overview and a tool. Additionally we hope that with the information you found in this guide, you can make good use of the topics of implementing ICT tools and social media to help migrants before, during and after their migration journey to help.





LIST OF REFERENCES

AST (2019): Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen. Bundesministerium für Arbeit, Soziales, Gesundheit und Konsumentenschutz. Online verfügbar unter <https://www.anlaufstelle-erkennung.at/anlaufstellen>, zuletzt geprüft am 05.02.2019.

Caritas Wien (2019): Lerncafés. Wien. Online verfügbar unter <https://www.caritas-wien.at/hilfe-angebote/asyl-integration/ausbildung-arbeit/jugend-lerncafes/lerncafes/>, zuletzt geprüft am 05.02.2019.

fairplay (2019): Initiative für Vielfalt & Antidiskriminierung. Sport welcomes Refugees. Wien. Online verfügbar unter <https://www.fairplay.or.at/service/sport-welcomes-refugees/>, zuletzt geprüft am 05.02.2019.

Stadt Wien (2019a): MA 17 - Integration und Diversität. Internetpräsenz der Magistratsabteilung 17. Stadt Wien. Wien. Online verfügbar unter <https://www.wien.gv.at/kontakte/ma17/>, zuletzt geprüft am 04.02.2019.

Stadt Wien (2019b): Vorträge: "Wien, Vielfalt, Wissen". Internetpräsenz der Magistratsabteilung 17. Stadt Wien. Wien. Online verfügbar unter <https://www.wien.gv.at/menschen/integration/weiterbildung/mul>

[tiplikatoren/vortraege-wien-vielfalt-wissen.html](https://www.tiplikatoren.at/vortraege-wien-vielfalt-wissen.html), zuletzt geprüft am 04.02.2019.

CSV Italia (2012): Nero su Bianco, Principi e tecniche di Fundraising.

Council of Europe and European Commission (2000): Project Management T-Kit.

National Geographic Society (2019): <https://www.nationalgeographic.org/grants/grant-opportunities/documenting-human-migrations>

European Commission (2019): Overview of funding programmes: https://ec.europa.eu/info/funding-tenders/funding-opportunities/funding-programmes/overview-funding-programmes_en

Innovation Leadership Forum (2017): <https://innovationleadershipforum.org/our-wisdom/context-is-king>

K. Rambaree, M. Berg, M. and R. Thomson (2017): A Framework for Youth Work with Refugees: Analysis further to the expert seminar *"Journeys to a New Life: Understanding the role of youth work in integrating young refugees in Europe"*

Refugees Forward (2019): <https://refugeesforward.org>