

MedYouth

Connection for Inclusion

GOOD PRACTICES GUIDELINE

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

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MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION



Mediterranean Youth Connection for Inclusion (MEDYOUTH) is a 12-month Erasmus+ small-scale partnership (KA210-YOU) bringing together three organisations from France, Spain and Italy to strengthen inclusive youth work through European cooperation and peer learning.

The project combines the expertise of organisations working in youth work and migrant inclusion, creating opportunities to exchange methodologies, discover innovative practices and reflect on common challenges on inclusion of youth with fewer opportunities and youth migrants. Throughout the project, participants explored different local realities and identified transferable approaches that can be adapted to a variety of contexts across Europe.

Participants learn directly from organisations in the field by observing their practices, exchanging experiences and reflecting together on how these methodologies can be adapted within their own organisations.

The project is organised around three european study visits, each dedicated to one learning theme.

Genoa - ITALY



Understanding the situation of young migrants

Barcelona - SPAIN



Interculturality & reaching excluded youth

Marseille - FRANCE



Giving young migrants a voice

Each visit combines field visits, meetings with local organisations, practical workshops and peer-learning activities, allowing participants to discover concrete methodologies developed in different national contexts.

The knowledge collected throughout these exchanges has been brought together in this Good practices guide, which aims to inspire youth workers, social professionals and organisations wishing to develop more inclusive and participatory approaches when working with young migrants and young people with fewer opportunities.

THE PARTERSHIP

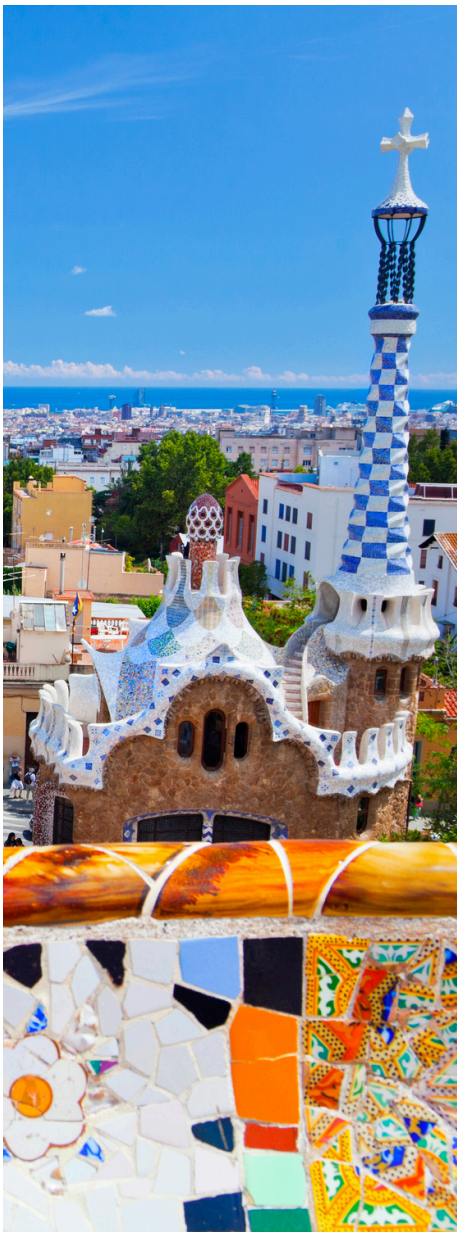
GENOA



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Provide reception, social support and integration services for migrants, refugees and vulnerable groups through a community-based approach.

BARCELONA



open
cultural center

Work on the social and labour inclusion of migrants, refugees and asylum seekers through education, language learning and youth programmes.

MARSEILLE



eurasia net

Specialised in youth mobility, non-formal education and the social and professional inclusion of young people with fewer opportunities.

WHY

THE MEDYOUTH PROJECT ?

Across Europe, countless initiatives have been developed to support young migrants and newcomers. Many provide essential services such as language learning, legal assistance, housing support or access to employment. These initiatives play a crucial role in responding to immediate needs and helping young people navigate complex migration pathways.

However, despite the quality of these services, one important challenge often remains: **young migrants continue to participate mainly in programmes specifically designed for migrants, while they remain underrepresented in mainstream youth organisations and community life.**

The MedYouth project arose from observations shared by both youth organisations and organisations specialising in supporting people on migration journeys. Youth workers do not always have access to suitable facilities, knowledge or approaches to meet the needs of newly arrived and/or marginalised young people, thereby facilitating their inclusion in youth activities. At the same time, organisations supporting people on migration journeys are not always equipped to adapt their reception and support services to newly arrived young people.

Rather than asking "**How can we create better services for young migrants?**", the project asks:

"How can we strengthen connections between migration and youth organisations to create more opportunities for young people to participate in wider social, educational and professional life ?"

MEDYOUTH focuses on bringing youth workers, professionals working with migrants, volunteers and young people closer together, creating bridges by bringing together their complementary expertise, with the aim of creating more inclusive opportunities for young people.

To support this vision, **MEDYOUTH** follows an holistic approach to inclusion who recognise that successful integration is not achieved through a single intervention, but through a continuous process of understanding, connection and participation. The methodologies presented in this guide are the result of this shared learning journey and aim to inspire youth organisations across Europe to build more inclusive, participatory and resilient communities.



UNDERSTANDING & SUPPORT



CONNECTION & PARTICIPATION



EMPOWERMENT & EXPRESSION

FOR WHO IS THIS GUIDELINE ?

This guide is intended for professionals and organisations working with young people, particularly those who wish to promote the inclusion and participation of young migrants and other young people with fewer opportunities*

It is especially relevant for:

- Youth workers
- Youth leaders
- Volunteers working with young people
- Professionals working with migrants and refugees
- NGOs and civil society organisations
- Trainers, social workers and educators using non-formal education methods
- Local authorities and organisations involved in youth inclusion

Whether you already have extensive experience working with migrant communities or are looking to make your activities more inclusive, this guide provides practical ideas, tested methodologies, and transferable tools that can be adapted to a wide range of local contexts.

HOW TO USE THIS GUIDELINE ?

This guideline has been designed as a practical resource, rather than a theoretical publication.

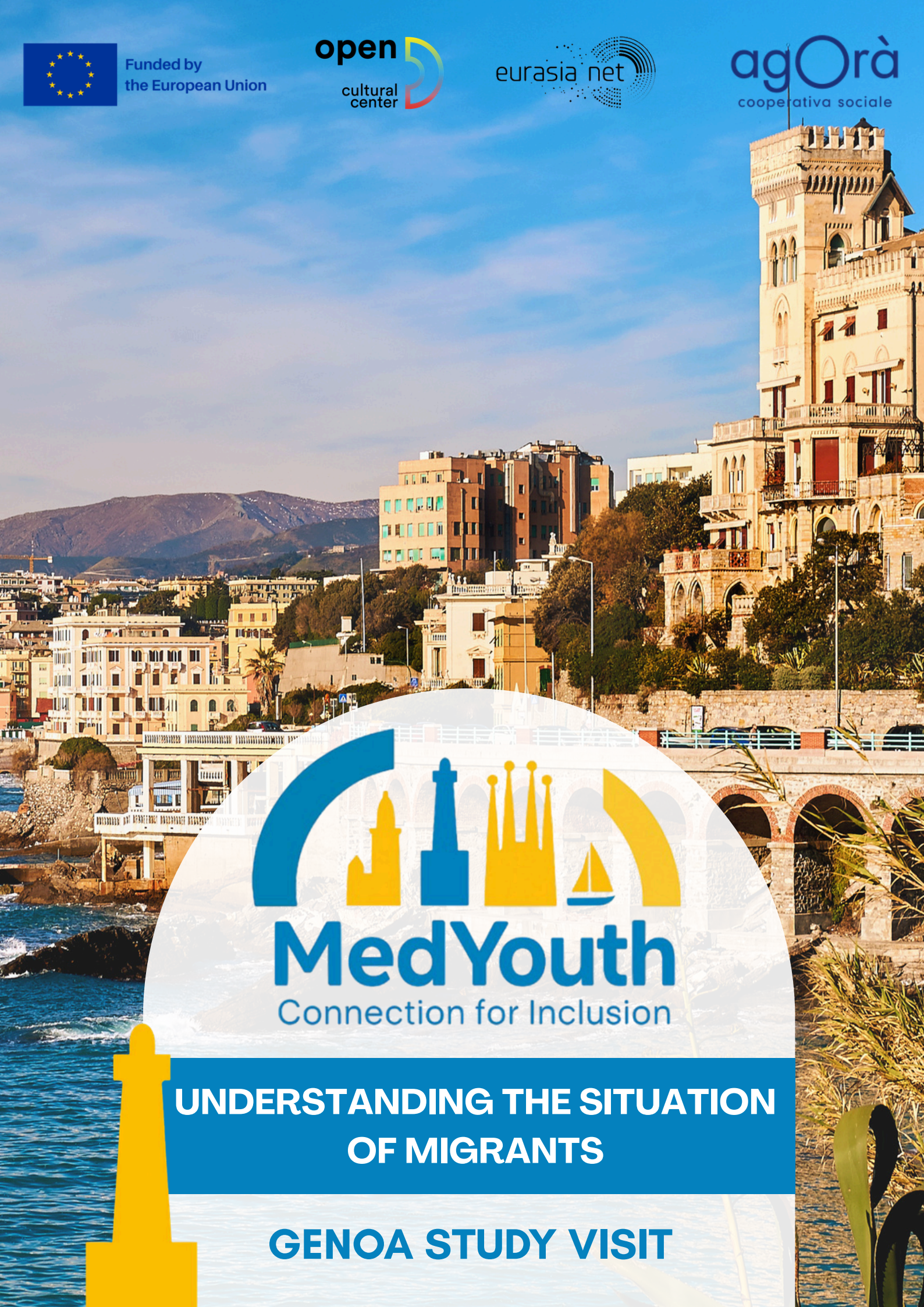
Each chapter corresponds to one of the three learning modules developed during the **MEDYOUTH** project and presents concrete methodologies, practical tools, and inspiring practices collected during the study visits.

For each practice you will find the context in which it was implemented, its objectives, a description of the methodology, practical tips for implementation and recommendations based on the partners' experience

Readers are encouraged to adapt these practices to their own organisational context, target groups, and local realities. The guide is intended to inspire new ideas rather than provide fixed solutions.

This guideline include a short overview of the local contexts of adult and young migrant inclusion in Genoa, Barcelona and Marseille, where the Study Visits took place. As the guide is intended both for migration professionals and youth workers who may not be familiar with local inclusion systems, this section provides some key information on the policies, support systems and challenges faced on the ground when supporting newly arrived young migrants in thoses cities.

***Young people with fewer opportunities** means young people facing some obstacles that prevent them from having effective access to opportunities for economic, social, cultural, geographical or health reasons or for reasons such as disabilities and educational difficulties.



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Connection for Inclusion

UNDERSTANDING THE SITUATION OF MIGRANTS

GENOA STUDY VISIT

MIGRANTS REALITIES, NEEDS AND CHALLENGES

Promoting migrants' inclusion in the host society first requires a careful understanding of their needs, priorities and circumstances. Migrants are not a homogeneous group, but include people with different migration profiles and legal statuses, such as asylum seekers, refugees and beneficiaries of international protection, economic migrants, unaccompanied minors and victims of human trafficking. Migration is also constantly changing in response to wider social, political, economic and environmental transformations. In particular, climate change, environmental degradation and extreme weather events are increasingly influencing human mobility, particularly in areas where living conditions are becoming unsafe or unsustainable. Although to date the legal system does not provide for a form of protection that has as its basis or that even considers climate change, climate-related migration is an emerging phenomenon that requires professionals to remain attentive to new migration patterns and forms of vulnerability.

However, the broad migration categories presented above provide only a partial understanding of an individual's situation. People belonging to the same group may have very different needs and experiences depending on their age and stage of life, migration journey, country of origin, family and educational background, health, and support networks in the host country. Their priorities may also vary according to whether the country of arrival is their intended destination or a transit country, as this can shape their plans, expectations and approach to a longer-term inclusion pathway. For young people in particular, their experiences may vary depending on whether they have arrived with their family or as unaccompanied minors, among other factors. Moreover, their experiences are shaped not only by the migration journey itself, but also by the specific challenges and transitions associated with adolescence and young adulthood.

Depending on these circumstances, migrants may face a range of difficulties, which often vary in terms of urgency. For young migrants in particular, safe accommodation, healthcare, psychosocial and legal support, and access to basic material resources may require immediate attention, while language learning, education and training, access to employment and the development of social networks may require a longer-term perspective. However, these priorities are not fixed and depend on individual situations. For some young migrants, employment may already have been part of their everyday life before migration, including during adolescence. As a result, finding work may be perceived as an immediate priority after arrival. Responding to that priority, however, may not be possible immediately. In the host country, access to regular employment may be subject to age, educational and legal requirements and may therefore involve preliminary steps, such as completing compulsory education, dealing with administrative procedures or acquiring the necessary language skills.

Understanding young migrants' situations therefore means moving beyond general categories and considering how different factors interact in each person's life. It requires professionals to recognise both the complexity of migration as a wider phenomenon and the specific history, priorities, resources and current circumstances of the individual.

KEY PRINCIPLES FOR EFFECTIVE SUPPORT TO YOUNG MIGRANTS

Professionals should take into account a number of principles and measures in order to understand young migrants' individual situation and propose relevant inclusion interventions. Based on Agorà's experience in the field, failure to apply these principles in a structured way may make inclusion actions ineffective or, in some cases, counterproductive, for example by reinforcing dependency, reducing individual autonomy or overlooking important protection needs.

Understanding a migrant's situation first requires professionals to strengthen their capacity to encounter the person with openness and without relying on predetermined interpretations. This involves critically reflecting on their own professional role, position, cultural norms, values, expectations, stereotypes and possible biases, while recognising that professional assessments are never entirely neutral. Reflective practice, peer discussion, supervision and appropriate training can help professionals become more aware of how their own perspectives influence the way they interpret needs and identify possible solutions. This process of self-awareness and distancing from one's own frame of reference is essential to understand the perspective of the other person and establish effective intercultural dialogue.

Secondly, professionals should adopt a person-centred approach when identifying young migrants' needs, based on two main principles :



Migrants should be recognised as active individuals who have resources, competencies, aspirations and the capacity to make decisions about their own lives, rather than being defined solely by experiences of trauma or vulnerability.

An excessively assistance-based or paternalistic approach may unintentionally present people as passive recipients of support, limiting their participation in decision-making and weakening their sense of autonomy.

Consequent to the first point, professionals should recognise that inclusion priorities need to be defined together with the person concerned rather than being determined exclusively from a professional perspective.

What professionals consider urgent or beneficial may not always correspond to the individual's own priorities, expectations or stage of readiness.

A person-centred approach therefore requires open dialogue, negotiation and shared decision-making to identify realistic and meaningful inclusion goals while balancing individual preferences with legal, protection and practical considerations.

KEY PRINCIPLES FOR EFFECTIVE SUPPORT TO YOUNG MIGRANTS

Moreover, professionals should integrate a protection-sensitive approach in the needs assessment, to ensure the timely identification of situations that require specialised safeguards, services and referral procedures. Delayed recognition may in fact expose the person to further harm or prevent access to appropriate support as in the case of potential victims of trafficking, where failure to recognise relevant indicators may leave the person exposed to continued exploitation, coercion or control. This also means that professionals should pay particular attention to categories who may face a heightened risk of trafficking, including women and unaccompanied foreign minors, for whom protection measures should be informed by gender- and child-sensitive approaches and supported by professionals with specific expertise in assisting these groups.

Finally, understanding the needs of young migrants also implies adapting the content, format and delivery methods of initiatives aimed at their social, educational and economic inclusion, so that they are tailored to the characteristics of the people involved and are accessible and relevant to the context. This may include, for example, the use of interactive tools and participatory methodologies - such as board games, multilingual storybooks and playing cards - which can be used in schools attended by migrant pupils to foster intercultural dialogue, or as educational resources to convey key concepts in a clear and straightforward way to people who are not yet confident using the Italian language.

All these principles are translated into programmes, operational tools, methodological approaches and best practices, which Agorà consistently incorporates into its reception and integration system, as outlined in section 1.3 - Good practices.











GENOA

UNDERSTANDING
THE LOCAL CONTEXT

MIGRATION FLOWS IN ITALY AND GENOA



Italy remains one of the main destinations for migration in Europe, having recorded the second-highest number of asylum applications in the EU in 2025, after Spain. Specifically, 127,640 non-EU citizens submitted a first-time application for international protection, with the largest groups consisting of nationals from Bangladesh, Peru and Egypt (Eurostat, Asylum and Temporary Protection Trends: 2014–2025). However, of the 89,495 first-instance decisions issued during the same year, only 28% resulted in the granting of a form of protection. (Eurostat, Asylum Statistics, 2026).

Genoa, the capital of the Liguria Region, has historically played an important role in migration, first as one of Italy's main ports of departure for overseas emigration and, more recently, as an important destination for migrants. Unlike southern regions such as Sicily and Calabria, where many migrants first arrive after crossing the Mediterranean, Genoa is generally not a first-entry point. Instead, many reach the city after completing initial identification and reception procedures in southern Italy. At the same time, Genoa is also home to people who arrive through regular migration channels, including work or study visas and family reunification, as well as to individuals who have relocated from other parts of Italy or other EU countries.

The city's migrant population is therefore extremely diverse and reflects a wide range of migration patterns and reasons that have led to people settling in the area. At the end of 2024, 62,447 non-EU citizens were living in the Metropolitan City of Genoa and, amongst those holding renewable residence permits, the main grounds were family reasons (37.6 %), asylum applications or other recognised forms of protection (27.9 %) and employment (23.3 %). As regards the breakdown by nationality, the city's largest foreign communities are those from Albania, Romania, Morocco, Bangladesh, Ecuador and Ukraine, reflecting both long-established migration flows and more recent arrivals (Statistical Dossier on Immigration, Medì, 2025).

For many of them, the employment opportunities available in Genoa - particularly in domestic and care work, shipping and port services, logistics, construction and other service industries - provide prospects for longer-term settlement and influence their decision to remain in the city. At the same time, many continue to face difficulties in having their qualifications recognised and finding employment that matches their skills, often resulting in their concentration in low-skilled manual jobs (Statistical Dossier on Immigration, Medì, 2025).

Two other migrant profiles present in Genoa and often supported through dedicated reception or protection pathways are unaccompanied foreign minors (UFMs)—507 of whom were recorded in the city in 2025—and victims of human trafficking, with the two groups often overlapping (Regione Liguria, I lavori del Consiglio regionale di martedì 12 maggio – pomeriggio, terza parte). Victims of trafficking arriving in Genoa mainly come from Nigeria and Côte d'Ivoire and have been subjected to different forms of exploitation, particularly sexual exploitation, as well as to coercive practices such as physical violence, torture, debt bondage and blackmail. Many are recruited through false promises of employment, particularly in contexts marked by poverty and limited opportunities; more recently, social media have also emerged as a means of recruiting and controlling victims, a phenomenon known as e-trafficking.

HOW THE RECEPTION SYSTEM WORK



Italy has a reception system for people who apply for asylum or are granted international protection, structured around two main stages.
In the first stage, asylum seekers are accommodated in government reception facilities or, when ordinary capacity is insufficient, in **Extraordinary Reception Centres** (**CAS** – *Centri di Accoglienza Straordinaria*). CAS are managed under the responsibility of the local Prefectures (the government office representing the national administration) and provide temporary accommodation, basic healthcare, legal information, food, and other essential services while people begin the asylum procedure.

The second stage is the **Reception and Integration System** (**SAI** – *Sistema di Accoglienza e Integrazione*), a national programme coordinated by the Italian Ministry of the Interior and implemented locally by municipalities in cooperation with non-governmental organisations and social service providers. The SAI programme aims not only to provide accommodation but also to support people in becoming more independent. Participants receive personalized assistance, which may include Italian language courses, legal advice, access to healthcare, education for children, vocational training, employment support and assistance in finding independent housing. However, access to the SAI system is not an automatic step following accommodation in a CAS, as the available spots are primarily intended for beneficiaries of international protection, unaccompanied foreign minors, and holders of certain residence permits linked to specific protection needs. Asylum seekers may access the system only in particular situations of vulnerability.

RECEPTION AND INTEGRATION IN GENOA

In the first half of 2025, the Liguria Region hosted around 4% of all migrants accommodated in reception and integration facilities across Italy, amounting to 5,759 people, most of whom were housed in CAS facilities (4,728). This distribution highlights a broader limitation of the Italian reception system, which remains largely oriented towards emergency accommodation, while fewer places are available in facilities offering more structured support for long-term inclusion in the host society (*Statistical Dossier on Immigration*, Medì, 2025).

In Genoa, migrant reception and integration are organised through cooperation between the Municipality of Genoa, the local Prefecture, local health services, social cooperatives, Caritas, migrant associations, and other non-profit organisations. Within this network, professionals from different backgrounds—including social workers, intercultural mediators, educators, psychologists, legal advisers, healthcare professionals and employment counsellors—work together to help migrants access the services needed to participate in the local community.
As a social cooperative, Agorà is one of the main local actors involved in the reception and integration system and has developed extensive experience, knowledge, skills and operational tools over time. However, despite the strength of the structures, programmes and working practices developed within the local system, significant challenges remain, particularly in ensuring continuity of support and accompanying people towards autonomy after they leave the reception system.





GOOD PRACTICES

GENOA STUDY VISIT







1 GOOD PRACTICE



PRACTICE	**Multidisciplinary teams**
TYPE OF PRACTICE	**Person-centred multidisciplinary case management**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	Multidisciplinary teams are a key component of migrant reception and integration services in Italy, bringing together professionals with complementary expertise to address migrants' complex and diverse needs. Working through a holistic and person-centred approach, the team supports migrants beyond immediate assistance and accompanies them throughout the integration process. The team may include social workers, cultural mediators and interpreters, educators, psychologists, legal advisers, healthcare professionals, employment counsellors and vocational trainers. Their roles range from assessing needs and coordinating support plans to facilitating communication, providing legal assistance in asylum procedures and access to rights, offering mental health assistance, supporting access to education and healthcare, and promoting labour market inclusion.
PROBLEMS IT AIMS TO ADDRESS	Migrants often face multiple and interconnected challenges, including legal uncertainty caused by lengthy and complex asylum procedures, mental health difficulties and psychological vulnerabilities linked to trauma and forced displacement, language and cultural barriers that can limit access to services and weaken trust in institutions, and difficulties in securing housing and employment. Taken together, these challenges can increase uncertainty, undermine well-being and contribute to social isolation. Migrants' reception also involves multiple institutions and service providers, which can result in fragmented or poorly coordinated interventions. Multidisciplinary teams help address this problem by facilitating information exchange, and clearer referral pathways between the professionals and services involved.
OBJECTIVES	The approach aims to identify and respond to individual needs through personalised, person-centred support plans, while improving timely and equitable access to legal, healthcare, housing, education and employment services. It also seeks to strengthen coordination and communication among professionals, institutions and service providers. Ultimately, the goal is to support migrants in developing greater autonomy, participating in community life and building sustainable pathways towards inclusion.
RESULT & IMPACT	90% of beneficiaries independently access and navigate local services upon completion of the reception program - 90% of beneficiaries independently manage administrative and bureaucratic procedures upon completion of the reception program - 85% of beneficiaries complete the reception program with both employment and stable accommodation - 90% of beneficiaries remain in the host community after completing the reception program.
CHALLENGES AND IMPROVEMENT	The intervention could be strengthened by extending support beyond the formal reception period and improving access to services in particularly challenging areas, including stable housing, mental health care and employment. Greater use of intercultural mediators, continuous staff training, and better information sharing among professionals would also enhance the quality and continuity of care. Finally, involving migrants more actively in planning their integration pathways could improve both outcomes and sustainability.
REPLICATION RECOMMANDATION	The model is highly transferable if there is strong coordination between local authorities and NGOs, adequate funding, and qualified and trained migration workers. It can be adapted to different contexts by adjusting the profiles and responsibilities of the professionals to fit local legal frameworks, resources, and migrant profiles.
USEFUL RESOURCES & TOOLS	H*andbook on Protection and Assistance for Migrants Vulnerable to Violence, Exploitation and Abuse* (2019). *Guidance on Referral Mechanisms for the Protection and Assistance of Migrants Vulnerable to Violence, Exploitation and Abuse* (2019). *SAI – Sistema di Accoglienza e Integrazione – Integrated reception and inclusion model.*

2 GOOD PRACTICE



PRACTICE	**Cultural shock Model**
TYPE OF PRACTICE	**Training methodology**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	The Cultural Shock Model is a professional training methodology that helps social workers and other professionals understand and manage the emotional, psychological, and relational challenges experienced during intercultural encounters. Based on the work of Margalit Cohen-Emerique, it promotes self-reflection, understanding of different cultural perspectives, and intercultural negotiation. Cooperativa Agorà integrates this model into the training of educators, psychologists, social workers, and intercultural mediators, enabling them to build more conscious, supportive, and culturally sensitive helping relationships with migrants.
PROBLEMS IT AIMS TO ADDRESS	The model addresses the disorientation, uncertainty, misunderstandings, and conflicts that may arise during intercultural encounters. It helps professionals recognize the effects of culture shock on both migrants and themselves, reducing the risk of ineffective communication, stereotypes, and conflict while improving the quality of support provided.
OBJECTIVES	The approach aims to strengthen professionals' awareness of how their own cultural frames of reference, values, roles, positions and biases may influence intercultural encounters and professional practice. It also seeks to strengthen their ability to manage culture shock and better understand migrants' perspectives. Ultimately, this contributes to improving the quality of support interventions through open dialogue, intercultural negotiation and responses that are more respectful, culturally sensitive and aligned with migrants' actual needs.
RESULT & IMPACT	• Professionals acquired practical tools to identify signs of culture shock, as disorientation, anxiety and confusion, to manage misunderstandings and prevent conflict in intercultural encounters; • The practice contributed to creating safer and non-judgemental environments, enabling migrants to feel more welcomed and listened to, engage more actively in dialogue, and express their needs more openly. • Professionals became better able to co-develop individual support plans with migrants and tailor their interventions to each person's actual needs and priorities.
CHALLENGES AND IMPROVEMENT	The methodology has so far been introduced into Agorà's work through specific training initiatives, but has not yet been fully embedded in a systematic and continuous way. A possible improvement would be to make culture shock training a standard component of the initial and ongoing professional development of all social workers and other professionals working in intercultural settings. Greater awareness of the model among institutions would also encourage its wider and more consistent application.
REPLICATION RECOMMANDATION	The Cultural Shock Model has strong transferability potential and can be adapted to different countries and professional settings. Organisations wishing to replicate it should involve qualified trainers and ensure adequate resources to deliver structured and systemic training. They should also adapt the training content to the professional profiles involved and the characteristics of the communities served.
USEFUL RESOURCES & TOOLS	Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1971). Pragmatics of Human Communication. Rome: Astrolabio. Sclavi, M. (2003). The Art of Listening and the Possible Worlds. Milan: Bruno Mondadori. Cohen-Emerique, M. (2017). For an Intercultural Approach in Social and Educational Professions. Erickson. MEDYOUTH Toolkit : EXERCISE – CRITICAL INCIDENT AND CULTURE SHOCK

3 GOOD PRACTICE



PRACTICE	**Intercultural Mediation**
TYPE OF PRACTICE	**Service**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	Intercultural mediation is a professional service that facilitates communication, mutual understanding and cooperation between people from different cultural backgrounds. It goes beyond linguistic interpretation by helping people navigate differences in values, beliefs, behaviours, social norms and expectations, thereby preventing misunderstandings and improving communication. In Italy, Cooperativa Agorà provides intercultural mediation through a network of trained mediators working in schools, healthcare facilities, social services, legal and administrative settings, and community initiatives. Mediators offer both linguistic and cultural support, helping migrants and institutions communicate effectively, facilitating equal access to public services, supporting migrants' integration into the host society and promoting their active participation in community life.
PROBLEMS IT AIMS TO ADDRESS	Intercultural mediation helps prevent and overcome the communication and cultural barriers that migrants often face when interacting with institutions and the host society. It addresses challenges such as language differences, cultural misunderstandings, limited knowledge of local systems, rights and administrative procedures, and difficulties in accessing education, healthcare, social, legal, and administrative services.
OBJECTIVES	The practice aims to improve communication, mutual understanding and trust between migrants and institutions by overcoming linguistic and cultural barriers. It also supports migrants in navigating their rights, responsibilities and available services, enabling them to access them in an increasingly informed and independent way.
RESULT & IMPACT	• All migrants hosted in Agorà's reception facilities received intercultural mediation support to access a range of services, including assistance with legal procedures, medical appointments and other administrative processes. • The involvement of intercultural mediators in one-to-one meetings with social workers and psychologists enabled migrants to express their needs more clearly and helped professionals identify the most appropriate support. • Migrants increased their understanding of Italian social and cultural norms and of how institutions and public services operate, strengthening their ability to navigate everyday life more independently.
CHALLENGES AND IMPROVEMENT	The intervention could be strengthened through greater integration of intercultural mediation into public policies and institutional practices, making the service a regular component of support for culturally diverse communities rather than an intervention used only when difficulties arise.
REPLICATION RECOMMANDATION	Intercultural mediation has strong transferability potential and can be adapted to different national and service contexts involving culturally diverse populations. Organisations seeking to replicate the practice should invest in the training and engagement of qualified intercultural mediators and establish clear roles and working methods. Public institutions should also support its implementation through formal recognition of the professional role, stable funding and integration into relevant public services, helping to ensure the quality, consistency and continuity of the service over time.
USEFUL RESOURCES & TOOLS	How to understand the role of intercultural mediators in Italy and in the Liguria Region: • Intercultural Mediator profile in the Liguria regional qualifications catalogue • Intercultural Mediation in Liguria: regional framework and training pathways

4 GOOD PRACTICE



PRACTICE	**Early identification and referral of potential victims of human trafficking**
TYPE OF PRACTICE	**Safeguarding and referral approach**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	During the initial stage of reception, Agorà organises dedicated information meetings for women hosted in its Extraordinary reception centre (CAS) facilities. The meetings provide clear information on human trafficking and different forms of exploitation, especially sexual exploitation, as well as on women's rights and the protection services available. They also create a safe setting in which participants can gradually recognise potentially exploitative experiences, raise concerns and, when they feel ready, share relevant aspects of their situation. When potential indicators of trafficking or exploitation emerge, either during the meetings or through subsequent contact with staff, the woman is referred to a specialised anti-trafficking service for further assessment and, where appropriate, access to protection and assistance measures. A female professional is present at each meeting to facilitate discussion of sensitive experiences and ensure a gender-sensitive approach.
PROBLEMS IT AIMS TO ADDRESS	Potential victims of trafficking may remain unidentified within reception systems because they may not recognise their experience as exploitation or feel safe enough to disclose it. Fear, trauma, shame, distrust of authorities and linguistic or cultural barriers can make disclosure even more difficult. As a result, warning signs may be overlooked and access to specialised protection, healthcare, psychological support and legal assistance may be delayed, leaving women vulnerable to continued exploitation or re-trafficking.
OBJECTIVES	The practice aims to raise women's awareness of human trafficking and help potential victims recognise exploitative experiences as such, including in situations where these conditions may initially have been accepted as part of their migration journey. It also seeks to build relationships of trust between women and support professionals, creating the conditions for safe disclosure, referral to specialised anti-trafficking services and the interruption of contact with exploiters. Ultimately, the practice supports women's self-determination and autonomy through individualised pathways, helping them regain control over their lives.
RESULT & IMPACT	• Cases of trafficking and exploitation that had not previously emerged were identified during the reception process. • Victims identified through the practice were referred to specialised anti-trafficking services and entered protection pathways. • The gender-sensitive approach helped build trust, facilitated disclosure and acceptance of support.
CHALLENGES AND IMPROVEMENT	The main challenge is establishing trust with potential victims, who may need time and a safe, non-judgmental relationship before disclosing exploitation. Many times, frontline services struggle to create these conditions when awareness of trafficking indicators and appropriate response methods is limited. The system could therefore be strengthened by ensuring anti-trafficking training for all professionals who may come into contact with potential victims.
REPLICATION RECOMMANDATION	Organisations wishing to replicate the practice should ensure that the professionals conducting the meetings are trained on human trafficking, its different forms and indicators, and the relevant national protection framework. Particular attention should be given to how the meetings are conducted, using accessible language, active listening and a non-judgemental and gender-sensitive approach, with trained intercultural mediators when needed. The practice should also be linked to a clear local referral mechanism and established cooperation with specialised anti-trafficking services, so that potential cases can be promptly directed towards appropriate assessment and protection.
USEFUL RESOURCES & TOOLS	Annual Report of the Italian National Anti-Trafficking Helpline – 2025 UNHCR Guidelines on the Identification of Victims of Trafficking in the Asylum Procedure

5 GOOD PRACTICE



PRACTICE	**Storybook "Once Upon Another Time"**
TYPE OF PRACTICE	**Tool for school inclusion and intercultural communication**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	The storybook "Once Upon Another Time" is a collection of fairy tales from different countries around the world, conceived and developed by the social workers and educators of the SAI Project Team in Sestri Levante (Italy). The stories are presented both in Italian and in their original languages, making the book accessible to children and to foreign communities living in Italy. The illustrations were created through a collaborative process involving students from the *Paul Klee* Art High School in Genoa, well-known local illustrators and the young beneficiaries of the SAI project themselves. The book uses fairy tales as an accessible educational tool to encourage encounters with different cultures, promote cultural diversity and support intercultural communication in schools. Selected fairy tales from the storybook were also adapted into a theatrical performance involving pupils, extending the use of the book beyond classroom reading.
PROBLEMS IT AIMS TO ADDRESS	The practice was developed in response to the difficulties experienced by migrant minors when entering and integrating into local schools, particularly language barriers, limited recognition of their cultural backgrounds and few opportunities for meaningful interaction with peers. The initiative was inspired by the challenging experience of supporting the school inclusion of nine Afghan minors who were not attending school at the time, which highlighted the need for educational tools capable of fostering participation, intercultural dialogue and mutual understanding.
OBJECTIVES	The practice aims to promote the inclusion and participation of migrant minors in school life by recognising and valuing their cultural and linguistic backgrounds. It also encourages children to discover and engage with cultures different from their own, fostering intercultural dialogue and respect for diversity.
RESULT & IMPACT	• Contributed to strengthening migrant children's active participation and self-confidence in the school environment. • Encouraged curiosity and openness towards other cultures and created opportunities for meaningful interaction between foreign and Italian pupils. • Provided teachers with an accessible and practical educational resource for integrating intercultural education into everyday classroom practice. • Reached a wide school audience through the presentation of the storybook to all primary school classes of the Istituto Comprensivo di Sestri Levante and two first-year lower secondary school classes. • Developed pupils' ability to explore and express cultural diversity through storytelling and performing arts.
CHALLENGES AND IMPROVEMENT	The practice could be strengthened by expanding the number of countries, languages and cultural traditions represented in the book and by periodically updating its contents, as the initiative is still at an early stage of development. A further challenge concerns its currently limited dissemination, since the book has so far been adopted by only a small number of schools. Its impact could be increased by promoting wider use not only in formal education settings, but also in non-formal learning activities carried out by educational centres, youth centres and community-based organisations.
REPLICATION RECOMMANDATION	The practice has strong potential for replication, as it is based on a simple and adaptable format that can be used in different schools, educational services and community settings in different national contexts. The collection can be expanded or adapted to reflect the cultural and linguistic backgrounds of children living in a specific territory, involving families, cultural mediators and local communities in the selection, translation and validation of the stories. Its replication requires limited technical resources, although attention should be paid to translation quality, cultural accuracy and the respectful representation of each tradition.
USEFUL RESOURCES & TOOLS	Link to the storybook created by Agorà: C'ERA UN'ALTRA VOLTA - Agorà

6 GOOD PRACTICE



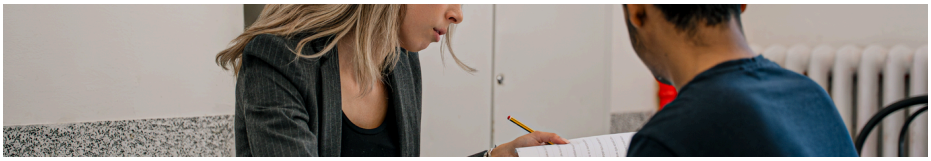
PRACTICE	**Educational Cards - "Once Upon Another Time"**
TYPE OF PRACTICE	**Educational game and teaching tool for intercultural education**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	The Once Upon Another Time Educational Cards are an educational resource developed as a follow-up to the Once Upon Another Time storybook, expanding its intercultural learning approach through interactive and participatory activities for schoolchildren with different backgrounds. Building on the stories and countries presented in the storybook, the educational kit includes 16 Country Cards, 32 Curiosity Cards (two for each country) and an instruction booklet. During the activities, pupils work in small groups and use drawing or acting to help their classmates guess cultural facts, traditions and characteristics of different countries, encouraging active participation and collaborative learning. A simplified version is also available for children who are not yet able to read or write independently, ensuring that the resource is accessible to learners with different ages, language levels and educational backgrounds.
PROBLEMS IT AIMS TO ADDRESS	The educational cards were developed in response to a need identified by SAI educators for a practical and interactive tool to support the inclusion of migrant minors in local schools. Multilingual classrooms do not always provide sufficient space for pupils to learn about different cultures and engage in intercultural exchange, and teachers often lack suitable tools and resources to facilitate this process. This often results in persistence of stereotypes and misconceptions related to cultural diversity, and the difficulties of migrant students in feeling welcomed and represented within the school environment.
OBJECTIVES	The practice aims to foster cooperation and welcoming attitudes among pupils, creating an environment in which migrant children feel confident sharing their cultural backgrounds. It also seeks to provide accurate and accessible information about cultural diversity, helping to challenge stereotypes and prejudices. Finally, it provides teachers and educators with a flexible, participatory and easily adaptable tool for promoting intercultural education in the classroom.
RESULT & IMPACT	• The Educational Cards were piloted at an event held in Genoa to mark World Refugee Day 2024, reaching more than 50 children and members of the local community. • The workshops demonstrated children's active participation and curiosity about different countries and cultures. • The initial testing showed the cards' potential as an accessible and engaging tool for intercultural learning and led to the planning of further workshops in local primary and pre-primary schools.
CHALLENGES AND IMPROVEMENT	One area for improvement is the accessibility of the Educational Cards for deaf and hard-of-hearing children. The resource could be adapted by reviewing the instructions and activity formats and introducing appropriate visual and communication supports, allowing children with different communication needs to participate more fully in intercultural learning activities.
REPLICATION RECOMMANDATION	The Educational Cards have strong transferability potential and can be used in schools, youth centres and other formal and non-formal learning settings. Organisations wishing to replicate the practice should adapt the countries, cultural themes and level of difficulty to the participants' backgrounds and ages. A short pilot involving learners and educators is recommended to test the clarity, accessibility and usability of the cards before wider implementation.
USEFUL RESOURCES & TOOLS	Link to the educational cards: C'ERA UN'ALTRA VOLTA - Agorà MEDYOUTH Toolkit : Educational card examples of Once upon another time

7 GOOD PRACTICE



PRACTICE	**Board game "SAI Che Spese"**
TYPE OF PRACTICE	**Educational Game**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	"SAI Che Spese" is a board game inspired by Monopoly, consisting of 31 spaces representing the course of a full month. Before the game begins, each player chooses a character card describing a specific personal situation and monthly income. Players then prepare their budget using the amount indicated on the card and pay the character's initial fixed expenses, such as groceries, rent, subscriptions and school-related costs. Players then take turns rolling the dice and moving around the board. The spaces may introduce unexpected events, opportunities or activities involving additional costs, which must be paid using the money remaining from the initial budget. The game was created by Agorà's social workers as a financial education and awareness-raising tool for migrants. After the game, participants normally take part in a debriefing session involving facilitated discussion and feedback.
PROBLEMS IT AIMS TO ADDRESS	The game was developed in response to the observation that people hosted in reception facilities often have limited awareness of the living costs they will face after leaving the reception system, as expenses such as rent, electricity and gas are generally covered by the programme. Furthermore, traditional information sessions, even when supported by an intercultural mediator, do not always provide a concrete understanding of how fixed and unexpected expenses affect a monthly budget. As a result, beneficiaries are often insufficiently prepared to manage their finances independently. The game addresses this gap by allowing participants to directly experience the consequences of poor financial planning and unforeseen costs in a safe and playful setting.
OBJECTIVES	The practice aims to increase participants' understanding of monthly living costs and how different expenses affect a limited budget. It also seeks to strengthen their ability to plan and manage income and expenses more independently in preparation for leaving the reception system. Finally, it aims to improve awareness of different types of employment contracts and the protections they provide, encouraging informed choices in favour of regular employment rather than undeclared work.
RESULT & IMPACT	• In 2026, approximately 90 participants from the SAI projects in Genoa and Rossiglione and the Common Ground project took part in the game. • All participants reported a clearer understanding of the financial planning required after leaving the reception system and greater motivation to manage their finances more carefully. • Among the 12 families involved in the SAI project in Rossiglione, three adopted more forward-looking financial behaviours following the activity, including opening a savings account and subsequently securing a mortgage to purchase a home.
CHALLENGES AND IMPROVEMENT	The current version of the game is designed around the needs and expenses of families, as its character profiles and scenarios reflect those of an average household. A key area for improvement is to update and diversify the profiles and costs represented in the game so that it can also be used effectively with other groups, including unaccompanied foreign minors, former prisoners, and people leaving rehabilitation communities or similar residential services.
REPLICATION RECOMMANDATION	The game has strong transferability potential because it is simple, portable and easy to use in different settings. Organisations wishing to replicate it should adapt the character profiles, income levels, living costs and expense categories to the local context and to the specific groups involved. The adapted version should be tested with a small group to ensure that the scenarios are realistic and understandable. A facilitated debriefing should remain an essential part of the activity, helping participants connect the experience of the game with real-life financial decisions.
USEFUL RESOURCES & TOOLS	Link to the board game: SAI che spese! - Agorà MEDYOUTH Toolkit : Sai Che Spese? - Do You Know Your Expenses? Game rules

8 GOOD PRACTICE



PRACTICE	**Reception and support for Unaccompanied Foreign Minors (UFM) in the Italian system**
TYPE OF PRACTICE	**Child protection and integration model**
ORGANISATION	**Cooperativa Sociale Agorà - Genoa - ITALY**
BRIEF DESCRIPTION	Within the SAI network, unaccompanied minors are hosted in authorised reception facilities and supported through an integrated, multidisciplinary model of care. Each minor follows an individualised reception plan based on their personal history and needs, combining accommodation and daily assistance with intercultural mediation, legal guidance, healthcare and psychosocial support, education and vocational training, and access to local services.
PROBLEMS IT AIMS TO ADDRESS	Unaccompanied minors face multiple and often interconnected vulnerabilities linked to the absence of parental care and family support, uncertainty about their legal status, possible experiences of trauma, language barriers and disrupted education. These conditions can increase their risk of exploitation, trafficking, school exclusion and social isolation, while making it more difficult for them to access their rights, navigate services and build stable pathways towards adulthood.
OBJECTIVES	The practice aims to ensure the effective protection of unaccompanied minors by responding to their individual needs and vulnerabilities, while guaranteeing access to their rights and appropriate support. It also seeks to promote their social and educational inclusion by supporting participation in education, training and community life, while strengthening their social networks. Finally, it supports the transition to adulthood by developing the practical, personal and decision-making skills needed to foster greater independence and long-term autonomy.
RESULT & IMPACT	Among unaccompanied minors hosted in Agorà's reception facilities, the following results were recorded: • Between 80% and 90% entered employment at the end of their reception pathway. • Around 10% continued education or vocational training after completing compulsory education. • Around 45% accessed dedicated accommodation for young adults after turning 18. • Around 60% achieved housing autonomy after the reception period.
CHALLENGES AND IMPROVEMENT	Key areas for improvement include stronger coordination between national and local institutions, more stable and long-term funding, and faster administrative procedures for guardianship and asylum decisions. The system would also benefit from greater availability of specialised services, particularly in the areas of mental health, housing, education and vocational guidance, as well as more consistent data sharing across agencies. At a systemic level, better policy alignment and clearer allocation of responsibilities between institutions are needed to ensure continuity of support and reduce gaps in protection when minors turn 18.
REPLICATION RECOMMANDATION	The model can be replicated in other contexts if there is a strong child-protection framework, clear inter-institutional coordination, and stable funding. Its transferability depends on adapting legal guardianship systems, strengthening local service networks, and ensuring cooperation between social, educational, and judicial institutions.
USEFUL RESOURCES & TOOLS	Here are some useful resources providing guidance and operational tools for the reception and support of unaccompanied minors: **European Union Agency for Asylum (EUAA) – *Guidance on Reception Conditions for Unaccompanied Children* (2022)** **Ministry of the Interior (Italy) – *Vademecum operativo per la presa in carico e l'accoglienza dei minori stranieri non accompagnati* (2021)**



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Connection for Inclusion

INTERCULTURALITY AND REACHING EXCLUDED YOUTH

BARCELONA STUDY VISIT

FROM OUTREACH TO INCLUSION AND EMPLOYABILITY: ENGAGING YOUNG MIGRANTS

Young migrant people are not a homogeneous group. They include people who arrived in Europe as children and others who came as young adults, whatever their administrative status: asylum seekers, refugees, people who migrated for work, study or family, and undocumented young people (EU and Council of Europe youth partnership). What they often share is a set of barriers that keep them away from mainstream youth organisations: language, an uncertain or irregular administrative status, economic precarity and lack of free time, the cost of activities, distrust of institutions, and simply not knowing what a youth organisation is or that it is open to them. For this reason, engagement strategies need to adapt and overcome these barriers. Opening the door is not enough; organisations that want to reach these young people have to go out and find them, and make sure the space they enter is genuinely theirs.

Effective outreach starts by meeting young people where they already are. Detached or street based youth work, supported in Catalonia through teams of educators working in open settings, reaches those who are disconnected from services or living with street dynamics. Building partnerships with the actors who already have contact with these young people, such as reception centres, schools, social services and migrant led associations, neighborhood youth services, multiplies the points of entry and avoids duplicating effort. Peer approaches are especially powerful: young people from similar backgrounds acting as references, mentors or buddies lower the threshold of trust and make participation feel possible. Mentoring schemes for young migrant people already exist across Catalonia (Generalitat de Catalunya), and Open Cultural Center's own programmes follow the same logic through its CodeBuddy, JobBuddy and Language Buddies systems. Low threshold activities built around sport, music, cooking, technology or language exchange create a first, pressure free point of contact, while communication in several languages on the channels young people actually use makes the offer visible. Finally, practical barriers have to be removed: free or subsidised activities, help with transport and materials, and flexible timing that fits around work and appointments.



FROM OUTREACH TO INCLUSION AND EMPLOYABILITY: ENGAGING YOUNG MIGRANTS

Reaching young people is only the first step; the harder and more important work is making them feel that they belong. Inclusion means moving from access to genuine participation, creating environments and narratives in which young migrant people feel valued, accepted and part of the community (Council of Europe, Recommendation CM/Rec 2019). This requires investment in the organisation itself. Staff and volunteers need intercultural competence and a shared, accurate understanding of the different legal statuses and of the terminology that surrounds them, because a mistake here can put a young person at risk. Boards, teams and volunteer pools should reflect the diversity of the people the organisation serves, and young migrant people should take part in decisions rather than only appearing in activities or photographs, so that participation does not slide into tokenism. Approaches that actively counter rumours and discrimination help protect both the young people and the wider climate of the organisation. Particular care is needed with groups who are easily overlooked: girls and young women, for example, are a small minority among unaccompanied migrant youngsters, around two percent of arrivals in Catalonia, and face specific risks, including trafficking, that call for dedicated attention.

No single organisation can meet all of a young person's needs, so youth work has to operate as part of a wider network. Legal advice, housing, health, education and employment are interconnected, and cooperation across these sectors is what turns isolated activities into a real pathway. The most critical moment in this pathway is the transition to adulthood: turning 18 often means losing protection and support precisely when a young person is least ready for it, which is why European 4 frameworks now treat this transition as a priority. In Barcelona and Catalonia the supporting ecosystem exists, from the Catalan reception and inclusion strategy to mentoring and care leaver programmes, but its coverage at the point of transition is thin: in 2023, of the 1,762 young people in care who reached the age of 18, only 746 were enrolled in the follow up support service, and 29 percent of the young people living on the street in Barcelona had previously passed through the child protection system (Casal dels Infants and Fundació Ficat, informe de la jornada Rassif 2025). Youth organisations can fill part of this gap by offering continuity, community and concrete routes into training and work. This is precisely the space that MedYouth and Open Cultural Center's programmes seek to occupy.





BARCELONA

UNDERSTANDING
THE LOCAL CONTEXT

MIGRATION FLOWS

IN SPAIN AND BARCELONA

MIGRATION IN SPAIN : FROM EMIGRATION TO IMMIGRATION

For most of the twentieth century, Spain was primarily a country of emigration, only becoming a destination for migration from the late 1990s onwards. Today, migration plays a central demographic and economic role: in January 2026, Spain's population reached 49,57 million, including more than 10 million people born abroad, while foreign nationals represented around 14 percent of the population and of Social Security contributors (Casal dels infants and Fundacio Ficat, INE 2026, INE 2025, SJM, Ministerio de Inclusión, Seguridad Social y Migraciones). Nevertheless, administrative irregularity continues to limit access to formal employment, stable housing and basic rights.

PROTECTION AND RECEPTION CHALLENGES

Although irregular arrivals decreased in 2025, protection needs remain high and migration routes to Spain continue to carry a severe human cost. Children and adolescents, particularly those arriving without family support, face considerable difficulties within an overstretched reception system. Access to international protection has also become more restrictive: Spain granted refuge or subsidiary protection to only 11 percent of applicants in 2025, while more than 218,000 applications remained pending (CEAR, Informe Anual 2025 and Más que cifras). The extraordinary regularisation approved in 2026 may improve the situation of many residents, but it does not address the structural causes of irregularity.

BARCELONA : A DIVERSE URBAN CONTEXT

Barcelona reflects these dynamics particularly strongly. In January 2025, the city had 1.73 million inhabitants, around 35 percent of whom were born abroad, and was home to people of 182 different nationalities (Ajuntament de Barcelona, Oficina Municipal de Dades, Padró Municipal d'Habitants). This diversity is unevenly distributed, with foreign residents particularly concentrated in districts such as Ciutat Vella (Idescat, Població estrangera per districtes). This demographic reality is particularly relevant for youth work and for initiatives seeking to strengthen the inclusion and participation of young people with migrant backgrounds. The city's network of community organisations, youth associations and municipal services, including the Care Service for Immigrants, Emigrants and Refugees (SAIER) also makes Barcelona an important setting for developing and testing inclusive youth-work practices.







GOOD PRACTICES

BARCELONA STUDY VISIT





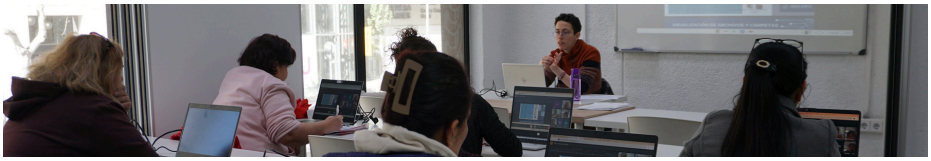


1 GOOD PRACTICE



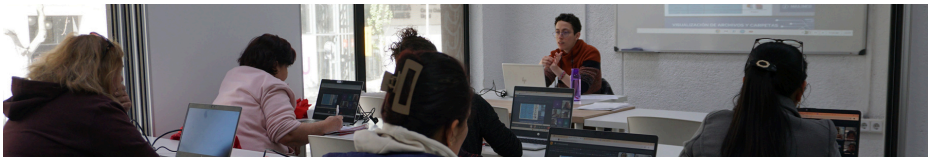
PRACTICE	**Inclusion through volunteering (the Joventut per Tothom example)**
TYPE OF PRACTICE	**Community-based socio-professional inclusion through volunteering**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
BRIEF DESCRIPTION	Within the Joventut per Tothom project, volunteering is used as a practical tool for social inclusion, offering young people with a migrant background opportunities to contribute to their local communities. Participants take part in activities with municipal services, community initiatives or local organisations, with personalised support to help them find suitable opportunities. Volunteering can also complement vocational training and language learning by providing a real-life setting in which participants can develop and practise basic work-related skills.
PROBLEMS IT AIMS TO ADDRESS	Migrant youth may face social isolation, limited local networks, language and cultural barriers, and few opportunities to interact meaningfully with members of the host community. These challenges can be particularly pronounced for young migrants and people living in rural or smaller communities, where access to services, employment opportunities and social networks may be more limited. At the same time, local communities may have limited opportunities for sustained interaction with newcomers, which can reinforce social distance and prevent the development of mutual understanding.
OBJECTIVES	- Support migrant youth in the transition towards independent adulthood; - Develop vocational, digital and language skills relevant to local employment opportunities; - Strengthen young people's social networks and connection with the local community; - Promote autonomy, employability and long-term social inclusion.
RESULT & IMPACT	Volunteering provides young people with opportunities to actively participate in their local communities and develop relationships with local residents, organizations and institutions.It also helps participants gain practical experience and develop basic work-related skills, such as punctuality, responsibility, communication, teamwork and autonomy.The experience can contribute to increased confidence, greater awareness of local opportunities and a stronger sense of belonging. At the same time, it strengthens the bonds between participants with the project and with each other.For local organizations, the participation of young migrant people creates opportunities for exchange, mutual learning and greater connection with new members of the community. At the same time, the result is strengthened by the relationship with local governments or higher-ranking entities.
CHALLENGES AND IMPROVEMENT	The effectiveness of volunteering as a tool for inclusion depends on the availability of meaningful, accessible and appropriately supported volunteering opportunities. In rural or smaller communities, limited transport, fewer community organisations and fewer opportunities for regular participation can restrict access. Volunteering should also remain genuinely reciprocal and inclusive: participants should not be viewed primarily as a source of unpaid labour, but as active community members whose contributions generate mutual learning, relationships and benefits for both volunteers and the wider community. People with fewer opportunities struggle to volunteer if they are not supported financially. It is therefore important to provide adequate support to both the young person and the host organisation and to gradually increase the young person's level of autonomy and participation.
REPLICATION RECOMMANDATION	The practice is highly transferable to urban, rural and small-town contexts where community organisations, public institutions and residents can offer meaningful volunteering opportunities. Replication requires a coordinating organisation or professional able to match participants with suitable activities, provide preparation and support, and ensure that volunteering is mutually beneficial. The approach is particularly effective when volunteering is embedded within broader inclusion pathways rather than offered as an isolated activity. Building relationships with local organisations takes time, and opportunities often emerge gradually through continued networking and cooperation with the local community.
USEFUL RESOURCES & TOOLS	Joventut per Tothom project Video of the project

2 GOOD PRACTICE



PRACTICE	**Tech education as a pathway to labour inclusion (MigraCode project)**
TYPE OF PRACTICE	**Labour and social inclusion**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
BRIEF DESCRIPTION	Technology education can provide a pathway to labour inclusion when training is designed around the needs of migrant people and combined with employability support, mentoring and connections to employers. The practice offers free, accessible training in in-demand technical skills such as web development, databases, cloud computing and other digital tools, while teaching participants how to continue learning and upskilling in a rapidly evolving sector. Beyond technical training, the approach integrates soft skills, language support, job-search preparation, mentoring, networking and opportunities for internships or contact with technology companies. This creates a pathway from training to practical experience and employment while helping participants build confidence and professional networks. The MigraCode model illustrates how technology training can be specifically used to address labour-market exclusion among migrant people.
PROBLEMS IT AIMS TO ADDRESS	Migrant people may have valuable skills and professional experience but still face barriers to accessing the local labour market, including language barriers, unrecognised qualifications, discrimination, limited professional networks and unfamiliarity with local recruitment processes. Technology-related sectors can offer opportunities for skilled employment, with some competencies potentially acquired within 6 to 12 months. However, traditional tech bootcamps often remain inaccessible due to costs, language and documentation requirements, rigid schedules and care or work responsibilities. Free, high-quality and tailored technology training can help overcome these barriers by providing accessible, employment-oriented learning and connecting participants with employers and professional networks. Beyond individual employment outcomes, such pathways can support long-term social mobility and help prevent the structural exclusion of migrant people from higher-skilled employment and wider economic opportunities.
OBJECTIVES	- Provide accessible digital and technical training (that includes opening it to migrants with irregular legal status, predominantly teach on the weekends and evening hours) - Develop skills that respond to identified labour-market needs; - Improve people's employability and confidence after the course through post-graduate mentorships with a focus on job searching strategies and interview practice - Complement technical training with soft skills, language and job-search support; - Provide technical 1-on-1 mentoring to each person in the course in order to withstand the high study load and prevent drop-out -Provide a professional networking opportunities with partner companies, - Facilitate access to internships and employment through becoming part of a graduate portfolio shown to employers; -Increase diversity and inclusion in technology-related occupations - Mitigate Systemic Social Stratification: Foster long-term social mobility and civic integration by creating viable structural pathways out of low-wage, precarious labor, preventing permanent economic marginalization.
RESULT & IMPACT	Yearly, the program graduates about 60 students in web development and cloud computing. In 2025, almost 70% of them have been women. Of all graduates, around two thirds find secure employment in the tech sector. Graduates constantly report increased confidence in their technical abilities, better integration into local professional networks, and access to jobs with higher social mobility. This contributes to a more equal and diverse society, preventing migrant people from being confined to peripheral jobs. Partner companies explicitly value the diverse talent pool, adopting more inclusive hiring practices.

2 GOOD PRACTICE



PRACTICE	**Tech education as a pathway to labour inclusion (MigraCode project)**
TYPE OF PRACTICE	**Labour and social inclusion**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
CHALLENGES AND IMPROVEMENT	Technology training requires previous digital literacy and ease with technology. It can be intensive and may be difficult to combine with employment, family responsibilities or other obligations. Access to computers, internet connectivity and suitable learning environments can also constitute barriers. Training alone does not guarantee employment, particularly where participants continue to face discrimination, administrative barriers or lack of local work experience. Stronger post-training support, longer-term monitoring of employment outcomes, sustained employer engagement and opportunities for career progression can improve the effectiveness and sustainability of the practice.
REPLICATION RECOMMANDATION	The practice has strong transferability in contexts where there is both a demand for digital skills and organisations able to provide specialised training. Successful replication requires qualified trainers, appropriate equipment, accessible training provision and partnerships with employers. The key transferable principle is to connect technical education directly to employability, mentoring, practical experience and employer networks, rather than treating training as an end in itself.
USEFUL RESOURCES & TOOLS	*The open-source web development curriculum that has been developed by Code Your Future. More info on the non-commercial license and the conditions under which it can be used and reproduced can be found here.*



3 GOOD PRACTICE



PRACTICE	**Territorial employment networks and coordinated labour-inclusion initiatives**
TYPE OF PRACTICE	**Multi-stakeholder territorial coordination for labour and social inclusion**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
BRIEF DESCRIPTION	Territorial employment networks bring together public services, NGOs, training providers, social organisations and other local actors working with people experiencing barriers to employment. Rather than creating a new standalone service, the practice strengthens coordination between existing organisations so that they can share information, identify gaps, coordinate interventions and develop complementary responses to local needs. The network approach can include regular coordination meetings, working groups, referrals between organisations, joint activities, shared territorial analysis and collaboration with employers and public employment services. Its added value lies in creating a local ecosystem of employment and inclusion services, enabling organisations to complement rather than duplicate one another and making it easier for people to access the most appropriate support.
PROBLEMS IT AIMS TO ADDRESS	Employment and training services are often fragmented across different organisations and institutions. People experiencing unemployment, low qualifications, migration-related barriers or social exclusion may therefore have difficulty identifying and navigating available services. Fragmentation can also lead to duplication, gaps in provision and weak communication between professionals. At the territorial level, organisations may have limited knowledge of each other's activities or insufficient mechanisms for developing joint responses. Employment networks address these challenges by strengthening coordination, referral mechanisms, information sharing and collective planning according to the specific needs of the local population and labour market.
OBJECTIVES	- Improve coordination between organisations and public services working on labour inclusion; - Strengthen complementarity between employment, training and social-support services; - Improve referral pathways and access to appropriate services; - Identify gaps and emerging needs in the local labour market and community; - Reduce duplication and make better use of existing territorial resources; - Develop joint initiatives and partnerships with employers; - Strengthen locally based and participatory governance of employment-inclusion services.
RESULT & IMPACT	- Increased communication and collaboration between organisations providing employment and social-inclusion services; - Improved knowledge among professionals of available local resources and referral possibilities; - Greater capacity to identify gaps in existing provision and develop joint responses; - Development of collaborative projects and activities between territorial organisations; - Improved links between social organisations, training providers, public employment services and employers; - The Xarxa Laboral del Casc Antic demonstrates how sustained territorial coordination can create an ecosystem of complementary employment and inclusion services rather than isolated interventions.
CHALLENGES AND IMPROVEMENT	Network-based approaches require sustained coordination and commitment from participating organisations. They can become dependent on a small number of organisations or coordinators, and participation may decline when organisations face resource constraints. Networks also need to demonstrate their added value beyond the number of meetings held.
REPLICATION RECOMMANDATION	The model is highly transferable to neighbourhoods, municipalities and regions where multiple organisations already provide employment, training and social services. Replication requires a coordinating mechanism, regular opportunities for exchange, shared objectives and sufficient trust between participating organisations. The model can be adapted to different territorial contexts according to the existing service ecosystem and labour-market needs.
USEFUL RESOURCES & TOOLS	Ajuntament de Barcelona – Pla de Desenvolupament Econòmic de Ciutat Vella 2024–2027 provides information on the Xarxa Laboral del Casc Antic and its territorial coordination approach

4 GOOD PRACTICE



PRACTICE	**Inclusion through co-habitation (the Refugees Welcome example)**
TYPE OF PRACTICE	**Community-based housing**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
BRIEF DESCRIPTION	Co-habitation can be used as a tool for social inclusion by matching people with migrant backgrounds who need accommodation with local residents willing to share their homes. The practice combines access to housing with the creation of meaningful interpersonal relationships between newcomers and members of the host community. A specialised organisation or intermediary facilitates the matching process (Refugees Welcome), supports initial meetings, establishes expectations and provides follow-up during the co-habitation period. Sharing a home creates regular opportunities for language practice, cultural exchange, mutual support and participation in everyday community life. The practice therefore addresses housing and social inclusion simultaneously, using everyday relationships and shared living as a mechanism for integration.
PROBLEMS IT AIMS TO ADDRESS	People with migrant backgrounds face multiple and intersecting barriers to accessing affordable and stable housing. These include discrimination, economic vulnerability, administrative difficulties, language barriers, limited knowledge of the housing system and the absence of local support networks. These barriers often reinforce one another, increasing the risk of housing insecurity. Discrimination remains a significant obstacle. It can be explicit, such as rejecting applicants because of their perceived racial or ethnic origin, name, skin colour, religious dress or accent, or more subtle, such as imposing additional documentation or guarantees. In Spain, 33.3% of people of Black African origin and 30.8% of people of Arab and Amazigh origin reported having been refused housing because of their racial or ethnic origin. Furthermore, 34.1% of Afro-descendant respondents reported encountering additional difficulties or requirements when renting, while 31.7% reported being denied empadronamiento. Spanish Ministry of Equality – 2024 discrimination survey Economic barriers further compound these difficulties. In 2023, housing costs represented at least 40% of household disposable income for 30.9% of EU foreign nationals in Spain, compared with 5.3% of Spanish nationals. Among households in the lowest income decile, this affected 51.2%. Spanish National Statistics Institute (INE) – Housing expenditure indicators Language barriers and unfamiliarity with rental procedures can also increase exposure to scams, irregular contracts and exploitative housing arrangements. People in irregular administrative situations may face additional difficulties accessing formal rental contracts or empadronamiento, making them particularly vulnerable to exploitation. These challenges are therefore not simply about finding a room: they reflect structural inequalities that can affect access to employment, education, services and social participation. At the same time, newcomers may experience social isolation and have limited opportunities to build relationships with local residents. Co-habitation responds to these interconnected challenges by combining access to stable housing with sustained interpersonal contact and community participation. It provides newcomers with not only a safe place to live, but also opportunities to strengthen local networks, navigate their new environment and build meaningful relationships with host communities.
OBJECTIVES	- Improve access to safe and appropriate accommodation; - Reduce social isolation among migrant people; - Create meaningful relationships between newcomers and local residents; - Facilitate language learning and cultural exchange through everyday interaction; - Strengthen local social networks and a sense of belonging; - Encourage citizens to participate directly in inclusion processes; - Promote mutual understanding and social cohesion.

5 GOOD PRACTICE



PRACTICE	**Inclusion through co-habitation (the Refugees Welcome example)**
TYPE OF PRACTICE	**Community-based housing**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
RESULT & IMPACT	• Increased access to safe and stable accommodation for refugees and displaced people through the mobilisation of existing housing resources. • Development of sustained and meaningful relationships between newcomers and local residents, creating bonds based on mutual trust and shared everyday experiences. • Deep intercultural exchange and everyday learning, allowing participants to discover each other's values, habits, perspectives and ways of living beyond stereotypes. • Reduction of prejudice and discrimination through direct contact, helping participants recognise the person beyond preconceived ideas and learn to respect differences without needing to erase them. • Development of intercultural competences, supported by professional intercultural mediation, including communication, conflict resolution, mutual understanding and the ability to respect what one may not fully understand. • Increased opportunities for language practice and cultural exchange through natural, everyday interaction within the home. • Expansion of participants' local social networks, providing newcomers with practical knowledge and informal support to navigate contracts, bills, services, affordable food and everyday life. • Greater awareness of racism and structural inequalities, as living together can make the everyday experiences and vulnerabilities of refugees more visible and understandable to local residents. • Increased participation in local community life, strengthening newcomers' sense of autonomy, belonging and connection to their new environment. • A multiplier effect beyond the household, as participants can bring their new understanding of migration, racism and diversity into their families, workplaces, friendships and wider communities. • Mutual transformation and community building, creating spaces where newcomers and local residents learn from one another and contribute together to more inclusive and connected communities.
CHALLENGES AND IMPROVEMENT	The practice depends heavily on the availability of suitable housing and residents willing to participate. Rising housing costs and shortages of affordable accommodation can significantly reduce the number of available rooms. Careful matching is also essential because differences in expectations, lifestyles or household responsibilities can create tensions. A strong intermediary role, clear agreements, safeguarding measures, preparation of both parties and ongoing mediation are therefore important. The practice should also be complemented by broader housing policies and anti-discrimination measures, as shared housing alone cannot address structural housing exclusion.
REPLICATION RECOMMANDATION	The practice has strong transferability because it can mobilise existing housing and community resources rather than requiring the creation of new accommodation infrastructure. Successful replication requires a trusted intermediary, transparent matching criteria, clear agreements, preparation and ongoing support. It can be adapted to different housing markets and community contexts while maintaining the principle of combining accommodation with meaningful social relationships.
USEFUL RESOURCES & TOOLS	Refugees Welcome Spain and Refugees Welcome International provide information and practical guidance on the co-habitation model.

6 GOOD PRACTICE



PRACTICE	**Vocational training combined with a welcoming and support space (the MigraStudium example)**
TYPE OF PRACTICE	**Integrated vocational training, first reception and social-support model**
ORGANISATION	**Open cultural center - Barcelona - SPAIN**
BRIEF DESCRIPTION	Combining vocational training with a welcoming, low-threshold space can provide a more comprehensive pathway towards social and labour inclusion. The practice brings together occupational training, language learning, social orientation, access to rights, legal support and opportunities for community participation. Rather than approaching employment as an isolated objective, participants can first access a safe and welcoming environment where they can obtain information, establish relationships, identify their needs and progressively develop the skills needed for employment and participation in society. Vocational training can focus on practical occupations relevant to the local labour market, while language education and social support help participants overcome complementary barriers. The welcoming-space component is particularly important for building trust, reducing isolation and facilitating access to other services.
PROBLEMS IT AIMS TO ADDRESS	Migrant people experiencing vulnerability often face several interconnected barriers to inclusion, including language difficulties, limited access to vocational qualifications, unemployment, lack of knowledge about rights and services, administrative uncertainty and social isolation. A single employment or training intervention may not be sufficient when participants first need information, social support or a trusted point of contact.
OBJECTIVES	- Provide accessible vocational training adapted to participants' needs and local labour-market opportunities; - Develop occupational, language and interpersonal skills; - Provide a safe and welcoming first point of contact; - Facilitate access to social, legal and administrative information; - Reduce isolation and strengthen community connections; - Create pathways between training, practical experience and employment; - Support greater autonomy and access to rights.
RESULT & IMPACT	- Increased access to vocational training for people facing barriers to conventional education and employment; - Development of practical occupational and language skills; - Increased access to social orientation and legal information; - Creation of a trusted space where participants can access multiple forms of support; - Increased opportunities for participants to build social connections and community networks; - Opportunities for practical training and contact with organisations and employers;
CHALLENGES AND IMPROVEMENT	Demand for integrated training and support can exceed available capacity, creating waiting lists and limiting access. Maintaining a genuinely welcoming and low-threshold environment while increasing the scale of provision can also be challenging. Participants may have very different educational backgrounds, language levels and administrative situations, requiring flexible and personalised approaches. Stronger links with employers, additional training places, improved post-training follow-up and systematic monitoring of employment and social-inclusion outcomes could strengthen the model.
REPLICATION RECOMMANDATION	The practice is transferable to contexts where migrant-support organisations, vocational training providers and community services can work together. Replication should preserve the combination of training, welcoming environment, complementary support, while adapting vocational courses to local labour-market needs. Partnerships with employers and referral mechanisms to other services are important for creating sustainable inclusion pathways.

7 GOOD PRACTICE



PRACTICE	**Labour inclusion through sector-specific vocational training in the restaurant industry (the Mescladís example)**
TYPE OF PRACTICE	**Sector-specific vocational training, labour inclusion**
ORGANISATION	**Mescladís - Barcelona - SPAIN**
BRIEF DESCRIPTION	Sector-specific vocational training can facilitate labour inclusion by combining occupational training with practical experience in real workplaces and direct connections to employers. In the restaurant sector, this approach can provide accessible entry points into employment while allowing participants to develop technical, interpersonal and workplace skills in a professional environment. The practice combines classroom-based learning with practical training, personalised employment support, work placements and employer intermediation. Participants can develop competencies in cooking, food preparation, service and other hospitality-related occupations while becoming familiar with workplace expectations and building professional networks. Employment agencies or employer networks can then connect trained participants with businesses willing to recruit them. The Mescladís model illustrates how training, real work experience and employment intermediation can be integrated into a single pathway.
PROBLEMS IT AIMS TO ADDRESS	Migrant people and other people experiencing vulnerability may have difficulties entering the formal labour market despite having previous professional experience or transferable skills. Barriers can include lack of recognised qualifications, limited local networks, language difficulties, unfamiliarity with recruitment processes and discrimination. At the same time, the restaurant and hospitality sector has significant demand for workers. Sector-specific training can bridge this gap by providing practical skills, workplace experience and direct connections with employers. It can also help participants translate existing skills and experience into competencies that are recognised within the local labour market.
OBJECTIVES	- Provide accessible, employment-oriented vocational training in the restaurant sector - Develop technical, interpersonal and professional competencies - Provide practical experience in real or simulated professional environments - Connect participants with employers and professional networks - Facilitate transitions from training into employment - Support sustainable labour-market participation and career development - Promote access to decent and responsible employment rather than employment at any cost.
RESULT & IMPACT	- Development of practical technical skills relevant to restaurant and hospitality employment - Increased exposure to real workplace environments and professional expectation - Improved access to employer networks and employment opportunities - Increased opportunities to translate training into direct employment - Development of professional confidence and workplace competencies
CHALLENGES AND IMPROVEMENT	Hospitality work can involve demanding schedules, physical demands and precarious employment conditions. Labour inclusion should therefore not be assessed only through the number of people placed in jobs, but also through job quality, retention, working conditions and career progression. Training providers also need employers capable of offering meaningful placements and decent employment conditions.
REPLICATION RECOMMANDATION	The approach is highly transferable to sectors with accessible entry-level occupations and significant labour demand. The model can be adapted to hospitality, care, logistics, construction or other sectors by changing the technical curriculum and employer partnerships.
USEFUL RESOURCES & TOOLS	Mescladis website


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GIVE A VOICE TO
MIGRANTS
MARSEILLE STUDY VISIT

WHY PARTICIPATION MATTERS

PARTICIPATION, EMPOWERMENT AND ACTIVE CITIZENSHIP

Participation is one of the core principles of youth work and an essential condition for building inclusive communities. However, not all young people have the same opportunities to participate. Young people with fewer opportunities may face social, economic, cultural, geographical or personal barriers that limit their access to education, youth activities, volunteering or civic engagement.

Among them, young migrants often experience additional challenges such as language barriers, unfamiliarity with local systems, discrimination, limited social networks or insecure administrative situations. These factors can reduce their confidence, increase the risk of isolation and make participation in community life more difficult.

For **MEDYOUTH**, participation is not simply an outcome of inclusion but one of its main drivers. By creating accessible, welcoming and inclusive opportunities for engagement, youth organisations can help both young migrants and other young people with fewer opportunities develop a stronger sense of belonging, build new competences and become active members of their communities.

FROM CONSULTATION TO MEANINGFUL PARTICIPATION

Participation goes beyond inviting young people to activities or asking for their opinions. Meaningful participation means creating environments where young people are genuinely listened to, where their ideas influence decisions and where they can actively shape the activities and projects that concern them.

Youth workers play a key role in facilitating this process. Their role is not to speak on behalf of young people, but to create safe, inclusive and trusting spaces where everyone feels able to contribute according to their own experiences, interests and abilities.

Non-formal education offers a wide range of participatory methodologies that encourage dialogue and expression, such as storytelling, Participatory Action Research, moving debates, peer learning, co-creation workshops, forum theatre and community projects. These methods help create more relaxed and informal settings where young people often feel more comfortable expressing themselves, whether in individual or group contexts.





FROM PARTICIPATION TO ACTIVE CITIZENSHIP

Participation is not an end in itself. When young people are encouraged to contribute regularly, take responsibility and engage with others, participation becomes a pathway towards active citizenship.

Through volunteering, community initiatives, peer support or participation in local decision-making, young people develop confidence, leadership, critical thinking and a stronger sense of responsibility towards their communities. They move from being recipients of support to becoming actors of change.

For young migrants and other young people with fewer opportunities, these experiences are particularly important as they strengthen social connections, increase visibility within their communities and promote equal opportunities for civic engagement.

EMPOWERMENT THROUGH YOUTH WORK

Empowerment is the process through which young people gain the confidence, skills and opportunities to make informed decisions and take an active role in shaping their own lives.
Youth workers contribute to empowerment by recognising young people's strengths, encouraging autonomy and progressively transferring responsibilities. Rather than focusing solely on needs or vulnerabilities, an empowerment approach values young people as resourceful individuals with ideas, talents and experiences that enrich organisations and communities.

The good practices presented in this chapter illustrate different ways youth organisations foster participation, strengthen young people's agency and support their journey towards active citizenship through non-formal education, volunteering and community engagement.





MARSEILLE

UNDERSTANDING
THE LOCAL CONTEXT

MIGRATION FLOWS IN MARSEILLE

MIGRATION AND DIVERSITY IN MARSEILLE

As France's second-largest city and the country's main gateway to the Mediterranean, Marseille has forged its demographic and social identity through the migratory flows that have shaped its history and geographical location. According to the latest available data from the INSEE census, 141,554 residents of Marseille had a migrant background in 2022, representing around 16 per cent of the city's population. Among young people aged 15 to 24, 13,335 residents had a migrant background, accounting for nearly 12 per cent of this age group. This migration flow is characterised by a high degree of heterogeneity, with numerous and varied communities – the largest of which originate from Algeria, Tunisia, Morocco and other African countries – alongside migrants from Europe and other geographical origins.

This diversity is also reflected in the varied life experiences of young people from migrant backgrounds. Marseille is home to asylum seekers, refugees and beneficiaries of international protection, unaccompanied minors (UMs) and young adults leaving the child protection system, as well as foreign workers and students. These groups do not share the same legal status, the same needs, nor the same level of access to mainstream services. For youth organisations, this means that inclusion cannot be approached through a single model of the newly arrived young person, as it is necessary to take into account each individual's specific circumstances.

RECEPTION, PROTECTION AND ACCESS TO RIGHTS

The French asylum and reception system provides an institutional framework for registration, accommodation and access to international protection. However, the existence of a formal framework does not necessarily guarantee swift and effective access to fundamental rights. Young new arrivals often have to navigate complex administrative procedures and a multitude of institutions, whilst facing language barriers, precarious housing situations, limited financial resources and difficulties in accessing healthcare, education or employment.

In Marseille, this situation is being addressed through a joint effort by public services and a dense network of voluntary organisations. The local authority has also developed specific policies aimed at refugees and new arrivals: since 2021, the City of Marseille has been working alongside the State under the Territorial Contract for the Reception and Integration (CTAIR) of refugees and new arrivals (Ville de Marseille, 2021), supporting initiatives focused on labour market integration, access to rights and housing.

In France, for young people, leaving the child protection system can result in an abrupt end to support. Whilst care may be extended up to the age of 21 under specific schemes (notably the 'contracts for young adults'), there is no universal right equivalent to continued support between the ages of 21 and 25. Access to standard social security benefits, meanwhile, remains subject to strict eligibility criteria, such as the Active Solidarity Income (RSA), which is generally only available from the age of 25.

Despite the policies and support systems in place to identify and assist migrants and newly arrived people, a significant number of people remain outside formal support systems. This is particularly visible among people living in squats and other forms of precarious housing, where undocumented migrants, asylum seekers and other highly vulnerable groups may be difficult to identify and reach (Secours catholique 2021). Local associations often play a crucial role in identifying these individuals and creating a first point of contact with support services.

YOUTH POLICIES AND PRIORITY NEIGHBOURHOODS

The inclusion of young migrants and young people with fewer opportunities also needs to be considered within Marseille's broader youth and territorial policies. Marseille's priority neighbourhoods (Quartiers prioritaires de la ville - QPV) are home to a significant number of young people with migrant backgrounds and young people with socio-economic difficulties (Ville de Marseille report QPV 2023).

Priority neighbourhoods (QPV) are areas identified by public authorities as facing higher levels of social and economic disadvantage and therefore receiving targeted public policies and additional support. Marseille currently has 41 priority neighbourhoods, where around 240,000 residents, approximately 30% of the city's population, live. Around half of the population living in these neighbourhoods is below the poverty threshold, compared with 25% across Marseille as a whole.

These territorial inequalities are particularly relevant for young people. At national level, recent data show that young people aged 15–29 living in QPV have lower employment rates and higher unemployment and NEET (Not in Employment, Education or Training) rates than young people living outside these neighbourhoods. In 2024, the employment rate for 15–29-year-olds in QPV was 51.9%, compared with 73% outside QPV, while the NEET rate reached 21.8%, almost twice the rate outside QPV (ANCT report Situation de l'emploi en 2024 dans les QPV).

Eurasia Net association specifically targets young people with fewer opportunities and places a high priority on reaching out to the heart of Marseille's priority neighbourhoods (QPVs). The organisation actively develops community-based strategies to identify and engage young people who are often excluded from information channels and existing opportunities, particularly in the field of volunteering. This approach is all the more crucial given that volunteering remains under-utilised by young people facing social, economic or geographical barriers, despite its powerful role in promoting personal fulfilment, independence, employability and civic inclusion.





GOOD PRACTICES

MARSEILLE STUDY VISIT







UCPA SINGA MARSEILLE

QX1

APPRENTIS D'AUTEUIL

RAMINA ACCUEIL SOLIDAIRE

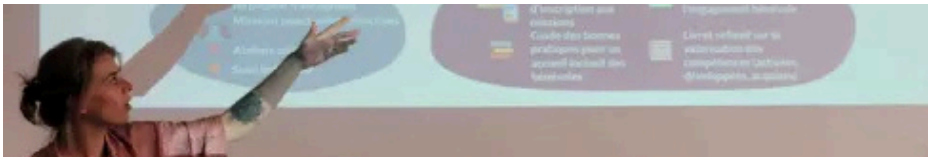
GAM

kipawa

léolagrange animation

Massalia Vox

1 GOOD PRACTICE



PRACTICE	**Kipawa integration pathway: combining language learning with volunteering**
TYPE OF PRACTICE	**Integrated support programme / Inclusion methodology**
ORGANISATION	**KIPAWA - Marseille - France**
BRIEF DESCRIPTION	Kipawa has developed a four-month integration programme combining intensive French language learning (12 hours/week) with a regular volunteering placement (around 3 hours/week) within local associations. Rather than separating language acquisition from social participation, the programme treats volunteering as a learning environment where participants practice French, build social networks, discover local civic life and strengthen their self-confidence while contributing to their host community. The programme also includes individual follow-up, skills recognition workshops, employability support and connections with local organisations after completion.
PROBLEMS IT AIMS TO ADDRESS	This good practice addresses the social isolation that newly arrived migrants can experience, as well as the limited opportunities they may have to practice the local language and build connections outside specialised support services. It also aims to address the difficulties they can face in accessing wider community life and finding pathways towards employment.
OBJECTIVES	The objective is to support language learning and build confidence and autonomy through real-life interaction and meaningful volunteering experiences. By taking part in these activities, participants can develop social connections, transferable skills and a greater sense of participation in their local community, while also creating networks that can support their future professional integration.
RESULT & IMPACT	• 75% progressed by one full French language level in four months. • 95% expanded their French-speaking social network. • 90% reported increased self-confidence. • 84% felt a stronger sense of belonging to French society. • 85% had never volunteered before joining Kipawa and 84% wished to continue volunteering afterwards.
CHALLENGES AND IMPROVEMENT	The practice requires a strong network of partner organisations willing to host volunteers, as well as continuous individual mentoring and follow-up. Finding the right volunteering opportunity for each participant can take time and requires careful matching. In the long term, the sustainability of the practice depends on maintaining strong local partnerships and securing sufficient funding.
REPLICATION RECOMMANDATION	• Combine language learning with meaningful participation rather than delivering language courses alone. • Build partnerships between migration organisations and mainstream youth or volunteer organisations. • Include individual mentoring throughout the programme. • Recognise volunteering as both a learning and inclusion pathway, not simply unpaid work. • Integrate employability and skills recognition activities alongside civic participation.
USEFUL RESOURCES & TOOLS	MEDYOUTH Toolkit : A short guide to best practice for partner organisations of the kipawa volunteering programme Kipawa website

2 GOOD PRACTICE



PRACTICE	**RESTART: Using sport as a gateway to inclusion**
TYPE OF PRACTICE	**Holistic inclusion programme through sport**
ORGANISATION	**UCPA - Marseille - France**
BRIEF DESCRIPTION	**RESTART** is an inclusion programme that uses sport as a gateway to foster the social inclusion of exiled people. Rather than considering sport as an end in itself, the programme combines physical activity with psychosocial support, social participation and professional integration. Participants discover a wide range of activities—including swimming, climbing, hiking, cycling, team sports and outdoor activities—that are adapted to their needs and abilities. Some aquatic activities are specifically designed to help participants progressively rebuild confidence in water, particularly for those who have experienced traumatic sea crossings during their migration journey. Alongside sports sessions, participants benefit from individual guidance, opportunities to develop soft skills and pathways towards volunteering, training or employment. This holistic approach enables sport to become a powerful tool for well-being, confidence, autonomy and inclusion.
PROBLEMS IT AIMS TO ADDRESS	Many exiled people experience social isolation, reduced physical and mental well-being and limited opportunities to participate in community life. Some have also experienced traumatic migration journeys, including dangerous sea crossings that can create long-lasting fear of water. While many integration programmes focus primarily on administrative or employment support, RESTART addresses the social, emotional and physical dimensions of inclusion through sport.
OBJECTIVES	The programme aims to improve participants' physical and mental well-being, strengthen their confidence and autonomy, encourage meaningful interactions with local communities and develop transferable skills that support long-term social and professional inclusion.
RESULT & IMPACT	The programme has already achieved significant results: • implemented in 8 French territories; • delivered through 14 UCPA sports facilities; • 825 exiled participants involved; • 125 sports sessions organised; • 1,842 participations recorded; • development of 8 key soft skills; • creation of vocational pathways such as the SPLASH programme for aquatic professions. Beyond quantitative results, the programme contributes to improved self-confidence; better emotional regulation; stronger social networks; increased sense of belonging and greater motivation towards education or employment.
CHALLENGES AND IMPROVEMENT	Building long-term partnerships between sport organisations and migration NGOs requires continuous coordination. Some participants face administrative, linguistic or psychological barriers that affect regular participation. Long-term funding is needed to ensure continuity and personalised follow-up. Measuring social impact beyond participation rates remains a challenge, although UCPA has developed dedicated evaluation tools.
REPLICATION RECOMMANDATION	Use sport as a gateway, not as the final objective: connect sports activities with health, social participation and employment pathways. Build partnerships between sports organisations, migrant support organisations, public services and employment agencies before launching activities. Prioritise mixed groups where migrants and local young people participate together instead of organising parallel activities. Combine regular sports sessions with individual support and personalised progression plans. Offer activities adapted to participants' needs (e.g. confidence building, trauma-informed approaches, discovery of new sports). Include monitoring tools to assess not only participation, but also well-being, self-confidence and social inclusion. Whenever possible, create links with vocational training or employment opportunities to extend the impact beyond recreational activities.
USEFUL RESOURCES & TOOLS	MEDYOUTH Toolkit : RESTART Project Presentation UCPA webiste : https://www.ucpa.com/

3 GOOD PRACTICE



PRACTICE	**QX1 Welcome map: participatory multilingual resource mapping for migrants**
TYPE OF PRACTICE	**Digital inclusion tool / Community-based information and orientation platform**
ORGANISATION	**QX1 - Marseille - France**
BRIEF DESCRIPTION	QX1 Welcome Map is an open-access multilingual orientation platform that helps migrants identify and access local services such as healthcare, legal support, accommodation, language courses, food distribution, volunteering opportunities and community organisations. Beyond a simple directory, the platform also includes multilingual audio recordings, personal stories and practical guidance produced with migrants and local actors. Information is accessible through an online platform, printed neighbourhood maps, thematic guides and QR codes linking to audio explanations in multiple languages, making essential information understandable for people with different literacy and language levels.
PROBLEMS IT AIMS TO ADDRESS	Newly arrived migrants can find it difficult to identify reliable local services, especially when information is spread across different organisations and often only available in written form. Language barriers and low literacy can make this information even harder to access, while valuable practical knowledge already held within migrant communities is not always easily shared or accessible.
OBJECTIVES	The initiative aims to make essential local information easier to access through clear and multilingual resources, including audio content that can overcome language and literacy barriers. It also seeks to value the knowledge and experiences of migrant communities while strengthening cooperation between local organisations through a shared platform. Ultimately, the goal is to give people the information they need to navigate local services more independently.
RESULT & IMPACT	• Online platform combining formal and informal resources with migrants' experiences. • Information organised by themes (health, food, housing, legal support, education, solidarity, employment, volunteering, etc.). • Multilingual audio library containing around 600 audio files in 35 languages and 128 information posts. • Printed neighbourhood maps and thematic guides distributed through local organisations. • Development of specialised health resource maps, practical guides for unaccompanied minors and personalised orientation packages with local partners.
CHALLENGES AND IMPROVEMENT	The practice requires information to be regularly updated as local services and resources evolve. Maintaining multilingual content also depends on continued participation from the community, particularly to ensure that information remains relevant and accessible. Coordinating information across different local organisations requires ongoing collaboration, while expanding the model to new territories means building local partnerships and adapting it to each area's specific network of services.
REPLICATION RECOMMANDATION	• Develop local digital maps co-created by migrant communities and service providers. • Combine online resources with printed materials for people experiencing digital exclusion. • Use multilingual audio instead of relying only on written translations. • Organise information by users' needs (health, education, housing, volunteering, legal support) rather than by institutions. • Encourage community members to contribute local knowledge and lived experiences. • Use QR codes linking to audio explanations to improve accessibility. • Build partnerships across NGOs, municipalities and community organisations to maintain updated information.
USEFUL RESOURCES & TOOLS	QX1 Welcome map: https://qx1.org/ressources/ MEDYOUTH Toolkit: Guidance guide for organisations in the 3rd arrondissement Guide for unaccompanied minors

4 GOOD PRACTICE



PRACTICE	**The Parents' Popular University (UPP): participatory research as a tool for empowerment**
TYPE OF PRACTICE	**Participatory research and empowerment**
ORGANISATION	**Les minots de Noailles - Marseille - France**
BRIEF DESCRIPTION	The Parents' Popular University (UPP) enables parents, to become researchers rather than research subjects. Participants collectively identify issues affecting their lives, formulate research questions, collect data and analyse the results with the support of facilitators and academic partners. The objective is not only to produce knowledge but also to transform this knowledge into collective action and dialogue with institutions. The parents we met during the study visit who took part in this project developed their own action-research project on administrative insecurity in the educational pathways of newly arrived children.
PROBLEMS IT AIMS TO ADDRESS	Migrant parents experiencing social or administrative vulnerability can be excluded from research and public decision-making. Their lived experience is not always recognised as expertise, limiting their ability to influence policies and services that directly affect their families. Newly arrived parents may also lack the confidence to make their voices heard in the host country due to the stress associated with their precarious administrative situation. This situation can lead to isolation and to avoiding being too present in spaces where they can express their views.
OBJECTIVES	The initiative aims to recognise parents as experts in their own experiences and strengthen their empowerment by involving them directly in participatory research. It seeks to produce knowledge grounded in lived experience, while creating spaces for dialogue between parents, researchers and institutions. Ultimately, the objective is also to encourage civic engagement and support parents in taking part in collective action.
RESULT & IMPACT	Parents develop research skills, greater self-confidence and increased legitimacy to express their views. The methodology also produces evidence rooted in lived experience, which can inform professionals, researchers and decision-makers while strengthening parents' participation in local public life. For the parents who took part in the project, it also gave them much greater confidence to participate in their children's school life, for example by taking part in parent-teacher meetings or making their voices heard within schools. The fact that parents may have a precarious administrative situation in the country does not mean that they do not have the right to participate in their children's education and school life. School staff are not always aware of this, so they may need to be made aware of these rights.
CHALLENGES AND IMPROVEMENT	In some countries, migrant families with precarious administrative situation may have fewer opportunities to participate openly in collective initiatives because of prejudices or persecution. In these cases, additional safeguards, information on their rights, confidentiality measures and trusted intermediaries are essential.
REPLICATION RECOMMANDATION	Involve participants from the very beginning by allowing them to identify the issues they consider most important and contribute to shaping the process. Build partnerships with community organisations, researchers or universities whenever possible to strengthen the credibility and impact of the initiative. Focus on the transferable principles rather than the structure itself: participation, co-construction, trust-building and recognition of lived experience can be integrated into many youth work, family support or community engagement projects, even without a formal participatory research programme. Use non-formal education methods (writing workshops, role-playing, Forum Theatre) to help participants transform individual experiences into a shared research question.
USEFUL RESOURCES & TOOLS	Link to the Parent's popular university : https://www.parents-citoyens.org/upp-locale/marseille-13 MEDYOUTH Toolbox : Workshop organized during the study visit

5 GOOD PRACTICE



PRACTICE	**Storytelling as a tool for participation and empowerment**
TYPE OF PRACTICE	**Non-formal education methodology / Storytelling workshop**
ORGANISATION	**SINGA Marseille - Marseille - France**
BRIEF DESCRIPTION	SINGA uses storytelling as a participatory methodology to help newcomers express their experiences, reflect on their personal journeys and regain confidence in speaking in front of others. Rather than focusing solely on migration experiences, participants are encouraged to share their aspirations, talents and personal stories in a safe and supportive environment. Through guided activities, creative expression and peer exchanges, storytelling becomes a tool to strengthen self-confidence, encourage dialogue and foster meaningful participation in community life. During the MEDYOUTH study visit, SINGA demonstrated how storytelling can be combined with testimonies, peer learning and co-design activities to inspire young people to become active contributors to their communities.
PROBLEMS IT AIMS TO ADDRESS	Many young migrants lack opportunities to express themselves and have their voices heard. Language barriers, lack of confidence and fear of being judged can limit participation. When opportunities to speak do exist, young people are often expected to talk only about their migration journey rather than their aspirations, skills and ideas.
OBJECTIVES	The workshop aims to strengthen self-confidence, develop communication skills, encourage self-expression and create safe spaces where young people can actively participate, share their perspectives and build connections with others.
RESULT & IMPACT	Storytelling helps participants develop confidence in public speaking, improve communication skills and recognise the value of their own experiences. It also creates stronger connections between participants, encourages mutual understanding and enables professionals to better understand the realities, aspirations and capacities of young migrants.
CHALLENGES AND IMPROVEMENT	Storytelling requires a trusting environment and skilled facilitation. Participants should never feel pressured to share personal or traumatic experiences. Facilitators must respect individual boundaries and allow participants to choose which parts of their stories they wish to share.
REPLICATION RECOMMANDATION	• Create a safe and non-judgmental environment before inviting participants to share personal stories. • Allow participants to decide what they want to share rather than focusing only on migration experiences. • Use creative prompts, visual supports or small-group discussions to facilitate storytelling. • Combine storytelling with peer exchanges and collective reflection to encourage dialogue. • Focus on participants' strengths, aspirations and future projects, not only on past difficulties.
USEFUL RESOURCES & TOOLS	Storytelling toolkit for empathy and critical thinking Digital storytelling educational program toolkit Photovoice and digital storytelling for young migrants Storytelling database

6 GOOD PRACTICE



PRACTICE	**Facilitation techniques, using non-formal education methods to give young people a voice**
TYPE OF PRACTICE	**Non-formal education methodology / Facilitation toolkit**
ORGANISATION	**EURASIANET - Marseille - France**
BRIEF DESCRIPTION	Eurasia Net has developed a collection of technical facilitation sheets to support youth workers in creating participatory and inclusive learning environments. Each sheet provides step-by-step guidance on how to facilitate a specific activity, including its objectives, target group, duration, materials, facilitation tips and debriefing questions. Rather than focusing on a single tool, the methodology helps professionals choose the most appropriate activity according to their objectives and participants' needs. During the MEDYOUTH study visit, participants explored and adapted several techniques, including the moving debate, talking circle, the theatre of oppressed/role play, river of life, photolanguage and the migration curve, to encourage young people to express themselves and reflect on their experiences.
PROBLEMS IT AIMS TO ADDRESS	Young people with fewer opportunities are not always comfortable expressing their thoughts, experiences or needs through formal discussions or traditional one-to-one support. Language barriers, cultural differences, limited self-confidence and past experiences can make it difficult for young people to openly share their perspectives. Traditional support settings do not always create the trust and openness needed for meaningful participation. There is therefore a need for participatory and non-formal facilitation methods that create a more relaxed and informal atmosphere—both in individual and group settings, where young people feel safe to express themselves, share their experiences and actively contribute.
OBJECTIVES	The methodology aims to equip youth/social workers with practical facilitation tools that encourage participation, active listening and self-expression. It also helps professionals select and adapt activities according to the context, the participants' profiles and the learning objectives.
RESULT & IMPACT	The facilitation sheets have been used in international youth exchanges, training courses and study visits to strengthen participation and peer learning. During MEDYOUTH, participants not only experienced the activities but also reflected on how to adapt them to their own organisations and national contexts, increasing the transferability of the methods. These facilitation techniques adapted to a context or work problematic are also very useful to incorporate within work teams so that they can work on their own professional approach with the support of the group, with a view to improving the support they provide to young people.
CHALLENGES AND IMPROVEMENT	No facilitation tool is universal. Activities must be adapted to participants' language level, cultural background, emotional readiness, group dynamics and accompaniement. The quality of the debriefing is as important as the activity itself and requires skilled facilitation. These facilitation and group-leading techniques are rarely found in the practice of social workers, but are more commonly used by youth workers due to the more informal nature of the support they provide. They need to be adapted to suit the objectives the professional hopes to achieve through these interactions, in order to provide the best possible support to newly arrived migrants.
REPLICATION RECOMMANDATION	Select facilitation methods according to the learning objective rather than using the same activity repeatedly. • Always include a structured debriefing to help participants reflect on their experience. • Adapt activities to participants' language skills and cultural backgrounds. • Test and adapt facilitation tools with participants before integrating them into regular practice. • Encourage youth workers to build their own facilitation toolkit by documenting successful activities and sharing them within their organisation.
USEFUL RESOURCES & TOOLS	Medyouth Toolbox - Activity sheet on non-formal facilitation techniques : moving debate, migration curve, talking circle, the theatre of oppressed/ role play, river of life and photolanguage, including facilitation guidance, objectives, materials and debriefing questions. Facilitation database Facilitationg program for youth toolkit

7 GOOD PRACTICE



PRACTICE	**Using game design as a participatory learning methodology**
TYPE OF PRACTICE	**Non-formal education methodology / Participatory learning approach**
ORGANISATION	**Massalia Vox - Marseille - France**
BRIEF DESCRIPTION	During the MedYouth study visit, Massalia Vox presented a methodology that uses game design as a learning process rather than simply using ready-made games. Professionals worked collaboratively to design educational game prototypes based on a real-life topic (the QX1 Welcome Map), learning how to transform complex information into engaging educational experiences. The methodology combines creativity, co-design and non-formal education to actively involve participants in the learning process.
PROBLEMS IT AIMS TO ADDRESS	Young migrants often face difficulties understanding complex topics such as access to rights, local services, civic participation or everyday life in a new country. Traditional information sessions are not always engaging or adapted to diverse learning styles. Professionals therefore need innovative and participatory methods to facilitate learning and encourage active participation.
OBJECTIVES	The initiative aims to make complex topics more accessible through play, while promoting active participation and learning through experience. It provides youth and social workers with a transferable methodology that can be adapted to different educational activities and contexts. It also encourages creativity, collaboration and critical thinking, while supporting the development of educational tools tailored to the needs of different target groups.
RESULT & IMPACT	Increased engagement and participation during learning activities. • Better understanding of complex concepts through experiential learning. • Development of creativity, teamwork and problem-solving skills. • Increased confidence among professionals in designing their own educational tools. • Educational games that can be adapted and reused in different contexts.
CHALLENGES AND IMPROVEMENT	Facilitators need a basic understanding of game design and non-formal education methods to implement the practice effectively. Designing an educational game also requires time for co-creation, testing and adaptation. Throughout the process, it is important to keep the learning objectives at the centre rather than focusing mainly on the game mechanics. Finally, games need to be adapted to participants' language level, age and cultural context to ensure that they are accessible and relevant to the target group.
REPLICATION RECOMMANDATION	The methodology can easily be transferred to different organisations and countries. To ensure successful replication, organisations should start from the needs of their target group, clearly define the learning objectives, involve participants in the co-design process, test prototypes before implementation and adapt the content to the local context. The methodology can be applied to many topics, including access to rights, financial literacy, employability, health promotion, intercultural dialogue and civic participation.
USEFUL RESOURCES & TOOLS	MEDYOUTH Toolbox : Workshop "how to create a game to boost young people's participation and inclusion" Game mechanism cards Database on creation of games Game on for Europe toolkit

8 GOOD PRACTICE



PRACTICE	**Youth-led community micro-projects to foster participation and financial empowerment**
TYPE OF PRACTICE	**Community participation / youth empowerment / experiential learning**
ORGANISATION	**Centre social Joliette République Léo Lagrange - Marseille - France**
BRIEF DESCRIPTION	The Centre Social Joliette République supports young people in designing and implementing community-based fundraising initiatives to finance their own activities and projects. Rather than simply receiving a budget, young participants actively organise events, manage sales and collectively decide how the funds generated will be used. One example observed during the MedYouth study visit was the creation of a mobile food stand ("roulotte"), where young people prepared and sold food within their neighbourhood. The initiative generated income that was entirely reinvested into activities chosen by the young participants themselves, such as cultural outings and leisure activities. Beyond fundraising, these initiatives also create opportunities for community animation through creative workshops, games and family-friendly activities organised alongside the sales events.
PROBLEMS IT AIMS TO ADDRESS	Young people not always have the opportunity to develop financial autonomy, leadership skills and active participation in community life. Activities are frequently designed *for* young people rather than *with* them, limiting their sense of ownership and responsibility.
OBJECTIVES	The initiative aims to promote active participation and youth empowerment while helping young people develop financial responsibility and budgeting skills. It strengthens their sense of ownership over collective projects and encourages civic engagement and participation in community life. The practice also fosters teamwork, initiative and decision-making, giving young people greater confidence to take an active role in their communities.
RESULT & IMPACT	Young people actively participate in planning, organising and implementing community initiatives. Funds generated are managed collectively and reinvested in activities chosen by the group. Participants develop budgeting, teamwork, communication and organisational skills. The initiative strengthens relationships between young people, local residents and the social centre. Community events become opportunities for intergenerational exchange and neighbourhood participation.
CHALLENGES AND IMPROVEMENT	Sustaining young people's long-term engagement requires continuous support from youth workers. Organising public events requires logistical preparation and administrative coordination. Balancing adult guidance with genuine youth leadership can sometimes be challenging. Weather conditions and participation levels may affect fundraising outcomes.
REPLICATION RECOMMANDATION	Successful replication requires: • trusting young people with real responsibilities; • allowing participants to make collective decisions about the use of funds • providing continuous mentoring without taking control of the project • connecting fundraising activities with broader educational objectives rather than focusing solely on financial outcomes.

9 GOOD PRACTICE



PRACTICE	**Building community connections through culture, solidarity and volunteering**
TYPE OF PRACTICE	**Community-based support / peer support**
ORGANISATION	**Guinée à Marseille - Marseille - France**
BRIEF DESCRIPTION	Guinée à Marseille uses community-based support, cultural activities, solidarity accommodation and local networking to facilitate the inclusion of newly arrived migrants in Marseille. The organisation brings together newly arrived migrants, members of the african diaspora, local residents and partner organisations through activities such as cultural celebrations, shared meals, sports, outings and cultural discovery. These activities provide informal opportunities to build relationships, reduce isolation, promote mutual understanding and encourage young newcomers to participate in the wider local community. The organisation also facilitates solidarity accommodation and connections between newcomers and local residents, helping young newcomers access temporary housing while developing local support networks.
PROBLEMS IT AIMS TO ADDRESS	Newly arrived young migrants may experience social isolation and have limited opportunities to develop relationships outside their existing community. At the same time, local residents may have few opportunities for meaningful encounters with newly arrived migrants. Cultural and community events can provide informal and accessible spaces where these different groups can meet without the relationship being based primarily on administrative support or social assistance.
OBJECTIVES	The initiative aims to create opportunities for intercultural encounters, enabling young newcomers to improve their language skills through informal exchanges, expand their social circle, and learn French cultural norms that can help them in their daily lives, whilst recognising and celebrating their cultural identities and contributions. It encourages participation in local life by forging links between diaspora communities and local residents, thereby helping to challenge stereotypes and promote harmonious coexistence. The initiative also aims to support young people as they discover their new local environment and gradually build a sense of belonging to it.
RESULT & IMPACT	• In 2025, 600 participants attended th Guinea party organised by GAM, 30 participants took part in one of the reported cultural/community events, with several other activities attracting between 6 and 53 participants. • The association organised activities involving other local organisations and groups. • Young people participated not only as beneficiaries but also as contributors, for example by sharing their migration experiences during a theatre event. • A football team brought together university students and unaccompanied minors enrolled in vocational education
CHALLENGES AND IMPROVEMENT	One of the main challenges is ensuring that events reach audiences beyond existing community networks and that participation continues beyond one-off activities. It can also prove more difficult to engage people facing administrative and financial insecurity, as cultural activities are generally seen as secondary to administrative appointments, job-seeking and working hours. Finally, measuring the longer-term impact of including newly arrived migrants – through changes in participants' social networks following the events, their involvement in local life and their sense of belonging – remains a significant challenge, but one that is sometimes difficult to assess in concrete terms.
REPLICATION RECOMMANDATION	The approach can be replicated in other cities by using existing cultural identities and community networks as entry points for intercultural participation. The transferable element is the methodology of creating open, shared activities where young newcomers, diaspora members and local residents participate together. Organisations wishing to replicate the practice should combine cultural activities with opportunities for interaction, involve local partners and give young people an active role in preparing and delivering events.
USEFUL RESOURCES & TOOLS	Events organized by GAM : https://www.guinee-a-marseille-gam.com/poles/evenementiel



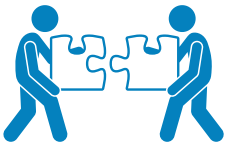
MEDITERRANEAN YOUTH CONNECTION FOR INCLUSION

LESSON LEARNED

METHODOLOGIES ARE MORE TRANSFERABLE THAN PROJECTS

Projects cannot simply be replicated from one context to another. Their success depends on local realities, partnerships and available resources. However, the methodologies behind them such as gamification, volunteering pathways, participatory design or intercultural mediation can be adapted and transferred across organisations and countries. Understanding how a practice works is often more valuable than reproducing the activity itself.

INNOVATION OFTEN COMES FROM COMBINING DIFFERENT FIELDS OF EXPERTISE



Some of the most innovative ideas resulted from exchanges between professionals with different backgrounds. Bringing together youth workers, social workers, migration specialists and educators encouraged participants to question their own practices and develop more comprehensive responses. Innovation was driven not by individual expertise, but by the combination of complementary perspectives.

SMALL METHODOLOGICAL CHANGES CAN SIGNIFICANTLY IMPROVE INCLUSION

Innovation does not always require new programmes or additional resources. The study visits showed that relatively small methodological adjustments such as introducing game-based learning, using a participatory facilitation method as the theatre of the oppressed, using sport as an inclusion method, co-designing activities with young migrants or strengthening intercultural mediation, can greatly improve engagement, confidence and participation. Often, improving how activities are delivered is more impactful than creating entirely new services.

LOCAL EMBEDDEDNESS STRENGTHENS THE IMPACT OF INCLUSION SERVICES



The study visits showed that the effectiveness of inclusion services depends not only on the quality of the activities offered, but also on how deeply organisations are rooted in their local context. Observing different services highlighted the importance of understanding local needs and building stable connections with institutions, associations, training providers, employment services and other community actors. These relationships can make support more responsive and help create more coherent and integrated pathways towards education, training, employment and social participation for young migrants. A key lesson from the visits was therefore that organisations can have a stronger impact when they operate as part of a wider local network rather than as isolated service providers.



MEDITERRANEAN YOUTH CONNECTION FOR INCLUSION

RECOMMENDATIONS

RECOMMENDATIONS FOR PROFESSIONALS



REACH YOUNG PEOPLE WHERE THEY ARE AND BUILD TRUST

Professionals should adopt a proactive and low-threshold approach to reaching young people with migrant backgrounds. Rather than waiting for young people to approach youth organisations, outreach should take place in the spaces where they already are, through partnerships with reception centres, schools, social services, migrant-led associations and community organisations. Peer approaches, mentoring and accessible activities can help build trust and encourage participation.



MOVE FROM ACCESS TO MEANINGFUL PARTICIPATION

Professionals should go beyond access and focus on genuine participation and belonging. Young migrant people should be involved in decisions, projects and activities as active contributors, not only as beneficiaries. Youth workers should also develop strong intercultural competences and an accurate understanding of different administrative statuses, while being attentive to the specific needs and risks faced by groups that may be overlooked, including young women. Daily support and the creation of a strong group dynamic are also essential to strengthening young people's social inclusion.



SUPPORT PROFESSIONALS EMOTIONAL WELL-BEING

Youth workers working with young migrants should recognise the importance of processing the emotional impact of working with complex situations involving trauma, vulnerability and high emotional demands. This should be considered an integral part of professional practice, as unaddressed emotional strain can affect both workers' well-being and the quality of the support they provide. Professionals should therefore advocate for and make use of appropriate tools and spaces for reflection and emotional processing within their organisations. These may include regular supervision with qualified external professionals, peer reflection, team debriefing and other forms of structured support. Such practices can help prevent burnout, strengthen professional boundaries and support more reflective, consistent and person-centred interventions.

RECOMMENDATIONS TO ORGANISATIONS

MAKE INCLUSION AN ORGANISATION-WIDE COMMITMENT, NOT A PROJECT-BASED ACTIVITY



Organisations should make their structures genuinely inclusive and accessible by removing practical barriers such as costs, transport, materials and inflexible schedules, and by communicating in languages and through channels that young people use. Staff, volunteers and management teams should receive ongoing training in intercultural competence, migration-related issues, safeguarding and anti-discrimination.

Organisations should also ensure that young people with migrant backgrounds have a meaningful role in organisational decision-making and that diversity is reflected among staff, volunteers and leadership. Inclusion should be embedded across the organisation rather than limited to individual projects.

DEVELOP HOLISTIC PATHWAYS AND NETWORK



Organisations should strengthen partnerships and referral networks with employment, education, housing, health and legal services. The good practices presented in this guide show the value of connecting training and employment opportunities with mentoring, volunteering, community participation and practical support. Organisations should therefore develop integrated pathways rather than isolated activities, while systematically monitoring outcomes such as participation, wellbeing, skills development, employment and social inclusion. Particular attention should be given to transitions to adulthood, ensuring continuity of support when young people leave child-protection or reception systems.

Coordination between services and organisations is important because identifying a young person and integrating them into a support pathway can happen through different entry points, such as social services, housing, neighbourhood associations, youth organisations or legal services. This can allow young people to benefit from the different dimensions of inclusion, provided that a strong network of actors is able to share information and work together to provide support across different areas.

CREATE OPPORTUNITIES FOR INTERDISCIPLINARY PRACTICE AND TEAMS



Youth workers, social workers, educators, psychologists and intercultural mediators should not simply collaborate through referrals but regularly work together, observe each other's practices and co-design activities. Create communities of practice bringing together youth organisations, migration services and public institutions to regularly exchange methodologies, reflect on challenges and co-develop innovative responses to emerging needs.

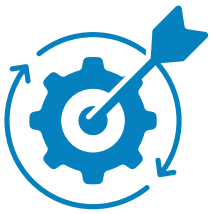
Organisations can also include piloting innovative methodologies on a small scale before wider implementation, creating opportunities for staff reflection and encouraging the exchange of experiences with organisations in other countries. European cooperation in Erasmus+ projects and transnational partnerships can support this process by exposing professionals to different approaches, helping them compare models of intervention and adapt promising practices to their own context.

RECOMMENDATIONS TO PUBLIC AUTHORITIES



PROVIDE STABLE FUNDING AND SUPPORT

It is recommended that public authorities establish stable, accessible and coordinated support systems that enable youth organisations to work with young people beyond the scope of short-term projects. Funding mechanisms should recognise the time and resources required for outreach work, personalised support, networking and follow-up, rather than focusing solely on the number of activities or participants reached. This also involves ensuring stable funding so that organisations can employ qualified professionals on a continuous basis rather than relying primarily on volunteers. Support from local authorities and public funders is essential to enable organisations to provide the best possible support to young people.



SUPPORT AND SCALE EFFECTIVE PRACTICES

They are also encouraged to support and roll out community-based and evidence-based practices on a larger scale, including volunteering, shared accommodation, local employment networks and sector-specific training. This may include support for partnerships between public and community organisations, as well as the systematic collection of data on outcomes. Young people from migrant backgrounds should be involved in the design and evaluation of policies that affect them, thereby ensuring that inclusion policies are developed with young people rather than merely for them. Institutions can also influence the establishment of public funding mechanisms that require the active involvement of young people from migrant backgrounds and those with fewer opportunities in the design, implementation and evaluation of inclusion programmes.



STRENGTHEN COORDINATION AND REFERRALS PATHWAYS

Finally, the authorities can help to strengthen coordination between youth, migration, housing, education, employment and social services. They can ensure that support pathways remain effective, particularly during the transition to adulthood, a time when young people are at risk of losing essential support. Finally, it is necessary to step up support for young people in the face of structural barriers such as administrative uncertainty, housing exclusion, discrimination and limited access to employment.

CONCLUSION AND PERSPECTIVES OF MEDYOUTH

The **MEDYOUTH** project has demonstrated the value of bringing together professionals from different countries and complementary fields of expertise to address a common challenge: the inclusion of young migrants. Throughout the study visits, participants discovered diverse practices, exchanged methodologies and reflected collectively on the role that youth work and migration support can play in fostering more inclusive communities.

Beyond the good practices presented in this guide, one of the project's greatest achievements has been the creation of lasting connections between organisations. By learning from one another, partners have strengthened mutual trust, identified complementary expertise and laid the foundations for future European cooperation. These exchanges have shown that innovation often emerges not from working in isolation, but from combining different perspectives, experiences and professional cultures.

At the same time, MEDYOUTH has highlighted new issues that merit further exploration. How can youth organisations be better equipped to support vulnerable young people facing an increasing number of specific challenges? How can support services for migrants incorporate more participatory and empowering approaches into their day-to-day work? How can the voices of young people themselves be taken into account more systematically in the design, implementation and evaluation of projects? These questions open up avenues for future areas of experimentation, research and collaboration.

This guide should therefore be seen not as the end of the MEDYOUTH journey, but as the beginning of a shared learning process. We hope it will inspire youth workers, social workers, organisations and public authorities to adapt these practices to their own contexts, strengthen cross-sector partnerships and continue building inclusive opportunities for young migrants across Europe. The partnerships created through MEDYOUTH represent a strong foundation for developing new projects, testing innovative approaches and continuing to improve the quality of support offered to young migrants.



MedYouth
Connection for Inclusion







TESTIMONIES

Voices from the MEDYOUTH project





Flavia, Social Worker, Refugees Welcome, Barcelona
"I liked the use of gamification as a tool for social intervention. I found the use of board games to address issues related to everyday life and other social topics particularly interesting. Ultimately, these types of methodologies encourage the participation of everyone involved in the workshop and make it possible to address complex issues in a more accessible and enjoyable way."

Ly-Ly, Head of Education of the MigraCode program, Open Cultural Center, Barcelona
"Overall, the project has helped me learn more about migration journeys in general and about social work. As an Open Cultural Center worker, I found the project very educational, and it left me with new questions, new interests, and so on, which is great! It has also renewed my interest in working in the field of migration."

Alix, Youth worker, Open Cultural Center, Barcelona
"I really liked the fact that we had the opportunity to connect with many different people and organisations, as well as with participants in the projects. I felt that this was very close to fieldwork. I also really appreciated the strong sense of collaboration throughout the project, especially seeing different organisations come together to present projects they are working on jointly. I also really enjoyed learning about self-managed and self-organised initiatives! I feel that I now have new tools that I can use in my work, such as Theatre of the Oppressed and forum theatre. I am even more aware of the importance of the intercultural approach, and I have gained a better understanding of the role of an intercultural mediator, which I find very important and which I would like to apply in my own work, at my level. I also feel more comfortable with my own vulnerabilities as a social worker, as all the people we met experience them in their work as well."

Khalil, Intercultural mediator, Agorà, Italy
"My most important professional learning from the study visits was the opportunity to experience different migration realities and to learn about the various programs, methods, and services that different countries use to support the integration of migrants and refugees.
The study visits showed me that there is no single approach to promoting inclusion and integration. Each country can offer valuable experiences, perspectives, and good practices that contribute to improving the support provided to migrants and refugees."

Deborah, Social worker, Agorà, Italy
"The practice that inspired me the most was the use of Theater of the Oppressed techniques to raise awareness and shed light on issues of exploitation and hardship, including those in the world of migration and reception. It inspired me particularly because I find it to be an excellent way to "put oneself in someone else's shoes" and develop greater empathy for those involved; it can be used with beneficiaries, those working in the reception sector, volunteers, schools, and authorities alike."

Julie, Treasurer, Guinée à Marseille
"The MedYouth experience made me want to apply for more Erasmus+ projects for my organisation in the future, in order to develop initiatives at both local and international level! The only challenge is the language barrier, as we have only a few active members who speak English fluently."

Valentine, Community Engagement Officer, SINGA Marseille
"What struck me most during the Barcelona study visit was the Migrant Tour. This initiative particularly inspired me because it addresses a central issue in SINGA's work in a very concrete way: changing perceptions of migration. I find this approach particularly powerful because it combines empowerment of people with lived experience, who become guides and storytellers; awareness-raising; and the creation of social connections. In a context where we are also developing advocacy initiatives aimed at reaching people who are less politically engaged or positioned more in the "middle," I find this to be a very relevant tool. It creates spaces for dialogue without confrontation, through lived experience and personal stories."

Léa, Youth coordinator, Social center Joliette-République, Marseille
"The theory of culture shock taught me a lot during the Genoa study visit. I found that AGORA has a lot to offer in terms of intercultural working methods, as this was something I had never heard about before."

Hicham, Head of Regional Development & Simon, Solidarity Programme Officer, UCPA, Marseille
"We appreciated the commitment shown by the various partners and the discussions with other countries, which helped us to better understand the challenges faced by each organisation and the solutions proposed to improve the integration of young migrants."









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