



Pre and post - Arrival schemes  
To facilitate inclusion and prevent xenophobia and radicalization

# “Welcome!”

## Collection of good practices already existing for refugees' welcoming and first inclusion

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## **INTRODUCTION**

The collection of good practices included in this report corresponds to the WP1.1 – Mapping of existing initiatives, good practice on refugees welcoming and integration, under the project Pre and Post Arrival Schemes to facilitate inclusion and prevent xenophobia and radicalization.

The purpose of the collection of good practices is providing the possibility for operators, decision makers, and wider public to learn more about positive and innovative practices targeted to refugees and asylum seekers support. The collection displays a variety of inspirational initiatives, which can provide further ideas on how to address a particular topic or a target group, or what methods to use when working on refugees welcoming and integration. Although the beneficiaries of the good practices in the project are refugees and asylum seekers, the good practices collected have refugees, asylum seekers and economic migrants as beneficiaries.

The collection includes the description of the considered 10 best transferable practices; and a stock of complementary 22 good practices, available for use and dissemination. The PandPAS partners identified all the practices. All practices per area of action can be consulted in the table in annex 1. They were described and rated using a specific template (as in annex 2).

In the following section, we present the good practice definition and criteria, as well as areas of action that emerged from the collection. In section 2, the 10 good transferable practices are listed and described. In section 3, the complementary practices are listed by areas of action, and a description of each is provided.

The names of the practices are presented both in its original languages, and in English.

### **1. GOOD PRACTICE DEFINITION, CRITERIA AND AREAS OF ACTION**

For the purposes of this collection, we have defined good practice as approaches, experiences or initiatives that are working well and can be replicated elsewhere, with techniques and methods that produce effects and results, considered to be effective in contributing to refugees welcoming and integration, and therefore deserving to be disseminated and proposed to other organisational contexts.

Good practices can be regarded both as processes or interventions that would be easily transferred, and also as processes of planning and synthesising research from sources. Good practices, or best practices, are, sometimes, used with the same meaning. Best practice, in the international migration glossary, means “to further the application of existing norms and principles, both at the international and the national levels”, and are characterized by “being innovative, developing creative solutions; showing a positive impact on the level of implementation of migrants’ rights; having a sustainable effect, especially by involving



migrants themselves; and having the potential for replication”.<sup>1</sup>

In the context of this work, we adopted a definition that shares some common principles with the previous, and comes from a source related to refugees. In this definition, which we highlight, “a good practice is a process or methodology that is ethical, fair, and replicable, has been shown to work well, succeeds in achieving its objective(s), and therefore can be recommended as a model”.<sup>2</sup>

This latter source also stresses that “the essence of identifying and sharing good practices is to learn from others and to encourage the application of knowledge and experience to new situations. A good practice need not be viewed as prescriptive, but can be adapted to meet new challenges, becoming better as improvements are discovered”.

Bearing this definition in mind, the good practices were selected on the basis of eight criteria which the practice should meet. The criteria were discussed and agreed upon within the PandPAS partnership, at a project meeting. They are described below.

### **Technical feasibility**

The good practice is easy to learn and is possible to implement.

### **Efficacy and success**

The good practice has proven its strategic relevance as one effective way in achieving a specific objective. It has been successfully adopted and has a positive impact on refugees and communities.

### **Respect of the human rights and equity framework**

The good practice reflects the basic universal principles of human rights law, humanitarian law, and refugee law. Taking into account the local contexts, the practice aims to reinforce rights granted to all refugees through these instruments (e.g. the right to freedom of movement, the right to education, the right to recognition before the law, the right to work, the right to health care and the right to access public services) and also seek to protect vulnerable individuals and groups who are at heightened risk of human rights violations.

### **Replicability and adaptability**

The good practice is flexible and has the potential for replication and is adaptable to similar objectives in varying situations, which may mean different local or national contexts.

### **Inherent participation**

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<sup>1</sup> International Organization for Migration (2004), *Glossary on Migration*, Geneva, IOM.

<sup>2</sup> Retrieved from Good Practices for Urban Refugees, a platform managed by a team of UNHCR staff working in the Division of Programme Support Management and the Policy Development and Evaluation Service [available here: <http://www.urbangoodpractices.org/>].



The good practice improves collaboration between professionals, institutions and citizens in what concerns implementation, follows a participatory approach, by promoting meaningful participation of refugees and migrants, and supports a joint sense of ownership of decisions and actions.

### **Network coordination**

The good practice involves approaches of collaborative governance, and a community of practitioners that may include municipal authorities, community-based groups such as refugee associations, faith organizations, local professional networks, business owners, academia, humanitarian organizations and the participants in the good practice.

### **Gender sensitiveness**

The good practice promotes gender equality, takes into account the specific gender realities of women and men, and integrates gender issues into all aspects of the initiatives.

### **Innovation**

The good practice encompasses innovative efforts on refugees welcoming and integration, shows innovative thinking and contributes to an innovation in the livelihoods of participants.

In the mapping of good practices carried out by the partners, nine areas of action emerged as more frequent. These are not exhaustive, since they do not cover all the needs regarding migrant and refugees' integration. Moreover, they are not exclusive, meaning practices often have more than one area of action in their scope. For the purpose of this collection, the practices were organized according to the dominant or most distinctive area of action. The areas are as follows.

### **Awareness**

Good practices on cross-cultural understanding between refugees' and the broader community (intercultural curriculum; intercultural competence for teachers; integration courses with intercultural elements; visibility and recognition of refugee experience; anti-discrimination campaigns).

### **Education**

Good practices for language learning and the educational needs of refugees, immigrants and their families (school; universities; informal education; activities for parents...).

### **Employment**

Good practices relating to employment, labour force integration and the economic contribution of refugees and migrants to the territories (access to the labour market, vocational training and career development; etc.).



## **Entrepreneurship**

Good practices relating to refugees and migrants' self-employment and access to loans; business incubators; social innovation.

## **Governance**

Good practices on coordination and cooperation among integration actors, comprehensive and coordinated policies, enhancing processes of sharing information between key partners in place.

## **Housing and settlement**

Good practices that contribute to successful settlement, housing and the day-to-day lives of refugees and migrants.

## **Political and public participation**

Good practices on the civic participation of refugees and migrants in community life and public spaces (participatory budget; networks; IT tools and online platforms; support to civil society, programs,...)

## **Social Network**

Good practices on social networks building, mentoring, supporting refugees on social matters and overcoming cultural gaps.

## **Welcoming**

Good practices that contribute to successful welcoming of refugees and migrants (e.g. welcoming initiatives; first supports).





## 2. SELECTED GOOD PRACTICES

The partners also evaluated the mapped good practices, in order to identify the most inspiring practices to transmit and implement.

Each mapped practice was scored between 1 and 4, resulting from the average of the evaluations, also between 1 and 4, of each of the aforementioned criteria (technical feasibility, efficacy and success, respect of the human rights and equity framework, replicability and adaptability, inherent participation, network coordination, gender sensitiveness and innovation). The '1' means 'strong disagreement that the good practice meets the criterion'; the '2' means 'disagreement that the good practice meets the criterion'; the '3' means 'agreement that the good practice meets the criterion'; the '4' means 'strong agreement that the good practice meets the criterion'.

For the selection of the best 10 practices, we privileged both the balanced representation of each partner's country of PandPAS (2 practices per partner/country presented set), and the final evaluation score. We also endeavour to cover a variety of areas of action (awareness, education, employment, entrepreneurship, governance, housing and settlement, political and public participation, social network, welcoming, each of which explained in the practice). Some practices could have more than one area of action in their scope; we have chosen the one that best describes the practice in its original form (idea, concept) i.e. its main or strongest structural feature. Each practice has its area of action identified. The 10 practices are organized in alphabetical order.

The following 10 practices were selected because they offer a unique perspective or learning opportunity for practitioners and policy makers. They show a variety of particularly inspiring initiatives, which provide further ideas on how to address a particular topic or a target group, or what innovative and proven methods to use when working on refugees welcoming and integration. For this reason, they provide the possibility for operators, decision makers, and wider public to learn more about positive practices targeted to refugees and asylum seekers support.



## GP 1 Biciklopopravljajona/Bike Repair Shop

**Country:** Croatia

**Area of action:** Housing and Settlement

**Partner who identified the practice:** Centre for Peace Studies, Croatia

Biciklopopravljajona (or BicPop as it is more commonly known) is a volunteers' collective based in Zagreb, Croatia, within Green Action/ Friends of the Earth Croatia NGO founded in 2009. The main idea of Biciklopopravljajona is the strengthening of social solidarity through free exchange of knowledge and services and the promotion of sustainable transport. Their mission is to provide space, tools and advice on how to repair a bicycle to anyone who wants it. Also, they collect old bicycles, restore them and donate them. They have a wide range of bike tools and every Thursday between 17:00 and 20:00 their volunteers are available to help one fix anything. There's no charge for their help, but you may need to go and buy parts if they need to be replaced.

It all started in 2014 when BicPop donated bikes to 10 asylum seekers accommodated at the Reception Centre for Asylum Seekers in Zagreb. In 2015 they provided assistance to the refugees accommodated in the Zagreb and Kutina shelters. As the number of refugees grew and people started talking about them in shelters, the demand for bicycles got much bigger and they have started collecting bicycles on a larger scale.

First, this bike workshop is based on DIY principles: you repair everything yourself or you learn how to repair it. Unlike other bike shops, you cannot leave your bike and come back when it is done. You can ask volunteers for advice and help, but they expect that you want to learn about your bike and are willing to get oily. Second, it is free of charge for everyone. Use of the tools and volunteers' help costs nothing. Of course, you will need to buy new parts if yours are worn out or broken, and you will need to go elsewhere for this as they are not a shop and do not have parts for sale. All the donations are spent on new tools and consumables (various lubricants, grease, degreasers, tyre patches...) which are also free of charge for all the customers. But nobody is obliged to give anything, regardless of the job done or amount of help received.

This kind of practice is a unique combination of environmental, practical and refugee oriented service. It combines practical work in repairing bikes and offers space for spending quality time with other people.

Website:

<http://biciklopopravljajona.zelena-akcija.hr/>



## GP 2 Domaćigosti Choir

**Country:** Croatia

**Area of action:** Awareness

**Partner who identified the practice:** Centre for Peace Studies, Croatia

Domaćigosti Choir brings together lovers of singing who contribute to the music diversity of the Croatian society by singing songs from all over the world. The idea for the choir started brewing back in 2015, but it was in September 2016 that a few brave souls came together and founded the choir.

The Centre for Peace Studies initiated the choir and at the moment supports its activities through an EACEA project. Campaign "Dobri domaćini", which focused on collecting donations to support young migrant artists, also decided to give a donation to the choir.

Every member leaves a mark in her or his own way by contributing to the distinct musical expression of the choir and by choosing the repertoire. Some of the members are professional musicians and some are amateurs - but this distinction is not relevant at all for Domaćigosti. What the choir primarily values is goodwill and energy to create and express music together and to share it with the world.

The choir director is ethnomusicologist Jovana Lukić, and current members come from Syria, Afghanistan and Croatia. The choir meets once a week for a two-hour rehearsal. Domaćigosti Choir welcomes new members and especially values diversity.

Main goals of this good practice is cultural exchange and promotion of integration and diversity through music.

Facebook page:

<https://www.facebook.com/zbordomacigosti>



## GP 3 Família do Lado/Family Next Door

**Country:** Portugal and Czech Republic

**Area/domain of action:** Social Network

**Partner who identified the practice:** CIES-IUL, Portugal

The project "Next Door Family" was created in 2004 in the Czech Republic. Under the concept "inclusive neighbourhoods", it relies on the interaction between immigrants and the host society and in the importance of strengthening social relationships as a way to contribute to a more effective integration, removing barriers and promoting cultural diversity.

To do so, a family agrees to welcome and host another family they do not know in their home, becoming pairs of families (one migrant family and one native family) for holding a typical Sunday lunch of their culture as a way of welcoming the "Other".

All meetings take place on a specific Sunday of the year, November, at the same time across the country and in countries that are associated with the implementation of this initiative, such as the Czech Republic and Spain.

The High Commission for Migration promotes this initiative in Portugal, in a partnership with public and private entities throughout the country. If a local entity wants to boost the initiative in the county, shall fill in an application form and send it to the organizer.

The "Next Door Family" takes place in Portugal every year since 2012. There have been many public entities (municipalities and town councils) and private entities (immigrant associations, youth associations and others, cooperatives, NGOs, companies,) that all years are set for the implementation at the local level. To that end, a support methodology integrates 10 steps for its successful implementation. The methodology is part of a brochure that includes all tools.

This transnational initiative takes place every year in other European countries and Portugal has been one of the countries with the largest number of participants. In the six editions, around 600 lunches, involving 1,463 families from 60 different citizenships, were included in this initiative. We highlight that in 2017 there were more participants than ever, and with the more citizenships' variety, in a total of 1,036 people (527 migrants and 509 native people). All the information to participate is available on the website.

Website:

<http://www.acm.gov.pt/-/familia-do-lado>



## GP 4 Fluechtlingsdialoge/Dialogues with refugees

**Country:** Germany

**Area/domain of action:** Awareness

**Partner who identified the practice:** Irecoop Veneto, Italy

The project promotes the dialogue between refugees and natives through the organization of events. Municipalities and local authorities to promote discussions in neighbourhood about an inclusive, social and cultural coexistence. The main goals are to empower integration of refugees and to empower the community.

Since April 2016, 54 dialogues were organized about many integration topics, and in particular: language and education, job, housing, involvement in the community, safety. The website is an important reference point for mayors, administrators, politicians and volunteers concerned by the managing of refugees. The website reports good practices and experiences, examples and practical tools to help the integration of refugees. The dialogues are useful to all community to define a better integration path.

Dialogs have experienced different format: world café, workshop, Breakfast of Friedrichshafener, focus groups. Breakfast of Friedrichshafener, for example, is a project led in the municipality of Friedrichshafen. After some meetings about well-succeeded integration, the Community decided to promote a bus with self-service breakfast, in order to raise awareness of people and to approach more people.

From 2016, about 50 municipalities are involved in the development of dialogues. From April 2016 to January 2018, 27 events have been organized. 2100 people have been involved in the project and 86% of involved people declare that dialogue was a “good” or “very good” experience.

The most innovative aspects of this practice are the participatory approach, the neighbourhood actions, the practical tools in websites, the supervision of Stuttgart municipality and the different format of dialogs.

Website:

<https://www.fluechtlingsdialoge.de/de/startseite/>



## GP 5 Odprta kuhna/Open kitchen

**Country:** Slovenia

**Area of action:** Entrepreneurship

**Partner who identified the practice:** ZRC SAZU, Slovenia

Open kitchen is a unique and the most popular food market in Slovenia that has been bringing innovation of local and foreign chefs and cooks to the Slovenian culinary scene since 2013. It has become a regular Ljubljana event and every sunny Friday from early spring to late fall, local and foreign food providers attract visitors to try local and international cuisine. Main goals are bringing together food from all around the world and presenting it to the local population and visitors of the city; to create vivid meeting place in the city centre to spend time with friends and family by the quality food at affordable prices.

The food market includes migrants as chefs and support staff while presenting culinary and cultural characteristics of countries of their origin. Higher employment opportunities and entrepreneurship are also important facts relating this market to immigrants, who feel increased feeling of belonging.

Even though Open kitchen by that name and initiators started in Ljubljana, similar event (but different organizers) is also organized in Maribor (called Full pot) and Koper. The tendency is that it also spreads to other cities.

The practice is considered highly relevant due to widely accessible context; anybody who otherwise provides food services has the possibility to join.

Website:

<http://www.odprtakuhna.si/en/>



## GP 6 Plataforma de Apoio aos Refugiados/Platform for Refugees' Support

**Country:** Portugal

**Area/domain of action:** Governance

**Partner who identified the practice:** CIES-IUL, Portugal

The Refugee Support Platform (PAR) is a Portuguese network of organizations from civil society whose aim is to support hosting refugees during the current humanitarian crisis. Each organization sharing this purpose is invited to integrate the platform. The network includes 360 organizations. The mission of PAR is to 'promote a culture of acceptance and support for refugees, both in the Portuguese society and in countries of origin and transit'. PAR has been formally recognized by the Portuguese Government through a cooperation protocol and is a member of the Working Group for the Migration Agenda.

It's a community based model. Along with state aid, there are in Portugal numerous organizations with expertise willing to support refugees and migrants through an articulated and integrative model. By January 2016, PAR had brought together about 90 hosting organisations (35 institutions or foundations, 26 religious institutes, 24 parishes, 20 Private Institutions of Social Solidarity, 6 enterprises, 5 schools, 3 civil parishes and 2 municipal councils), with 119 offers to host refugee families (about 600 refugees). Concerning volunteers, in January 2016, it a network of 6,206 volunteers. The offer of volunteers is divided into different areas, including basic needs; technical support (legal, psychological, social and health - 900 volunteers); integration support (Portuguese language learning, education, etc. - 2235 volunteers); others language support (393 volunteers, of which 69 master the Arabic language); and more.

PAR set up three broad axis of intervention:

- 1) PAR Public Opinion Awareness; to raise public awareness of a welcoming culture.
- 2) PAR FAMÍLIAS [Families], a hosting project directed to children and their families, with the support of the community and local institutions (state agencies, non-profit associations, religious organizations, schools,...). This model implies that for each family of refugees arriving in Portugal under the EU relocation agreement there will be an institution directly responsible for.
- 3) PAR LINHA DA FRENTE [Frontline] – is a fundraising project that aims to support Caritas and JRS (Jesuit Refugee Service) in Lebanon. These organizations are developing support projects designed to guarantee the safety and dignity of refugees and displaced people mostly in Syria, Afghanistan, Lebanon and Jordan.

Website:

<http://www.refugiados.pt/home-en/>



## **GP 7 Protocollo d'Intesa e linee guida per l'inserimento lavorativo reichiedenti asilo e titolari di protezione internazionale/ MoU and guidelines promoting inclusion of asylum-seekers and *refugees* in the labour market**

**Country:** Italy

**Area of action:** Governance

**Partner who identified the practice:** Municipality of Bagnoli di Sopra and Irecoop Veneto, Italy

The MoU is the result of a synergy between local authorities, labour associations, trade unions, the diocese and a migrant's rights association. The main implementing agencies are the hosting managing authorities (cooperatives and other), local authorities and the territorial network of enterprises. These agencies will be involved in a common strategy for implementing asylum seekers and refugees' inclusion in the labour market.

The Memorandum of Understanding was approved on 14/02/2018 by the "Consiglio Territoriale per l'Immigrazione". At the moment MoU is waiting for the final approval of Ministry of interior.

Guidelines have been applied since august 2017 by some Cooperative of Confcooperative, with good results. The experimental phase involved 200 participants.

The memorandum of understanding is composed by guidelines that draw a project of inclusion composed by 5 parts:

- 1) Reception: sharing of an inclusion agreement.
- 2) Step 1 (90days): IMPLEMENTING LITERACY AND LANGUAGE EDUCATION: intensive Italian language class (15hours/week) +civic and citizenship education+ labour law and immigration law; involvement in a social activity.
- 3) Step2: ORIENTATION TRAINING: 90 days' orientation training (25h/w), Italian language class (8h/w), social activity (8h/w).
- 4) Step 3: SUPPORTING JOB PLACEMENT: foster internships (3-12 month for 25h/w), specific professional training (120h in 9month); optional: Italian class and social activity.
- 5) Conclusion: the project will end with the conclusion of a job contracts and the exit from the centre (during in the following 90 days).





## GP 8 Skuhna

**Country:** Slovenia

**Area/domain of action:** Employment

**Partner who identified the practice:** ZRC SAZU, Slovenia

Skuhna is a social enterprise that runs a restaurant providing authentic food from Africa, Asia and South America. The Skuhna project was launched in 2012 as a three-year project of the Institute for Global Learning with Voluntariat Institute as a partner organization. The project was funded by the European Union and the Slovenian Ministry of Labour. During the project 8 migrants were provided with training mainly in culinary work. Six of them were then employed in the project.

After securing a space to rent, over 40 volunteers were engaged to renovate the restaurant to its current state. Then they started with caterings, cooking workshops and in 2014 opened the restaurant for five days a week. Each day of the week they had different cuisine prepared by migrants.

By the end of the project in 2015, they also joined the Open Kitchen initiative in Ljubljana where they offer food on Fridays at the open market. Skuhna today operates as a social business. The primary purpose of Skuhna is to offer migrants opportunities that facilitate their entering the job market. Profits are reinvested into the business.

Main goals of the project are: to increase the employability of migrants through culinary work; to bridge the understanding gap between migrants and locals who live in Slovenia.

The practice is considered highly relevant because it creates work opportunities for people who are difficult to employ due to limited knowledge of Slovene language etc. Besides that they also provide support and training at workplace which enables overall growth and improvement of migrants.

Currently, SKUHNA is the only migrant restaurant in Slovenia that combines food from all around the world in one place. People with different statuses have the opportunity to work there (asylum seekers, refugees, undocumented migrants, citizens).

Website:

<http://www.skuhna.si/>



## GP 9 The Refugee Project

**Country:** Bulgaria

**Area of action:** Education

**Partner who identified the practice:** Synthesis, Cyprus

The objective of this initiative is to give refugees and asylum seekers the chance to learn host languages, obtain new aptitudes and skills, experience life in Bulgaria through the eyes of accommodating locals.

Moreover, it promotes volunteer work and skills advancement among Bulgarians, who in turn, help grown-ups and children refugees and migrants be socially included by teaching them the host language and other activities including ICT and art workshops.

The initiative enlists and trains volunteers of all ages to help refugees and migrants to feel included in Bulgarian culture.

The Refugee Project brings together volunteers to organise a wide range of lessons and activities for asylum seekers and refugees in the reception centres (also informally called refugee camps) in Sofia. The period when they live in these camps is a time when many refugee families feel vulnerable; we try to help adults and children to integrate into their new environment by teaching them language skills and giving them new experiences and positive interactions.

The project is a joint initiative between Cooperation for Voluntary Service (CVS) Bulgaria and Caritas Sofia, since 2011.

The main innovation of the initiative is to utilise volunteers from Sofia to offer their time (minimum 2 hours per week for 4 months) while helping refugees assimilate with the local culture and make their future employment easier. For this to be successful, it needs a strong volunteer network and management. Since then, over 300 volunteers have participated in the project. The project was very successful, so in 2011 CVS-Bulgaria joined forces with Caritas Sofia to continue working with children and adolescents in the integration centre.

The Refugee Project was awarded and recognized as *Volunteer Initiative of the Year* in 2014.

Website:

<http://refugeeproject.eu/en>



## GP 10 Youth Included

**Country:** European

**Area of action:** Political and public participation

**Partner who identified the practice:** Synthesis, Cyprus

Structures aiming to establish bonds of friendship are instrumental for the inclusion of young nationals of third countries. Youth Included is a project implemented by a European consortium of 3 organisations (Civis Plus in Greece, Uluslararası Gençlik Aktiviteleri Merkezi Dernegi in Turkey and Centre for Immigration and Integration in Bulgaria) that supports participation of young third country national groups in youth activities across Europe.

Therefore, it strengthens the capacity of both youth and migrant organisations through joint activities and promotes the cooperation between the 2 types of organisations.

Youth organisations can contribute and play a key role in offering opportunities for personal development, as well as for dialogue and mutual understanding between locals and immigrants. However, the majority of organisations which include young nationals of third countries describe their participation levels as very low. Those surveyed in the framework of this project expressed the wish to increase their involvement. In this context, Youth Included aims to increase the participation of third country nationals in youth activities and ultimately enhance their smooth integration into the host societies.

To reach this goal, project partners have organised a series of events - from meetings to workshops - in all 3 participating countries.

Migrant and youth organisations are the direct beneficiaries of the Youth Included project but the main beneficiaries are expected to be the young people from third countries living in Europe, as the increase of their participation in youth activities is to help them combat marginalisation and facilitate their smooth integration into the host societies. Furthermore, European native youngsters participating in youth activities are also potential beneficiaries, as they will gain intercultural skills.

The main result is the improvement of youth workers' and (migrant communities') skills in reaching their target groups, networking, organising joint activities and managing culturally mixed groups.

Website:

<https://youthincludedblog.wordpress.com/>



### 3. GOOD PRACTICE EXTENDED COLLECTION

In this section we include all the remaining practices collected by the partners. We present them in alphabetical order under each of its area of action.

#### ***AWARENESS***

Good practices on cross-cultural understanding between refugees' and the broader community (intercultural curriculum; intercultural competence for teachers; integration courses with intercultural elements; visibility and recognition of refugee experience; anti-discrimination campaigns).

#### **GP 11 Finestri – Storie di rifugiati/Finestri, Stories of Refugees**

**Country:** Italy

**Area of action:** Awareness

**Partner who identified the practice:** Synthesis, Cyprus

The main goal of the project Finestri – Storie di rifugiati, promoted by the Roman Fondazione Centro Astalli, is to educate new generations of Italian citizens to respect and welcome others by making refugees the cornerstone of a cultural and formative offer directed to young Italian students attending the level two secondary schools.

Refugees are given the opportunity to tell their personal stories in the classroom thus sharing their experiences with their classmates who are then better placed to understand the hardships of war, persecution, long journeys, arrival in an alien country that refugees have been through. The refugee is accompanied by a meeting facilitator who introduces the topic of asylum and supports the discussion. The methodology is interactive: the meeting lasts two hours, discussion and exchange of ideas are highly encouraged.

In order to prepare for the meeting, the Centro Astalli has developed two different educational tools which are updated and republished every two years. The first tool is directed at Italian students and entitled "In their shoes" (Nei panni dei rifugiati), it is made up of eight sections each focusing on one topic. The second project tool is a Guide for Teachers divided into a Guide to Using Sections and an In-depth Examination Guide.

The material was devised by the Foundation's central coordination team as well as by writers and journalists who volunteered (and are quoted in the material). By contrast, refugees are remunerated for sharing their stories.



The project is entirely free and exclusively advertised through word-of-mouth by the 400 Centro Astalli volunteers and by teachers who attended previous sessions.

Website:

<http://www.aggiornamentisociali.it/articoli/finestre-storie-di-rifugiati-un-progetto-della-fondazione-centro-astalli/>

## GP 12 Enciclopédia dos Migrantes/The Encyclopaedia of Migrants

**Country:** France, Portugal, Spain, and Gibraltar

**Area of action:** Awareness

**Partner who identified the practice:** CIES-IUL, Portugal

The Encyclopedia of Migrants is an international project (2014-2017) supported by the Erasmus+ programme. It is based on a network of partner cities on the Atlantic coast (Brest, Rennes, Nantes, Gijón, Porto, Lisbon, Cadiz and Gibraltar), involving eight partners with different profiles (associations, universities, museums, etc.) in France, Spain, Portugal and Gibraltar.

The project was coordinated by the French organization L'âge de la Tortue, which works in the visual arts field. Designed by Paloma Fernández Sobrinho, the initiative has an artistic and experimental dimension, with the aim to create an encyclopaedia in paper version and in digital version with approximately 400 testimonies made by migrants. The Encyclopaedia format was chosen in this case in order to disseminate non-scientific knowledge, resulting from life experiences, with all the subjectivity that this involves. The main idea was to gather diverse testimonies of migrants that could be the source of a new knowledge, based on the intimate and the individual. The testimonies of migrants have the peculiarity of having a specific format, as each protagonist wrote an intimate and personal letter addressed to someone they left behind in their country of origin.

In general, producing the Encyclopedia of Migrants involved 700 people, 103 represented countries, 74 mother languages and it was published in four languages: French, Spanish, Portuguese and English.

The association Portuguese 'Renovar a Mouraria' participated in this project as a partner in the city of Lisbon.

The Encyclopedia:

<http://www.encyclopedia-of-migrants.eu/en/>



## GP 13 Football club Zagreb 041

**Country:** Croatia

**Area of action:** Awareness

**Partner who identified the practice:** Centre for Peace Studies, Croatia

The idea of forming a club emerged early in 2014. Disappointed with the situation in their football club, questionable competition in the First division, and the general state of Croatian football, a part of White Angels decided to start a new football club. The club was formally registered as a citizens' association on February 19, 2015. The members of the association are local elementary school, local sports facilities owner, Home for children with behavioural problems, NGOs, local government, etc. Currently, the club boasts around one hundred members who, organized in a non-hierarchical, horizontal manner, participate in decision making and club activities as equals.

The aim is to bring football back to common people and supporters, bring supporters back to football, and become the first genuine local community football club in Croatia, governed by supporters and sympathizers with a clear stance against modern football, and with a direct-democratic organizational model. The club will fight corruption and clientelism on all levels, as well as all kinds of discrimination. The message is that football is a sport of solidarity, sound competition, respect for the opponent, a sport we love because of its simplicity and beauty.

Zagreb 041 has been working and integrating migrants and refugees through sport activities, and promoting the values of anti-racism and antifascism. At the moment club has senior male team, senior woman team and children team. Players are both refugees and local youth.

Website:

<http://www.nkzagreb041.hr/>



## GP 14 Living in a Different Culture

**Country:** Portugal

**Area of action:** Awareness

**Partner who identified the practice:** CIES-IUL, Portugal

Between 9 January and 9 February 2017, a free course for integration in higher education took place in Lisbon aiming at aiding refugees in communication and understanding, taking into account that adaptation to new ways of life, to a different cultural, social, political and economic setting in a new country starts with those skills.

This pilot initiative resulted from a partnership between Lisbon Municipality – Department of Social Rights, CRIA and ISCTE-IUL (Rectory, Department of Anthropology, School of Social Sciences and the Transversal Skills Laboratory – which handled Portuguese classes).

Language lessons were guaranteed throughout the course and specific modules about the Portuguese society were taught by CRIA-IUL researchers. They were divided into subjects such as Portuguese Culture and Society, Religion, Institutions, Asylum Law (rights and duties), Urban Living, Social Relationships and Integration Practices in Portugal, under the rationale of creating an integration platform that escapes standardized stereotypes and subordinate conditions attached to the 'refugee' label.

All participants (around 20), had academic experience, either complete or uncomplete, and were originated from Eritrea, Syria and Iraq. The participants were expected to experience a higher education setting and to initiate an effective integration process by acknowledging their education skills.

Feedback is highly positive and a new edition is expected, also free, with the voluntary participation of teachers and researchers.

Website:

<https://www.iscte-iul.pt/news/1225/pilotinitiative-free-course-refugee-integration-in-higher-education>



## GP 15 Projeto “À procura de um abrigo” – A Pequena Carlota/Project “Searching for a Shelter”- Carly

**Country:** Portugal

**Area of action:** Awareness

**Partner who identified the practice:** CIES-IUL, Portugal

The project “À procura de um abrigo”/Project Searching for a Shelter aims increasing awareness among teachers and pupils from primary school for the theme of migration and development, in particular the causes of forced migration and exile. The Portuguese Refugee Council in partnership with Swatch - Tempus International, the Municipality of Lisbon (CML), and the UNHCR, promoted the didactic unit in Portuguese primary schools.

The project is targeted towards a pedagogic non-formal intervention that consists in awareness-raising actions that provide knowledge about how refugee children live and the way EU may contribute to promote justice, liberty, human rights and peace.

The specific aims consist of: a) informing and sensitizing students and teachers of the 1st Cycle of the Basic Education about migration and development, particularly the causes of forced migration and exile; b) making children aware of the challenges of refugee protection, the importance of “shelter” (welcoming) and the role of Portugal as an asylum country for thousands of refugees; c) to prevent racism and xenophobia by promoting a culture of peace, solidarity and respect for other people and cultures; d) to encourage the promotion of justice, freedom and human rights; e) to provide the primary school with specific educational materials on migration and development and to train teachers so that they can further disseminate after the end of project.

The first phase of the project included the production of didactic material and the construction of the website. The didactic material unit, called “A Pequena Carlota”/Carly, is a book illustrated by Annegert Fuchshuber tested in Portugal, Spain, United Kingdom and Mexico, by the UNHCR.

Website:

<http://www.refugiados.net/carlota/>

Book in Portuguese:

<http://www.refugiados.net/carlota/carlota-www2.pdf>

Book Carly in animated video:

<https://www.youtube.com/watch?v=oF1HGfg2bSo>





## GP 16 RefugiActo/RefugeeAct

**Country:** Portugal

**Area of action:** Awareness

**Partner who identified the practice:** CIES-IUL, Portugal

RefugiActo was created in 2004 as a product of the Portuguese language classes at the Portuguese Refugee Council (in Portuguese: Conselho Português para os Refugiados – CPR). It is an amateur theatre group where people share emotions, knowledge and experiences. The participants come from many different countries: Afghanistan, Albania, Armenia, Belarus, Kashmir, Colombia, Ivory Coast, Ethiopia, Ghana, Georgia, Guinea Bissau, Guinea, Iran, Iraq, Kosovo, Palestine, Myanmar, Nigeria, Portugal, Rwanda, Russia, Sri Lanka, among others.

The Portuguese classes began in 1997. As the teacher of Portuguese in PRC says in an interview<sup>3</sup>, “We believe that language is much more than vocabulary and grammar; it contains history, traditions and different social, cultural and behavioural codes. Since then, we have been adapting methodologies, bearing in mind the needs of the refugees, as well as organising social-cultural activities, aiming to facilitate intercultural dialogue and to bring together different cultural expressions and knowledge”.

The theatre started with small sketches, about the situations related to their experience as asylum seekers, and their arrival in Portugal and with jokes about the misunderstandings and constraints inherent to living in a Reception Centre, the obstacles in obtaining documentation and the learning conditions and difficulties of the Portuguese language, with some aspects of their integration process. The project has continued and the group has had many requests to perform all over the country and in different contexts, in particularly in recent years.

Website:

<http://refugiados.net/1cpr/www/refugiacto10anos.php>

[Reference: Vlachou, Maria \(2017\) \(org.\), \*The Inclusion of Migrants and Refugees: The Role of Cultural Organizations\*, Lisbon, Acesso Cultura.](#)

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<sup>3</sup> Vlachou, Maria (2017) (org.), *The Inclusion of Migrants and Refugees: The Role of Cultural Organizations*, Lisbon, Acesso Cultura.



## GP 17 Šarene priče/Colourful Stories

**Country:** Croatia

**Area of action:** Awareness

**Partner who identified the practice:** Centre for Peace Studies

Šarene priče is a collection of stories. Stories were told by refugees who found their temporary or permanent home in Croatia and brought with them mainly their memories. Among these memories were stories told to them by their parents, grandparents etc. The aim is for children and adults of host countries to learn stories from different cultures in order to learn about the world around them and understand the importance of diversity of society.

The Centre for Peace Studies carried out a training for school teachers as to how to present stories for Šarene priče. It included teachers of different backgrounds. There was also a theatre show based on the stories included in the collection. It was a puppet show so there were different professions involved, like scriptwriters, directors, actors and the other professional necessary for the production of the show.

The initiative was developed by the Centre for Peace Studies and the Faculty of Architecture, University of Zagreb, under a grant of the US Embassy.

Šarene priče has been used all over Croatia. It was presented in different fora, including nurseries and schools, festivals of stories for children, conferences and meetings, since 2015 when it started.

Website:

<https://www.cms.hr/hr/azil-i-integracijske-politike/sarene-price-za-sareno-drustvo>

Facebook event:

<https://www.facebook.com/events/270895863305869/http://www.cekate.hr/sociokulturni-odjel/festival-djecje-knjige-sarene-price/http://www.glas-slavonije.hr/294781/4/Sarene-price-azilanata-i-izbjeglica---za-vrticarce>



## GP 18 Živa knjižnica/Human Library

**Country:** Slovenia

**Area of action:** Awareness

**Partner who identified the practice:** ZRC-SAZU, Slovenia

Human library is a means of innovative method of active dialogue which raises awareness and educates on the topics of human values, human rights and encourages debate on prejudices and stereotypes in society. The method of human library confronts reader with their own prejudices and stereotypical images and offers a concrete opportunity of face-to-face meeting with their own stereotype. Books in human library are representatives of different minorities, socially deprived groups or all who are facing prejudices in their lives, are willing to talk about their experience and share it with the visitors of the library.

Main goals of the initiative are: to highlight stereotypes, prejudices and their negative consequences that exist in Slovenian society; to provide personal contact with diversity in a safe place; to raise awareness of the situation of socially stigmatized groups; to encourage a dialogue based on respect of human rights; to problematize and highlight the everyday reality of members of socially stigmatized groups (women, Roma people, LGBT, migrants ...); and to promote a constructive and productive dialogue between the various partners who constitute civil society.

The initiative is promoted by Legebitra Association and the partnership implementing is composed by Youth Cultural Centre Maribor, MC Podlaga - Sežana, DRPD Novo mesto, Društvo Pina, Pomursko društvo za krepitev socialnega dela, Društvo študentov invalidov Slovenije, Živa dvorišča, MARPROM d.o.o., OZARA d.o.o., UKM, Šolski center Slovenske Konjice – Zreče.

Website:

<http://www.ziva-knjiznica.si/o-projektu/>

Facebook page:

<https://www.facebook.com/zivaknjiznicavmariboru/>



## **EDUCATION**

Good practices for language learning and the educational needs of refugees' immigrants and their families (school; universities; informal education; activities for parents...).

### **GP 19 Global Platform for Syrian Students**

**Country:** Portugal

**Area of action:** Education

**Partner who identified the practice:** CIES-IUL, Portugal

The Global Platform for Syrian Students is a non-profit multi-stakeholder' initiative, founded in November 2013, by Jorge Sampaio, former President of Portugal, with the support of a core group of institutional partners, namely the Council of Europe, the League of Arab States, the International Organization of Migrations (IOM) and the Institute of International Education (IIE).

This initiative is unique in that it effectively brings together the efforts and the contributions of the various stakeholders willing to back an emergency mechanism to support Syrian students: governments, international and regional organisations, donor agencies, universities, foundations, NGOs of different cultural backgrounds and faith-based organizations, the private sector and individuals. Through a Network of Partners, an Academic Consortium, and a Special Emergency Fund, the Global Platform for Syrian Students works in a collaborative way.

The primary mission of the Global Platform is to provide access to higher education in safe haven countries throughout the world to Syrian students affected by the war. It offers a comprehensive, integrated higher education services package to Syrian students who are selected and awarded a scholarship. Furthermore, it also aims at forging collective political will and to mobilise concerted action aimed at promoting Higher Education in Emergencies at large and to place it high on the international agenda. In 2017, managed to maintain a number of scholarships up to around 120 students. Relevant progress was also made in implementing a small pilot experience of the Rapid Response Mechanism for Higher Education in Emergencies (RRM) in Portugal. The cooperation agreement signed in July 2017 between GP4SYS and the Portuguese High Commission for Migrants, made it possible to award 23 scholarships to refugees of various nationalities in Portugal.

The Global Platform for Syrian Students joins other on-going efforts to create higher education opportunities for Syrians affected by the war, thus avoiding the loss of a generation of university graduates. It builds upon successful experiences developed by other organizations, such as the Albert Einstein German Academic Refugee Initiative Fund (DAFI), implemented by the United Nations Refugee Agency (UNHCR) and the programs to help students and scholars under threat worldwide, established by the Institute of International Education (IIE), a world



leader.

As it is a multi-stakeholders' initiative, the Global Platform has an international Advisory Board comprising representatives of the League of Arab States and of the Council of Europe and a number of eminent personalities such as Kerstin Eliasson, former Secretary of State for Education, Sweden; HRH Princess Rym Ali, President of the Jordan Media Institute and Richard Branson, CEO Virgin Group in the international exchange of people and ideas.

Website:

<http://www.globalplatformforsyrianstudents.org/>

## GP 20 Linking School and Community

**Country:** Greece

**Area of action:** Education

**Partner who identified the practice:** Synthesis, Cyprus

The emergence of multiculturalism within the school is not just about immigrants (repatriates or aliens), but it is a general and horizontal pedagogical orientation that permeates education curricula and aims at the interaction between different cultures, as well as the incorporation of the culture of each ethnic, cultural and socio-economic group within a common and unified social experience. In this context, the role and level of involvement of parents in school and the support of families are important components in improving the academic performance of children and in better promoting various socio-cultural and intercultural competences.

The Research Programme "Linking School and Community" has been a national level project, which aimed at combating school failure and possible social exclusion of the immigrant students, through the use of pioneering ways to get their families involved in various dimensions of the school's life.

It was carried out in all 13 regions of Greece, for three consecutive school years (2010-2013), and included school units that had high percentages of immigrant student population (the coordinators were academics and/or senior researchers from the respective regions' higher education institutions).

In total, 278 primary and secondary schools took part in the project, also involving 462 teachers. More than 1,000 families were informed about the project and were given the opportunity to participate in at least one of the project's actions (there is no precise number of participating immigrant persons, because not all regional coordinators provided a reliable estimate of those persons).

Website: <http://www.diapolis.auth.gr/index.php>



## GP 21 Refugee Teachers: A Quick Guide

**Country:** International

**Area of action:** Education

**Partner who identified the practice:** Synthesis, Cyprus

This guide provides basic planning and programming recommendations for managing refugee teachers, and is geared particularly towards camp settings where teachers are being recruited directly from refugee communities. The guide is intended for anyone who is responsible for recruitment, management and/or training of teachers in refugee settings, including UNHCR, NGO, Ministry of Education or national refugee agency personnel.

Refugee teachers are critical actors in refugee education services and account for a significant proportion of “incentive” workers in UNHCR-managed camp settings. Effective planning for refugee teachers supports: access to education for refugee children; safety and protection for refugee children; learning for refugee children; professional skills for refugee teachers.

Website:

<http://www.unhcr.org/>

## GP 22 Nyanlända elevers utbildning. Goda exempel från tio kommuner/ New arrivals of students. Good examples from ten municipalities

**Country:** Sweden

**Area of action:** Education

**Partner who identified the practice:** Synthesis, Cyprus

In 2010, SALAR produced a report on best practices in education for newly arrived pupils (for refugee and asylum-seeking children and other immigrant children). They based their information on ten Swedish municipalities. The results provide examples and present success factors which have contributed to good results for newcomers within the educational system: 1) the organization of education for newcomers; 2) mother tongue and study guidance; 3) the political process; 4) cooperation outside the school.

The Swedish National Agency for Education has formulated recommendations for school integration such as guidelines concerning education for newcomers (The Swedish National Agency for Education, 2007/2008).

These recommendations offer support in determining how school statutes (laws, ordinances and regulations) can be applied. A general recommendation derives from one or more statutes. It specifies the actions that can or should be taken and aims at influencing the development in a certain direction, thus promoting uniform application of the law. Thus, the recommendations



must be followed unless the municipality and the schools can show that education is being carried out in such a way as to achieve the requirements specified by the regulations.

These general recommendations concern the work involved in receiving newly arrived children and youth in the 9-year compulsory, upper secondary and special schools. They are aimed at responsible school authorities, officials in charge and school staff. The recommendations are also meant to guide preschool classes, leisure/recreation centres and the independent schools which admit newly arrived pupils.

Website:

[www.skl.se](http://www.skl.se)

## **GP 23 The Education of Asylum-Seeker & Refugee Children: A Study of LEA and School Values, Policies and Practices**

**Country:** UK

**Area of action:** Education

**Partner who identified the practice:** Synthesis, Cyprus

This report outlines the national and local context in which schools have attempted to address the education of asylum-seeker and refugee children. It investigates how Local Education Authorities (LEAs) provide for such pupils, the support offered to schools and the underlying assumptions and approaches associated with LEA and school policies, practices and strategies for the inclusion of this group.

It highlights, by exemplification, the good practice that already exists, and offers some ways forward for both policy and research. The basis for this study was a survey of 58 LEAs and a case study investigation of three LEAs.

The specific aims of the project were to: examine the national context in which schools and LEAs are required to address the education of asylum-seeker and refugee children; elicit and review the different responses of LEAs especially those with large asylum-seeker and refugee populations and those in dispersal areas; identify different conceptual models that underpin educational responses to the needs of asylum-seeker and refugee pupils.

Website: <https://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf>



## **EMPLOYMENT**

Good practices relating to employment, labour force integration and the economic contribution of refugees' and migrants to the territories (access to the labour market, vocational training and career development; workforce diversity, among others similar to those).

### **GP 24 EPIMA Programme**

**Country:** Austria

**Area of action:** Employment

**Partner who identified the practice:** Synthesis, Cyprus

The project assumes that interrupted pathways of education, language barriers, social exclusion and lack of information are the main reasons for discrimination at the labour market.

The EPIMA program encompassed various modules, which shared a common structure and at the same time had at least one individual focal point depending on regional circumstances, where the modules have been taken place. Group work strengthening teamwork capacity was always complemented by individual coaching.

The modules were divided into a basic course and a specialised course. The basis course included a German language course, IT training and basic education in Mathematics, Geography, English, health and social topics. Focus was always put on intercultural learning, i.e. by discussion on socio-critical topics, religion and on challenges arisen from everyday life. The specialised courses focused on vocational orientation and professional training in theory and practice. First, it was important to discuss with the participants their various perceptions in relation to professions and the qualifications needed.

Main goals of the project were: preparation of young asylum seekers for the labour market; assistance in planning further education and/or in job orientation, i.e. conveying of information about access to labour market and further education; improvement of professional experience by vocational training and internships; strengthening the asylum seekers' potential of self-determination; improvement of German language skills.

The project was developed jointly by the Asylkoordination Österreich, Integrationshaus, Volkshilfe Oberösterreich, SOS-Kinderdorf Salzburg, SOS-Mitmensch Burgenland, Verein Zebra, WUK Wien, Berufsförderungsinstitut Linz and Burgenland, and Volkshochschule Burgenland.

Website:

<http://www.epima.at/>





## GP 25 EPEKA, so.p.

**Country:** Slovenia

**Area of action:** Employment

**Partner who identified the practice:** ZRC-SAZU, Slovenia

EPEKA Association was founded as an initiative to connect creators of cultural, artistic, educational, scientific and technological content for the European Capital of Culture 2012 project. One year later, EPEKA proposed the Municipality of Maribor to submit candidacy for the European Youth Capital title and consequently, Maribor became the European Youth Capital in 2013. They continue their activity in the field of EU citizenship, EU values and intercultural dialogue. EPEKA Association, Soc. Ent., is an association of public interest in the field of culture and an association of public interest in the field of youth. They are a non-governmental, non-profit organization, that have been operating by the principles of a social enterprise since 2013.

Main goals are: promotion of youth activities, those in the field of culture and arts, volunteering, ecology and promotion of intercultural dialogue, especially for members of minorities, such as migrants, refugees, Roma people (with their help they established first Roma restaurant in the EU). Even though at first, their main focus was on Roma population, in the past few years they are also specifically paying attention to include migrants and refugees in their programs and activities, such as sport events, youth exchanges, etc. This represents an important tool and mean for their empowerment, self-confidence and recognition of their skills and competences.

The association as a whole fights prejudices and stigma against minorities (Roma people, migrants, refugees) who benefited greatly from their activities and effort to empower and provide more social, educational, employment and other opportunities.

EPEKA also has branches in Turkey, Austria, Armenia, Czech Republic, Serbia, Montenegro, United Kingdom.

Website:

<http://epeka.si/en/>

Facebook page:

<https://www.facebook.com/epeka.slovenia>



## ***ENTREPRENEURSHIP***

Good practices relating to refugees and migrants' self-employment and access to loans; business incubators; social innovation.

### **GP 26 Make Food Not War**

**Country:** Portugal

**Area of action:** Entrepreneurship

**Partner who identified the practice:** CIES-IUL, Portugal

Make Food Not War started in October 2016 as a social project to help refugees, based in gastronomy of the Middle East. The associations Crescer/Grow and Cozinha Popular da Mouraria/Popular Cuisine from Mouraria joined the initiative and the food started to be cooked.

The mentor of the initiative organized a kind of "Arabic Master Chef" with people from Iraq, Palestine, Syria and Eritrea. Among them, groups of five people were created and, after some castings, the first five people started to cook in Cozinha Popular da Mouraria (the place where the restaurant has its premises); this was the first group called Make Food Not War, a name given by the person in charge of Cozinha Popular da Mouraria.

Most of these refugees are having Portuguese classes and are enrolled in internships in firms.

First lunches were cooked only for friends. After the visit of the President of Portugal, the project had a boost. Lunches cost €15 and the money is given to the refugees, as the main mission of the project is to financially help them. Lunches are served twice a month.

Facebook:

<https://www.facebook.com/makefoodnotwar17/>

More information:

<https://berkeleycenter.georgetown.edu/posts/food-is-the-way-to-the-heart-of-lisbon>



## GP 27 Mezze - Comida do Médio Oriente/Food of the Middle East

**Country:** Portugal

**Area of action:** Entrepreneurship

**Partner who identified the practice:** CIES -IUL, Portugal

Mezzes' start was motivated by the desire for bread, the flat bread that one of the mentors, a Syrian student living in Portugal since 2014, used to eat back home. The association where Mezze is based is called Pão a Pão/Bread by Bread. Initially thinking of making a bakery, soon after the mentors decided to make a food project.

The roots of the project were launched in December 2016 at the Santa Clara market in Lisbon.

The mentors of the association Pão a Pão (the Syrian student, a journalist and two members of a company linked to social projects) wanted to do something to face the calamity of the refugee crisis. Therefore, they designed the project focused on the inclusion of women, the most vulnerable group, and on the dissemination of a culture that is relatively distant from the day-to-day of the Portuguese people. The idea was that Syrian refugees would showcase their food at private dinners during the festive season.

Six refugee women relocated in Portugal had vocational training and started to cook meals and serving. Initially they opened for groups of more than 20 people, but never had less than 100, even 130. According to the founder of the project, it was not only because people were curious about Middle East food, it was because people wanted to help and did not know how.

Due to the huge success, the founders decided to open a permanent restaurant at the Arroios market. They launched a crowd funding campaign to raise funds for the renovation and, within a month, they reached €15,000. Mezze opened in May with 15 refugees.

Between meals, Mezze offers workshops, cultural exchanges and music.

Facebook Page:

<https://www.facebook.com/paoapao.associacao/>

More information:

<http://www.unhcr.org/news/stories/2017/4/58eb504d4/syrian-family-cook-new-possibilities-portugal.html>

<https://culinarybackstreets.com/cities-category/lisbon/2018/mezze/>

<http://www.atlaslisboa.com/refugee-run-restaurant/>



## **GOVERNANCE**

Good practices on coordination and cooperation among integration actors, comprehensive and coordinated policies, enhancing processes of sharing information between key partners in place.

### **GP 28 Progetto OASI/Project Oasis**

**Country:** Italy

**Area of action:** Governance

**Partner who identified the practice:** Irecoop Veneto, Italy

OASI is a network that carries out actions addressed to asylum seekers and refugees. In 2002 the network joined SPRAR System, a National Network for Protection of Asylum Seekers and refugees. OASI project supplies services of welcoming, integration and legal assistance.

The network provides 19 places and accepts people sent by SPRAR Central service, Local Prefecture and Police Office. Personal Projects last 6 months, extended up to 12 months in case of vulnerability.

The services provided are the following.

**Welcoming Services:** accommodation, food, pocket money, clothes and support to daily needs; access to territorial services (social, educational, health); information about Italian society and local context, civic and citizenship education, organization of social services; language support.

**Integration:** access to Italian advanced class; individual support in drawing personal path based on professional skills; professional orientation; support in job seeking; enrolment to national job centre (Centro per l'Impiego), application for job position; support in access to professional training; support in job placement; support in independent housing solutions; support to social inclusion; permanent psycho-social workshop; didactic path in secondary school.

**Legal counselling:** psycho-social and health support to all beneficiaries, particular focus on vulnerability; legal and administration desk focused on all kind of documents and relations with local institutions.

Website:

<http://www.ilmondonellacitta.it/accoglienza/oasi.php>



## GP 29 Rifugiato a Casa Mia/ Refugee at my home

**Country:** Italy

**Area of action:** Governance

**Partner who identified the practice:** Irecoop Veneto, Italy

Rifugiato a casa mia is defined as a “third reception” project. It establishes the involvement in a familiar context of holders of international protection during a period of 6-12 month.

Beneficiaries can be hosted individually in family or in small groups in parishes or religious buildings. In this case, they are supervised by Caritas Staff.

The project is developed in 4 steps:

1. **Contact:** family or parish Interested in hosting a refugee can contact Caritas for an assessment of the project.
2. **Training:** welcoming families or parishes are trained by Caritas, and should attend 4 meetings about project details, constraints, migration dynamic, Caritas guideline for reception.
3. **Reception:** Caritas identifies beneficiary in its second reception centres and support him in the inclusion in the family or parish.
4. **Counselling and Tutoring:** project monitoring through weekly meetings with the family. Meetings main purpose is to verify goals of autonomy, and in particular: Autonomy in the territory, linguistic autonomy, job autonomy and social inclusion. Plying on short relationships, families and the community support the achievement of these goals. Caritas and Trade Associations take care of administrative topics related to job inclusion.

The project main goals are, for beneficiaries, the achievement of a good level of autonomy for an effective inclusion. The experience in family is useful to define refugee’s life project. For the family, the possibility to live an experience of solidarity with other cultures and to promote a welcoming approach in the Community.

Website:

<http://www.caritastarvisina.it/progetti/rifugiato-a-casa-mia/>



## GP 30 Solidarity Ghent

**Country:** Belgium

**Area of action:** Governance

**Partner who identified the practice:** Synthesis, Cyprus

The city of Ghent brings into contact volunteers, NGOs and other pertinent organizations with groups that need help with refugees and asylum seekers.

This city initiative is a taskforce on refugees and its purpose is to co-ordinate City services and Public Service for Social Welfare with local NGOs and volunteers (including the able refugees themselves) in order to provide for them 3 main things: shelter, integration, and volunteers and public awareness.

Their main goal is to provide asylum seekers and refugees an easier access to social rights. This will happen through the shelter (reception centers, housing) integration (education, work, leisure activities, health) and volunteers (public awareness, material aid, support volunteers).

Website:

<https://solidair.stad.gent/home>

### ***POLITICAL AND PUBLIC PARTICIPATION***

Good practices on the civic participation of refugees' and migrants in community life and public spaces (participatory budget; networks; IT tools and online platforms; support to civil society, programs or making space available for non-traditional sports activities in public spaces;...).

## GP 31 Second home

**Country:** Slovenia

**Area of action:** Political and public participation

**Partner who identified the practice:** ZRC-SAZU, Slovenia

Second Home is a self-organized migrants' place in Ljubljana. It is run by asylum seekers, refugees, migrant workers, local and international activists. Due to the self-organized spirit of the movement, this is a unique unit of philanthropic entity that unites, educates, fights for and engages undocumented migrants, refugees, asylum seekers and other underprivileged groups in activities and initiatives to improve their livelihood.



Second Home provides language training, dance lessons, legal aid, theatre of the oppressed, music workshops, political activation of migrants, self-organized initiative, kitchen and catering.

Facebook page:

<https://www.facebook.com/secondhomejubljana/>

## **WELCOMING**

Good practices that contribute to successful welcoming of refugees and migrants (e.g. welcoming initiatives; facilitating residence and work permits; first supports).

### **GP 32 Refugee Welcome Kit**

**Country:** Portugal

**Area of action:** Welcoming

**Partner who identified the practice:** CIES-IUL, Portugal

The Refugee Welcome Kit is a measure of the responsibility of the Portuguese Deputy Minister and integrated into the recent Simplex + 2016 program (measure 210 at <https://www.simplex.gov.pt/medidas>), with the objective of supporting refugees' first contact with Portugal and providing a set of useful tools for the first phase of integration in the country.

This kit includes a refugee guide, available in different languages, with welcome messages, explanations about Portugal, habits and culture, reference to the basic rights of citizens and refugees (vaccination, health care, women's rights, education, among others), practical information on social protection, useful telephone lines, among others.

A video presenting Portugal with all services towards migrants, and the kit, is also available in the languages mentioned below.

The kit includes:

- 1) a welcome guide with general information (being a foreigner, lifestyle,...), rights in Portugal, duties in and obligations, frequently asked questions, some useful phone numbers, and some useful links;
- 2) a collection of common expressions in Portuguese, translated to English, French, Tigrinya and Arabic;
- 3) a dictionary Portuguese, English, French, Tigrinya and Arabic;
- 4) a list of with links related to music;
- 5) a list of links related to history and society;



- 6) a list of links targeted to children (programs for children;
- 7) a list of links where to learn Portuguese.

Presentation Video in English

<https://www.youtube.com/watch?v=VmzvGaevjTA&feature=youtu.be>

The Welcome guide:

<http://www.acm.gov.pt/documents/10181/377055/01WelcomeGuide.pdf/51f11151-6e55-485c-910b-92207e19e143>

Common expressions:

<http://www.acm.gov.pt/documents/10181/377055/02Expressions.pdf/701023f2-b9c1-4516-9502-8317db6712c4>

Dictionary:

<http://www.acm.gov.pt/documents/10181/377055/03Dictionary.pdf/286b2051-262c-4196-9dfb-7ff68526ad0b>

Website with all elements of the Kit:

<http://www.acm.gov.pt/kitrefugiados>





## ANNEX 1 – GOOD PRACTICES PER AREA OF ACTION

Area of action	Partner's country	Awareness	Education	Employment	Entrepreneurship	Governance	Political & Public Part.	Housing & Settlement	Social Network	Welcoming
GP 1 Biciklopopravljalna/Bike Repair Shop	Croatia							X		
GP 2 Domaćigosti Choir	Croatia	X								
GP 3 Família do Lado/Family Next Door	Portugal								X	
GP 4 Fluechtlingsdialoge/Dialogues with refugees	Italy	X								
GP 5 Odprta kuhna/Open kitchen	Slovenia				X					
GP 6 Plataforma de Apoio aos Refugiados/Platform for Refugees' Support	Portugal					X				
GP 7 Protocollo d'Intesa e linee guida / MoU and guidelines promoting inclusion of asylum-seekers and refugees in the labour market	Italy					X				
GP8 Skuhna	Slovenia			X						
GP 9 The Refugee Project	Cyprus		X							
GP10 Youth Included	Cyprus						X			
GP 11 Finestri – Storie di rifugiati/Finestri, Stories of Refugees	Italy	X								
GP 12 Enciclopédia dos Migrantes/The Encyclopaedia of Migrants	Portugal	X								
GP 13 Football club Zagreb 041	Croatia	X								
GP 14 Living in a Different Culture	Portugal	X								
GP 15 Projeto "A procura de um abrigo" – A Pequena Carlota/ Project "Searching for a Shelter"- Carly	Portugal	X								
GP 16 RefugiActo/ RefugeeAct	Portugal	X								
GP 17 Šarene priče/Colourful Stories	Croatia	X								
GP 18 Živa knjižnica/Human Library	Slovenia	X								
GP 19 Global Platform for Syrian Students	Portugal		X							
GP 20 Linking School and Community	Cyprus		X							
GP 21 Refugee Teachers: A Quick Guide	Cyprus		X							
GP 22 New arrivals of students. Good examples from ten municipalities	Cyprus		X							
GP 23 The Education of Asylum-Seeker & Refugee Children: A Study of LEA and School Values, Policies and Practices	Cyprus		X							
GP 24 EPIMA Programme	Cyprus			X						
GP 25 EPEKA, so.p.	Slovenia			X						
GP 26 Make Food Not War	Portugal				X					
GP 27 Mezze - Comida do Médio Oriente/Food of the Middle East	Portugal				X					
GP 28 Progetto OASI/Project Oasis	Italy					X				
GP 29 Rifugiato a Casa Mia/ Refugee at my home	Italy					X				
GP 30 Solidarity Ghent	Cyprus					X				
GP 31 Second home	Slovenia						X			
GP 32 Refugee Welcome Kit	Portugal									X
Total		10	6	3	3	5	2	1	1	1

## ANNEX 2 – TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

### Partner and country of the PandPAS project

Name of the partner:

Country:

Please fill in the column aside the questions related to the good practice. The column should be left in blank in case of not having information to fill it in. Please answer 'not applicable' when it is the case.

### Category of good practice

<b>Category</b> Project, Products and Services, Training course, other (specify)	
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### General information about the good practice

<b>Name of the initiative</b>	
<b>Type of document (optional)</b> Specify if the document you consulted is a good practice fact sheet, an information sheet, an experience sheet, a case study, a manual, guidelines, other	
<b>Country</b> In what country(ies) has the good practice been implemented?	
<b>Level of practice</b> Local, national, European, International, other (specify)	
<b>Location /geographical coverage</b> What is the geographical range where the good practice has been used? Please specify when possible, the country, region, town and village	
<b>Activity</b> Start date/end date	
<b>Responsible and/or promoting organisation</b>	

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What organisation was responsible by the good practice?	
<b>Type of initiative</b> Public   private   other	
<b>Partnership implementing the initiative</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	
<b>Contact details</b> What is the address of the people or the project to contact if you want more information on the good practice?	

### Contents of the good practice

<b>Practice short description</b> (1000 words – please describe the overall initiative)	
<b>Main goals</b> What are the main goals of the good practice?	
<b>Innovativeness and success factors</b> In what way has the good practice contributed to an innovation in the livelihoods of men and women? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated?	
<b>Target group</b> Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice?	
<b>Profile of participants (age, education, etc.)</b> What age and education have the participants in the good practice?	
<b>Needs of participants (at the beginning of the initiative)</b> To what kind of needs is the good practice responding?	
<b>Achieved results</b>	



What were the achieved results of the good practice?	
<b>Impact on participants</b> What has been the impact (positive or negative) of this good practice on the beneficiaries' livelihoods?	
<b>Relevance given the context</b> Why is the practice relevant for the context?	
<b>Adaptability to other contexts</b> Is the good practice adaptable to other contexts? Has the good practice been tested in different contexts?	
<b>Constraints</b> What are the challenges encountered in applying the good practice? How have they been addressed?	
<b>Replicability and/or up-scaling</b> What are the possibilities of extending the good practice more widely?	

### Reasons for choosing this good practice

<b>Choice</b> Why should this practice be in the collection of good practices?	
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### Have you had any experience with this good practice?

<b>Experience</b> You have experienced/be involved in the good practice? Please specify.	
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### Sources

<b>URL / Related Web site(s) of the practice</b>	
<b>Related resources (reports, products...)</b> Please list the relevant resources that have been developed by the best practice.	



## Scores of the good practice according to the criteria

Please fill in the column of the scores according to the following scale and register any observations you may have.

1= **strongly disagree** that the good practice meets the criterion.

2= **disagree** that the good practice meets the criteria.

3= **agree** that the good practice meets the criteria.

4=**strongly agree** that the good practice meets the criteria

Criteria	Score (1 to 4)	Observations
Technical feasibility		
Efficacy and success		
Respect of the human rights and equity framework		
Replicability and adaptability		
Inherent participation		
Network coordination		
Gender sensitiveness		
Innovation		