



Home Away
From Home

Home Away From Home

Research Report

Best practice of innovative
community integration
approaches initiated by youth
or in which youth play a
major role



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Table of Contents

1. Introduction

- 1.1 The project partners
- 1.2 Contexts
- 1.3 Aims and Objectives
- 1.4 Methodology
- 1.5 Outputs of the project
- 1.6 Structure of the research report

2. Practices

PART 2A: Home away from Home Inspirational Practices

- 2 A.1 Introduction to Inspirational Practices
- 2 A.2 Additional practices from Belgium and Germany
- 2 A.3 Overview of the Inspirational Practices identified in the research
- 2 A.4 Inspirational Practices

PART 2B: Reflections on practices

- 2 B.1 Strengths, successes and achievements
- 2 B.2 Challenges

3. Perspectives

- 3.1 Perspectives on volunteering and other work with refugees, asylum seekers and migrants
- 3.2 Perspectives on the needs of the refugees, asylum seekers and migrants
- 3.3 Perspectives on having people of refugee, asylum seeker and migrant background involved in organising projects
- 3.4 Challenges of working as a volunteer or professional in this field
- 3.5 Perspectives on training
- 3.6 Perspectives on evaluation

4. Possibilities

- 4.1 Starting out and on-going management
- 4.2 Working WITH the community not FOR the community

5. Provocations

- 5.1 What is integration?
- 5.2 Other big questions to be considered in relation to the meaning of, practices in and research on integration

Appendices

- Appendix 1:** Case study 1 - Altochtonen van de Toekomst (World Citizens)
- Appendix 2:** Case study 2 - Zidde gij oek van Sinneklaoas? (Are you also from Sinneklaoas?)
- Appendix 3:** Case study 3 - „Schüler treffen Flüchtlinge“ (Students meet Refugees)

Acknowledgements



1. Introduction

The Home away from Home ERASMUS+ project has been developed within a context of increasing levels of migration in Europe. Some of this migration is occurring into areas with a long experience of migration, whereas in other areas it is a new phenomenon. Though this tends to mean that there are different perspectives on the issue in different contexts, generally speaking migration is the subject of debate and political and social concern across the European Union. Nevertheless, there is considerably lack of knowledge and awareness about the topic. As the Special Eurobarometer report showed in 2018 (Survey 469 related to the integration of immigrants)¹, most European citizens are not aware of the actual facts and figures on migration, with only 37% being well informed about immigration and integration. At the same time, according to this report, negative perceptions of the impact immigrants have on society are more likely amongst those who do not feel well informed about immigration and integration issues and also amongst those who have little interaction with immigrants (p.82).

This is the context, in which the Home away from Home project was designed with the aim of supporting the integration of refugees, asylum seekers and migrants. Though the construct of integration is a contested one, for Home away from Home it relates to the successful co-existence of two or more cultures within one society, which requires change and re-education for all in order to address negative attitudes towards increasing diversity, rather than responsibility for integration residing completely in the migrant communities, which suggests a more assimilationist process. This necessity to consider carefully and critically the language and discourse that surrounds issues of migration is a thread, which has run throughout the project and will be seen in this report on the research undertaken as part of the project. However, the diversity of background experiences, histories, and languages brought together by this project has proven to be a rich source of learning and reflection, enhanced by the opportunities grasped to see the world through different sets of eyes.

¹ https://ec.europa.eu/home-affairs/news/results-special-eurobarometer-integration-immigrants-european-union_en

1.1. The project partners

The partners in Home Away From Home are as follows:

1. **The Centre for Peace in Osijek**, Croatia has been an active contributor to post-war peace-building and has extensive experience in community building involving peace teams which are mainly composed of young people. In addition, since 1998 the Centre has been providing legal advice and assistance to refugees, returnees and Internally Displaced Persons (IDPS) concerning their repatriation or local integration.
2. **forumZFD**, since 1996, has been supporting people involved in violent conflicts on the pathway to peace and strives to help overcome war and violence. Through discussion events, educational work and campaigns, forumZFD actively advocates civil peace policy. forumZFD is currently working with peace consultants in eleven countries in Europe, the Middle East and South East Asia. Among other projects related to peace and conflict work, forumZFD supports local communities in Lebanon and Germany in their efforts to integrate refugees and to strengthen solidarity between refugees and their host communities.
3. **The World of NGOs** is a Vienna based organisation that supports volunteers' engagement in integration work in Austria. Activities are focused on European cooperation, volunteering, citizens' participation, social inclusion of migrants, elderly people, women and youth, experimenting with new educational settings, and activating methods of participation.
4. **The University of Westminster**, in the heart of London, is itself one of the most diverse universities, with students from six continents and over 150 nations, many with refugee, asylum seeker and migrant backgrounds. The University brings to the project its expertise in practice-focused research, urban education, youth policy, multilingualism and community engagement, based on European and global projects as well as on informal educational processes with communities and community organisations in London and beyond.
5. **Tumult** from Belgium is a youth-led organisation working directly with refugees and migrants, with a large network of volunteers. It has over 50 years' experience of creating and facilitating training programmes for young people on peace-building and non-violence. In Home Away From Home Tumult coordinated the development of training modules for the training of young people.

1.2. National contexts

As indicated by the Special Eurobarometer report referred to above, there are significant differences between experiences of and attitudes towards migration in the various European Union States. To provide a brief illustration of this, examples of two national contexts as perceived by the project partners, are presented next.

1.2.1. The Croatian context regarding refugees, asylum seekers and migrants

The first refugee arrived in Croatia on 16 September 2015 after Hungary sealed off its border with Serbia and the immigration wave was redirected. The so-called Western Balkan route was effectively closed for transit on 8 March 2016, when the countries along it started to fully apply the Schengen Border Code. During this period, over 700,000 people transited through Croatia, out of which 178 intentions to seek asylum were registered.

Even though numbers of refugees and migrants are still low in Croatia, as a European Union Member State it has an obligation to accept refugees through the relocation and resettlement programme. However, the time period from the beginning of 2017 to the present time has been characterised by constant and violent police pushbacks at the Croatian border, while the Croatian government, led by the right-wing party, and especially the Ministry of the Interior, deny all responsibilities, emphasising the need to control the borders and fulfil the technical conditions set by the European Union to enter the Schengen area, which Croatia hopes to access in 2019.² At the same time, there is constant pressure against NGOs which are supporting refugees, migrants and asylum seekers, such as Centre for Peace Studies and Are you Syrian?, as well as a deliberate withholding of information about the pushbacks.

Croatia does not have a model of integration that is clear, systematic, well planned and based on available resources. It faces structural problems such as lack of cooperation and coordination between national administrative bodies, state institutions and municipal institutions to ensure conditions for integration. In addition, there is a lack of cooperation between state and local institutions, NGOs and citizens in providing support and a shortage of long-term quality solutions in all areas of integration.

² Rolandi, Francesca, Croatia, Refugees and Responsibilities (Osservatorio Balcani e Caucaso, 28 June 2018, www.balcanicaucaso.org/eng/Areas/Croatia/Croatia-refugees-and-responsibilities-188573)

1.2.2. The German context regarding refugees, asylum seekers and migrants

In Germany national and international migration has a long history. Already in the 1950s, when rapid economic growth led to a shortage of labour, the Federal Republic Germany began to recruit workers abroad³.

During the so called “refugee crisis” in 2015 approximately 1,100,000 people were registered as refugees in Germany⁴. From these 722.400 people asked for asylum in the following year.⁵ Since this time, however, the number of asylum applications has been decreasing. In 2017, when the Home away from Home project started, there were 222,683 asylum applications; now, in 2019, Germany registered the lowest number of initial asylum applications since May 2013.⁶

In recent years, the German Parliament has agreed to seven individual laws on the topic of migration, of which two were particularly significant. The first is intended to facilitate the immigration of skilled workers and the second to improve the enforcement of deportations.⁷

In general, the atmosphere in Germany has changed significantly since 2015, when the culture was largely welcoming to immigrants. Since then, the influx of immigrants has triggered public debate on the asylum and refugee policy of the European Union and the immigration and refugee policy in Germany. With these debates, the political orientation in Germany has shifted, with national right-wing parties gaining attention and votes in the last years.

³ Rolandi, Francesca, Croatia, Refugees and Responsibilities (Osservatorio Balcani e Caucaso, 28 June 2018, www.balcanicaucaso.org/eng/Areas/Croatia/Croatia-refugees-and-responsibilities-188573)

⁴ <https://de.statista.com/statistik/daten/studie/663735/umfrage/jaehrlich-neu-registrierte-fluechtlinge-in-deutschland/>, last downloaded 10.07.2019.

⁵ <https://de.statista.com/themen/4727/migration-und-integration/>, last downloaded 10.07.2019.

⁶ <https://de.statista.com/statistik/daten/studie/76095/umfrage/asylantraege-insgesamt-in-deutschland-seit-1995/>, last downloaded 08.08.2019.

⁷ <https://www.bpb.de/gesellschaft/migration/flucht/293647/migrationspolitik-juni-2019>, last downloaded 08.08.2019.

1.3. Aims and Objectives

Within this shifting context, the overall aim of Home away from Home was:

- To contribute to the better integration of refugees, asylum seekers and migrants in Europe through promoting innovative youth actions and empowering young volunteers and professionals.

In order to support the achievement of this aim, the research was intended to address the following specific objectives, which focus on community integration approaches as well as on training activities for young volunteers and professionals:

1. To document and disseminate best practices of innovative community integration approaches initiated by youth or in which youth play a major role;
2. To raise the capacities of young volunteers and professionals for supporting the integration of refugees, asylum seekers and migrants.

To guide the research and address the aim and objectives, the following three main research questions were developed:

1. Which practices in community integration interventions (youth-led, where youth has an important role, community-based/embedded, including refugees as well as local communities, working on social and cultural levels) can we identify and in which ways are they successful/innovative within each context?
2. How can we engage more young people themselves in facilitating the inclusion of their communities?
3. How might the results of this research and practice improve existing integration projects and approaches and lay a solid foundation for new ones?

The Home away from Home project has ensured that there are clear interrelationships between research and practice. The intention has been to produce a rich, action-oriented and experienced set of outcomes in relation to both practice and research through the co-production of knowledge between academics and practitioners and through interdisciplinarity. This process has involved:

- Identifying, analysing and documenting innovative and inspirational community integration approaches through comparative research;

- Exploring a range of projects in order to identify the diverse innovative ideas, strategies and practices that make these projects successful;
- Avoiding top down approaches to project development by drawing inspiration from those involved in developing projects;
- Creating a map of inspirational practices to promote practices and projects that are community based, thus introducing the possibility of a transnational network for organisations whose resources and capacities have been stretched thin in recent times;
- Promoting cooperation and communication between different groups of migrants, refugees, asylum seekers and local communities;
- Providing input into training modules, which are intended to increase the capacities of organisations as well as individuals working to support the integration processes;
- Enabling all countries involved to learn from each other's experiences in this field.

1.4. Methodology

Given the iterative nature of the research and the focus on bottom up, participatory approaches, the research has adopted an exploratory, ethnographic approach. This has therefore drawn primarily on the voices of young people from a wide range of backgrounds, including those with refugee/asylum seeker/migrant background, who are engaged in projects and other initiatives as initiators, volunteers, social workers or participants.

Research methods have included:

- Desk research (primarily internet search) in order to identify 25 examples of inspirational practices in a range of European countries;
- Two study visits (to Berlin and Belgium) to visit projects and organisations working with refugees, asylum seekers and migrants and meet a range of stakeholders;
- A range of individual and group interviews, focus groups and group discussions with key stakeholders and actors;
- Observations at the Home away from Home away from Home pilot training event in Croatia;
- Analysis of artefacts generated by participants at the training event.

In order to reflect the bottom up approach of the project, data analysis has been inductive, prioritising the voices and lived experiences of participants. The intention is therefore to generate theory rather than simply test existing theory, breaking down the distinction between theory and practice.

It is important to note that the research has included rigorous attention to ethical dimensions through approval via the University of Westminster Research Ethics Committee.

1.5. Outputs of the project

1. Twenty-five examples of innovative and inspirational practice of integration of refugees, asylum seekers and migrants at the community level across different countries;
2. Two in-depth case studies of practices in Germany and Belgium;
3. A report from the training module;
4. A compilation of relevant research and policy documents as well as existing materials and tools valuable for work with youth on integration to be featured on the project website (<http://hafh.eu>);
5. Academic articles comparing different practices across Europe as well as accounts of training events, published online and in social science journals;
6. A range of other publications for different contexts, including practical guidelines;
7. Presentations at conferences and dissemination events;
8. A final Research Report and Project Report.

1.6. Structure of the research report

This research report is organised into the following sections:

1. Introduction;
2. Practices;
3. Perspectives (from participants);
4. Possibilities (including recommendations for setting up and running a project);
5. Provocations (big issues that we need to address in order to support integration).

We hope that this will provoke further contributions and reactions from a wider public in the future.

2. Practices

This chapter is divided into two parts:

Part 2A: Introduces the Inspirational Practices identified in the five countries involved in Home away from Home;

Part 2B: Reflections by volunteers, organisers, or professionals on issues related to Practices.

PART 2A: Home away from Home Inspirational Practices

2A.1. Introduction to Inspirational Practices

The key criteria for selecting our examples of inspirational practice were as follows:

- Recent start-up projects or more established organisations, but not initiated by official state or local government departments;
- Focus on youth (defined in European Commission terms as 18-30 year olds);
- Focus on refugees, asylum seekers and/or migrants (with migrants being extended to include those whose family migrated in recent decades, i.e. having recent migration backgrounds without necessarily having been migrants themselves);
- Engagement at local community level;
- Inclusion of a range and variety of examples.

Inspirational Practices identified by our desk research were as follows:

Austria

IntegRADsion
Kama
refugees {code}
Rugby Opens Borders

Belgium

Altoc-tonen van de Toekomst (World Citizens) (see also Appendix 1)
Niemo by Jong
Startanimatoren by Tumult
Steunfiguren by Minor Ndako
Youth on the Run by Youth Red Cross

Croatia

Psychosocial assistance to refugees in Republic of Croatia
They Were, Those People, a Kind of Solution

Germany

Flüchtlinge Willkommen
Bingo
Initiative für Flüchtlinge Bonn
Kitchen on the run
Refugee Law Clinic
Refugee Scout App
Schüler treffen Flüchtlinge (See also Appendix 3)

UK

Chatterbox
EFA London
Hillingdon Refugee Support Group/Befriending Hillingdon Unaccompanied Minors Project (BHUMP)
Refugee Youth
Tales of a City Tours
We are London
Young Roots

In addition, a number of additional practices were identified later in the project,

either through our study visits or through our training event participants, and therefore provided the opportunity to have conversations or interviews with people involved in them. Examples include:

Belgium

Burgerplatform

From Syria with Love

Road of Change

Voice of Afghan

‘Zidde gij oek van Sinnekloas?’

Germany

Jobs4Refugees

Kulturbuddys

Prisod

2A.2. Additional practices from Belgium and Germany

Burgerplatform (Belgium)

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

The Platform was a reaction of civilians and organisations in 2015 to government policy on migration. Belgium was confronted with more asylum applications than in previous years and the government decided to put a limit on the number of asylum applications that could be made per day. This resulted in many people not being able to apply for asylum and having to wait for another day (or sometimes a whole weekend). Many people ended up sleeping rough in the Maximiliaanpark opposite the government building where applications for asylum are made. This is in the heart of Brussels and consequently attracted a great deal of attention. The Platform sprang up in response and people started taking migrants back home to provide them with shelter for a night as well as a warm meal.

Now the situation has changed. Compared to 2015 and 2016 fewer asylum applications are made, but there are still people sleeping in the park. The people who are now going to the park are people who do not want to apply for asylum in Belgium, but want to cross to the UK. These people are often referred to by the media as ‘transit migrants’. The government refuses to provide reception or shelter to those who do not want to apply for asylum.

Burgerplatform involves volunteers visiting parks to look for migrants without a place to stay and then taking them either to volunteers’ houses or to their own home.

Volunteers with accommodation can be found registered on Facebook.

Road of change (Belgium)

<https://www.vluchtelingenwerk.be/road-of-change>

During their spring break seventeen students with seven teachers and youth workers travel through Europe to visit significant places in the migrants’ journey. Their aim is to raise awareness of the refugee situation in Europe. Road of change is organized by Flemish Refugee Action, Uit De Marge and Bond Zonder Naam.



From Syria with Love (Belgium)

www.fsyriawlove.com

From Syria with Love is a catering company that consists of a few devoted Syrian housewives new to Belgium, led by a young Syrian female entrepreneur. Her aim is to empower and give purpose to Syrian housewives in Belgium and to change perceptions of the word “Syria”, a word that has flooded the media and people’s minds to the extent that it tends to have a negative connotation.



Zidde gij oek van Sinneklaoas? (Belgium) (See also Appendix 2)

'Zidde gij oek van Sinneklaoas?' is an activity organised by a local woman from the town Sint-Niklaas. The event is named after the title of an old Flemish song: 'Are you also from Sint-Niklaas?'. The event raised 2800 euros along with many second hand clothes, with the proceeds being donated to a local organisation that supports refugees. The aim of the event was not just to raise money, but also to bring locals and newcomers together. Multiple activities, such as 'chatting tables', old fashioned games, live music and a bonfire took place. In the summer of 2019 the event is planned to take place for a second time.



Voice of Afghan in Belgium (Belgium)

<http://www.icvzw.be/verenigingen/voice-afghan-belgium>

Voice of Afghan is a volunteer based, self-organised foundation in Belgium that started in 2014 in the city of Hasselt. They aim to support youngsters in the process of social-psychological adjustment and integration into Belgian society. They focus on activities that broaden the social networks of Afghan people in Belgium.

Jobs4Refugees (Germany)

<https://www.jobs4refugees.org/?lang=en>

The idea of Jobs4Refugees stemmed from the reality that, without immigration, by 2050 the number of employable individuals in Germany would decrease by 16,000,000. In the next 20 years, 24,000,000 will be retiring but only 15,000,000 will be entering the workforce. Jobs4refugees was therefore set up as a charitable organisation at the end of 2015 in Berlin. The organisation's mission is to help refugees find work and apprenticeships so that they are able to participate independently in society, which it sees as crucial to integration. It offers training and workshops on applying for jobs, as well as identifying appropriate job opportunities for refugees and supporting them through the application and hiring process. It also works with companies and suggests potential candidates to them. Employers are also offered support with questions related to employing refugees. Funding comes mainly from sponsors' donations, which are accessed through Facebook.

Kulturbuddys (Germany)

<https://www.youngcaritas.de/lokalisiert/berlin/kulturbuddys>

Kulturbuddys was launched in 2015 as a project under the auspices of Young Caritas aimed at 18-30 year olds. It brings together new arrivals with more established young Berliners in order for them to get to know each other and to experience Berlin culture together. It is also an opportunity to practise German and to learn to open minds and develop acceptance of diversity. They believe that it is important for young people to have fun together, so they organise a range of events, such as: 'picnics of diversity', where participants bring or cook food from their own countries of origin; various games, such as card games; celebrations of festivals from different religions; visits to a home for people with disabilities; visits to museums, e.g. DDR-museum, or to watch basketball matches.

2A.3. Overview of the 25 Inspirational Practices identified in the research

This section provides an overview of the inspirational practices identified by Home away from Home through desk research. This is followed in Section 2A.4 by descriptions of each of them individually.

2A.3.1. Types of project

The majority of the projects were started in 2015 as a result of the increased migrant wave at that time, though some started much sooner, with the earliest, which is still on-going, having been launched in 2004.

In relation to the target audiences, the projects included in our desk research are aimed primarily or solely at young people, ranging in age from teenage years (12-15) to young adulthood (23-25). Although some of the projects focus completely on recent arrivals, in most cases the projects' target audiences consist not only of refugees, asylum seekers and recent migrants, but include established local community members as well. Depending on the theme of the projects, the age of the target audience varies slightly; if a project is concentrated on sports activities, for example, the target audience will tend to be young people who are interested in sports. Furthermore, projects are aimed at both male and female audiences, though most of them reported that beneficiaries include more males than females, an issue they were trying to address.

The projects identified are organized and led by non-governmental organisations and charities rather than official state organisations. They can all be characterised as

volunteer organisations or projects; in all of the projects selected from our desk research, volunteers play a crucial part. Most of the people involved in the projects are doing the work on a voluntary basis, though their backgrounds vary considerably, including not only youngsters and students, but also trainers, social workers, educationalists, economists, and media experts etc. However, most of the projects also have some (paid) staff, who take on roles such as project coordinator. One aspect that the projects have in common in this regard is a strategic recruitment process; organisations are usually looking for people whose attitude towards human rights and migrant policies are compliant with the stance of the organisation itself. In order to access such people, selection processes in some of the projects/organisations include not only an appraisal of their educational background, but also interviews to evaluate their motivation, skills, values, attitudes and basic knowledge on the subject of refugees. Previous experience is sometimes needed in addition.

In terms of funding, some of the projects receive (or have received) institutionalised grants either from their national or local governments or from the European Union. However, the majority are funded from charitable funds and foundations, with many receiving donations from individuals, groups and/or organisations which mostly consist of artists, facilitators, trainers, community leaders, academic institutions, charities, museums and entertainment venues.

2A.3.2. Origins of the projects

The majority of the projects and organisations were founded directly in response to the acute need to take action and to create adequate support for an increasing number of refugees, migrants and asylum seekers coming to Europe. Some of the projects, however, have grown out of other initiatives and some have amalgamated with others in order to create a strong and fruitful collaboration.

Specifically, the drivers for people coming together to start up a project were stated explicitly by many of the organisations as being to support the integration of refugees, migrants and asylum seekers into society and to improve perceptions of those with refugee, asylum seeker and migrant background by members of the local communities. In some cases there was a specific reference to the need for refugee youngsters to be heard and, related to this, the need to stimulate intercultural dialogue and to teach youngsters how to deal with conflict in a constructive and positive way. It is noteworthy that some projects placed an emphasis on their intention, when starting out, to change the ways in which people from these backgrounds are perceived, i.e. not just as victims, but also as individuals capable of making a valid contribution to society.

2A.3.3. Focus of the projects

In general, very varied projects with different foci were identified during the research. A large proportion of the projects tried to bring the local population and refugees into contact with each other, using a range of different approaches.

Four different types of project focus can be distinguished. Firstly, projects that promoted joint activities such as sporting activities, for example cycling or rugby. Art also played an important role and several projects used this as an opportunity to enable people to get to know each other on another level. Other projects used cooking together to get to know each other. A second important focus of the projects was the establishment of networks. These were created, for example, through the organisation of summer camps or events. Thirdly, some projects focused more on language development and used this as a basis for their joint work. The fourth type of project that can be distinguished had a sharp focus on welcoming and taking care of new arrivals. In this kind of project, the volunteers supported refugees through visits to different places in their new hometown or even offered to provide a place to sleep.

Activities conducted were also diverse. They included sports activities (rugby, cycling), cooking, educational workshops (language, art, CV writing, practical living skills, drama, arts and crafts, etc.), psychological help, supporting with accommodation, role modelling and collecting donations.

Even though the project websites provided many different goals for their projects, the overall goal that could be identified was integration of refugees, asylum seekers and migrants through connecting them with the local community. Other important aspects that could be identified were: increased participation of young people in the project activities; empowerment of those from refugee, asylum seeker and migrant backgrounds; identification of problems with asylum procedures, reception policies and integration opportunities; communication of these problems to policy makers; awareness-raising in local communities, including enabling the refugees, asylum seekers and migrants to be seen as individual human beings; meeting the needs of vulnerable people; and bringing more diversity into the receiving society.

2A.3.4. Ways in which young people are engaged

In the practices identified through the desk research, engagement of young people was a common and significant feature. Besides being participants in the projects, and being involved in their development, planning and delivery, they were often engaged

as initiators and leaders, running the projects themselves. This was perceived as crucial to enable them to develop a sense of self-empowerment. Many of the organisations placed an emphasis on the importance of youth participation and made it clear that this is fundamental to their values and work as an organisation.

2A.3.5. Strengths/achievements/innovations

What was characterized as a strength/achievement/innovation, varied among the projects, but many of them stated that it was important to communicate well and to be comprehensible and easy to implement, without being overwhelming or over-demanding. Similarly, some of them emphasized as their strength the significance of not having any hierarchy among the people involved since, in that way, everyone is treated equally. Lack of bureaucracy was also considered as a strength, as well as non-formal connection between people. Related to this, some emphasised their participatory approach and their flexibility in working with other organisations as strengths that also attracted recognition as a “very highly valued and respected organisation”.

2A.4. Inspirational Practices


This section consists of a series of descriptions of the 25 examples of Inspirational Practice identified in the Home away from Home research. The information was largely accessed from websites, but also verified and, in some cases, amended, added to or updated, by the project managers. In a few cases the project managers completed a pro-forma themselves.

It is important to note that the nature of these projects is such that they mostly dependent on short-term funding and therefore fragile and often time-limited. In some cases the original project has stopped, in others the organisers are still looking for further funding for the original project or for a new one, and yet others have survived. What is revealed is that behind every Inspirational Practice are a number of inspirational persons.

The Inspirational Practices appear in alphabetical order:

1. Altochtonen van de Toekomst (World Citizens) (see also Appendix 1) (Belgium)
2. Bingo (Germany)
3. Chatterbox (UK)
4. EFA London (UK)
5. Flüchtlinge Willkommen (Germany)
6. Hillingdon Refugee Support Group/Befriending Hillingdon Unaccompanied Minors Project (BHUMP) (UK)
7. Initiative für Flüchtlinge Bonn (Germany)
8. IntegRADsion (Austria)
9. Kama (Austria)
10. Kitchen on the run (Germany)
11. Niemo (Belgium)
12. Psychosocial assistance to refugees in Republic of Croatia (Croatia)
13. refugees {code} (Austria)
14. Refugee Law Clinic (Germany)
15. Refugee Scout App (Germany)
16. RefugeeYouth (UK)
17. Rugby Opens Borders (Austria)
18. Schüler treffen Flüchtlinge (See also Appendix 3) (Germany)
19. Startanimatoren (Belgium)
20. Steunfiguren (Belgium)
21. Tales of a City Tours (UK)
22. They Were, Those People, a Kind of Solution (Croatia)
23. We are London (UK)
24. Young Roots (UK)
25. Youth on the Run (Belgium)

Inspirational Practice 1: Altochtonen van de Toekomst (World Citizens) (Belgium)

	General information
	 <p>ALTOCHTONEN van de toekomst</p>
Title	Altochtonen van de Toekomst
Location	The activities take place in different cities across Flanders and in Brussels, Belgium.
Website	www.altochtonenvandetoekomst.com
Organizers	<p>The project was organised by a Flemish NGO, 'Flemish Refugee Action', for four years. Flemish Refugee Action (Vluchtelingenwerk Vlaanderen) supports asylum seekers and refugees through its thirty members and many enthusiastic volunteers. Together they intensify the pressure on policy and increase awareness among the general public. In their broader work, they support everyone who assists asylum seekers and refugees and strive for humane protection for asylum seekers and refugees.</p> <p>After four years the funding stopped and the plan was for the youngsters and the volunteers themselves to maintain the project.</p>

Funding bodies

Flemish Refugee Action responded to a project call from the Flemish government (the Department of Youth, Brussels, Media and Sports) for an experimental project. For this type of project it was possible to apply for one year of funding, with the possibility of an extension of three more years. Each year a written application had to be submitted justifying why another year of funding was necessary.

Flemish Refugee Action also collaborated with different partners and sponsors throughout the four years. For example, one year they received sponsorship from Ben and Jerry's.

They have also experimented on occasion with crowdfunding to co-fund the summer camp and other activities for the young newcomers.

Target audience/ participants

The target audience are young newcomers who have applied for asylum in Belgium and are males and females between the ages of 15 and 23 years old. They come from different backgrounds (nationality, language skills, legal status) and meet for different activities in a range of cities and towns across Flanders and Brussels.

Though the target audience are young asylum seekers, one of the project goals is to "raise public awareness through giving young refugees a face people can relate to". They therefore try to communicate positive stories about their youngsters on social media (Facebook, Instagram and a blog) as well as organising awareness campaigns with the youngsters.

The project grew steadily from 2014 onwards. In 2016 numbers had increased to over 100 youngsters (from 15 when it started out), ten volunteers, one project manager and up to two interns during the year.

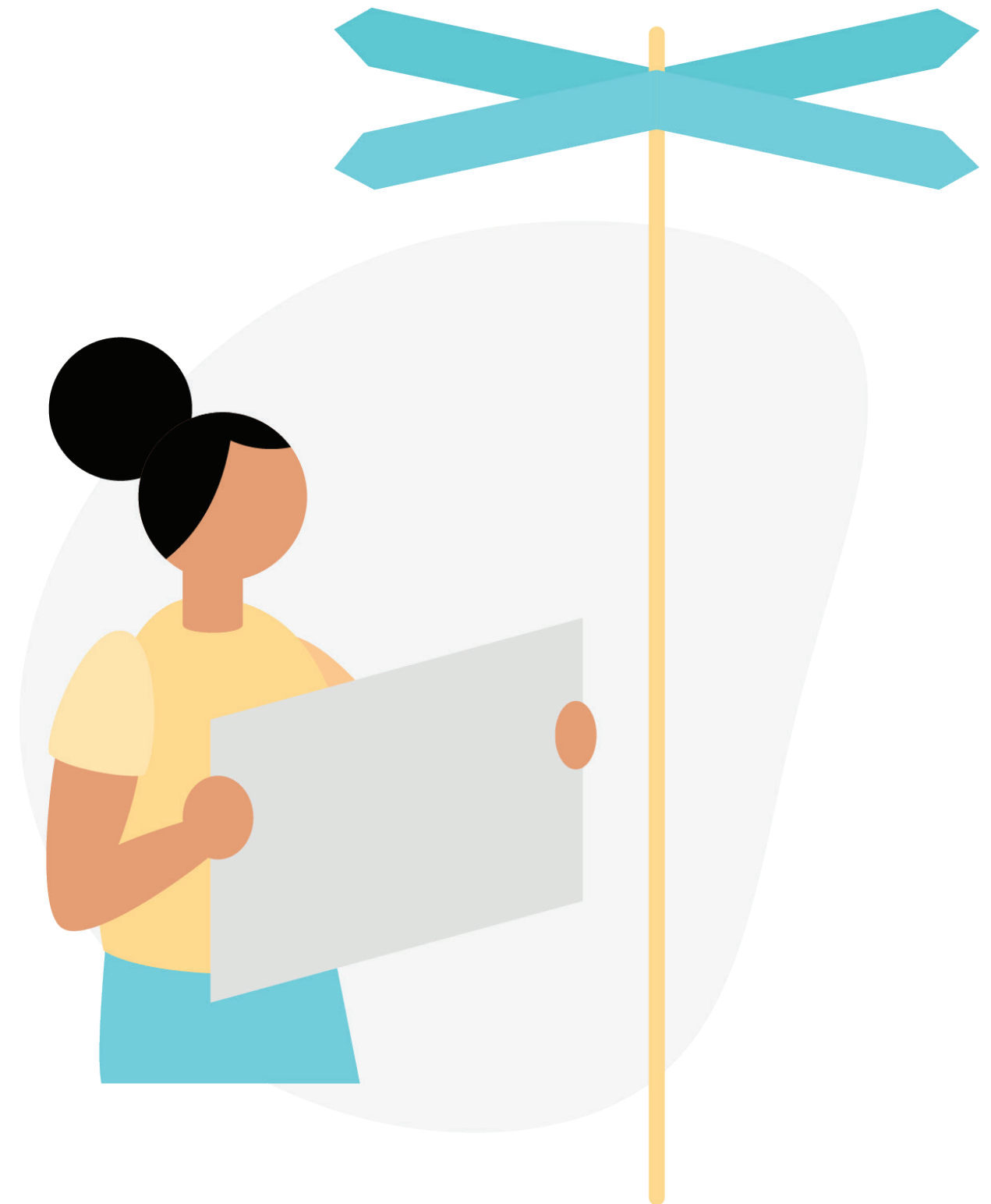
In the case of the unaccompanied minors, they tend to find their participants through active social assistants or legal guardians who are looking for leisure time activities for them. Some youngsters find out about the group through the project's visits to reception centres and reception houses. Some find them simply by tagging along with a friend.

Often they have greater attendance by boys than by girls, especially regarding certain backgrounds, such as those from Afghanistan, Syria and Iraq. The project team tries hard to reach more girls and finds that it can be helpful to encourage them to bring their brothers or to come with a group of friends.

Duration of the project	The project began in January 2014. Flemish Refugee Action supported the project for four years, but expected the project to 'stand on its own feet' from January 2018. Refugee Action would continue to host some activities, which would be open to the youngsters, but the project in itself would no longer be the responsibility of Flemish Refugee Action.
Contact details	Former project coordinator: Roos Bastiaan Telephone number: 0031 (0)618280137 Email address: roosbastiaan@hotmail.com Coordinator Flemish Refugee Action: Rosalie Heens Telephone number: 0032 (0) Email address: rosalie@vluchtelingenwerk.be
	Project background
National/regional/local context	Belgium has experienced various waves of migration and therefore has some experience (albeit limited) in the reception of asylum seekers. Belgium has tended to be a settlement country, though recently it has also been a transit country. Many migrants, who formerly were in the jungle of Calais, came to Brussels, but refused to apply for asylum. Instead they wait in particular city parks to plan further steps to enable them to make the crossing to the UK. The question of how to deal with these migrants who wish to travel to the UK has been the subject of political debate. In the media they are often referred to as 'transit' migrants.
Specific drivers of the project	The project first started as a project for unaccompanied minors who were arriving in Belgium to apply for asylum. It was considered important to provide young newcomers with a place where they can be amongst their peers and to have the opportunity for leisure time activities, even if the youngsters do not have the financial resources to afford these. The project also helps them to access a broader social network as well as to see different places in Belgium. The number of activities has expanded from the start of the project. There was also seen to be a need to provide informal learning on topics chosen by the youngsters. For example there have been workshops on skills such as photography, social media, and creating an animation video, but also topics such as sexuality, relationships and politics have been addressed. Through Flemish Refugee Action the project has had access to a wide network and strong support in many aspects of its work.

Origins of the project	The idea came from the NGO Flemish Refugee Action with the purpose of enabling young newcomers, who have been through the asylum procedure and have experienced the positive and negative sides of the reception procedure in Belgium, to have some influence on policy. It was felt that this group of youngsters, who were having trouble being heard, needed to be able to have a voice. In order to support this, informal learning opportunities were seen as necessary, with a view to emancipating the youngsters by helping them to get to know the context of Flemish and Belgian institutions, different NGOs, and politics and by enabling them to build their social network.
	Project information
Project goals	The project goals are reported as follows: "1) We empower young refugees and asylum seekers so their voices will be heard by policy makers. In order to do so we provide youngsters with workshops. 2) Young people who fled to Belgium identify problems in the asylum procedure, the reception policy and integration. They communicate these problems to policy-makers. 3) Raise public awareness through giving young refugees a face people can relate to. 4) Meeting the need of a vulnerable group for meaningful leisure activities. 5) Bring more diversity into the Flemish youth sector." The aspiration is to create a strong group of youngsters who feel safe in each other's company and can work on influencing policy to help future newcomers arriving in Belgium. Though the concept of integration was not a specific goal, it is seen as inherent to working with young newcomers who are now part of Belgian society.
Information on volunteers/staff etc	The project looks for volunteers who are young adults from the age of 23 and who want to work with young newcomers. The project strives for a diverse volunteer team in order to reflect the participants' diversity and to provide positive role models. In reality there are three volunteers from a migration background (including refugees) and six volunteers from a Flemish background.
Project activities	Activities can be considered as social, political, awareness raising and (informally) educational. The project works both with and for the target communities, given that it is strongly based on participation. The youngsters choose the title of their activity, create their own logo, and can choose what they want to learn and on which topics they want to work. They can also choose their leisure time activities.

Project evaluation strategies	The project organises formal evaluation: volunteers and youngsters receive a questionnaire, which they fill in anonymously. Informal evaluation provides evidence of impact through, for example, the personal stories of volunteers and their family members.
Identified strengths	<ul style="list-style-type: none"> • The participation of the youngsters is inherent to this project. They give direction to the project. • Creating role models. • Working FOR young migrants, WITH young migrants.
Identified problems, weaknesses or areas for development	<ul style="list-style-type: none"> • Structural funding.
Outcomes; achievements	<p>Main achievements of the project:</p> <ul style="list-style-type: none"> • Developing recommendations with a group of young refugees. • Creating a workshop with youngsters on how to welcome young migrants into youth work, and enabling them to lead these workshops themselves. • Bringing a Parliamentary question for the minister of youth: See: https://www.vlaamsparlement.be/commissies/commissievergaderingen/1198357/verslag/1201552
Training materials available	<p>Links to websites:</p> <p>https://www.facebook.com/altochtenvandetoekomst/</p> <p>https://altochtenvandetoekomst.com/</p> <p>References to publications:</p> <p>Book with different short stories (in Dutch, French, English and some in the mother tongue of the youngsters) and messages written by youngsters involved in the project.</p> <p>https://altochtenvandetoekomst.com/altochten-de-schrijvers-van-de-toekomst/pdfboek/</p> <p>Blog about going to the citizens' council:</p> <p>https://altochtenvandetoekomst.com/category/english/</p> <p>They provide their volunteers with the training materials provided by Flemish Refugee Action. These include an introduction to asylum procedure, 'What is a refugee?'</p>

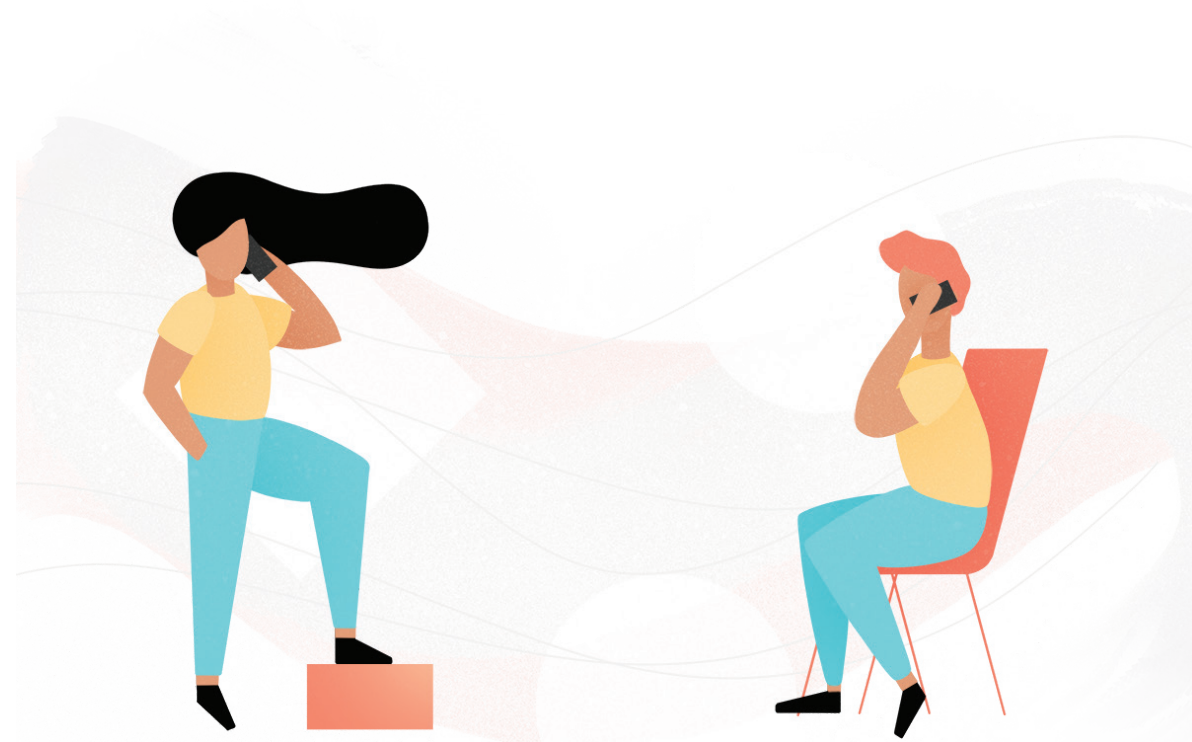


Inspirational Practice 2: BINGO (Germany)


	General information
	
Title	Bingo
Location	The activities take place in Euskirchen, a small city in the Rhineland, Germany.
Website	https://de-de.facebook.com/BINGO.BesteIntegration/ https://www.kja-bonn.de/export/sites/kjabonn/fachbereiche/jugendsozialarbeit/jmd-euskirchen/Sprachcafe-Oststrasse.pdf
Organisers	The Catholic Youth Agency Bonn gGmbH is a recognised independent provider of youth welfare services. On the basis of the pastoral framework for church youth work and youth social work in the archdiocese of Cologne, the agency has the statutory mandate to conceive measures, projects and facilities for young people, irrespective of their origin, gender and religion, and to assume responsibility for them. The BINGO project as well as “Sprachcafe Oststraße” are run by Kreisjugendseelsorge Euskirchen and Youth Migration Service (JMD) Euskirchen. The JMD and BINGO belong to the youth social work department of the Catholic Youth Agency Bonn.
Funding bodies	The projects of the Catholic Youth Agency Bonn are mostly funded through the archbishopric of Cologne and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BAMF). BINGO was funded by BAMF.
Target audience/participants	Young migrants between 12 and 27 years old and the community in Euskirchen.
Duration of the project	The project had a funding period of three years and started 2014. With the “Sprachcafe Oststraße” a part of the project remains even if the project funding has stopped.

Contact details	<p>Contact details of the Catholic Youth Agency Bonn gGmbH: Kaiser-Karl-Ring 2 53111 Bonn Tel.: 0228 926527-0 Fax: 0228 926527-23 info@kja-bonn.de</p> <p>Contact details of Coordinator: Tania Rieger JMD Euskirchen Tel: 02251 1274622</p>
	Project background
National/regional/local context	<p>Migration has a long history in Germany. Again and again there have been phases of increased immigration or emigration.</p> <p>In 2015, millions of people fled from the crisis regions in Syria, Afghanistan and Iraq. Many of them sought shelter and refuge in Germany (approx. 1.1 million as of February 2016). The reception and integration of so many refugees - especially for the municipalities - is challenging.</p>
Specific drivers of the project	<p>The project has the intention of using the resources already available in the communities, namely people who volunteer to be role models (people who have migration experience themselves). These role models were introduced in an event organized as part of the project, encouraging the role models themselves and young migrants to see what possibilities there are for them.</p> <p>Through workshops young migrants got to know more about themselves and activated their self-help potential, leading to strengthened motivation.</p>
Origins of the project	The project is a BAMF-funded project which was set up in order to enable resources available in the communities i.e. people who volunteer to be a role model, to benefit others.
	Project information
Project goals	BINGO aims to better integrate 12-27 year-old migrants as well as to strengthen civic engagement in the Euskirchen district. With the help of role models (people who have migration experience themselves), they want to develop the capacity of young migrants to determine their own futures independently. They also want to raise awareness among the general population of the diverse competencies of young migrants so that they are perceived as an enriching and indispensable part of our society.

Information on volunteers/staff etc	The project is led by staff from the Catholic Youth Agency Bonn gGmbH. With the role models volunteers are also involved in the project and get support to accompany young migrants.
Project activities	<p>BINGO offers different project activities:</p> <ul style="list-style-type: none"> • Individual talks, in which the role models are introduced to the young people as motivators, counsellors and, if necessary, sponsors. • Workshops and seminars for young migrants with thematically different contents to strengthen motivation and self-esteem as well as to activate their potential for self-help. • Group events in which young people meet the role models. • Excursions (in groups or pairs) in which the young people accompany their role models in their social environment (professional, voluntary, sports, cultural). • Support for volunteer workers to accompany young migrants.
	<ul style="list-style-type: none"> • Creating role models. • Involving the local community. • Project can survive partly because of the institutional character of the agency.




Inspirational Practice 3: Chatterbox (UK)

	General information
	
Title	Chatterbox
Location	14-22 Elder Street, London, UK.
Website	https://wearechatterbox.org
Distinctiveness	<p>Set up in 2016 by a young person with refugee background in order to train and employ displaced people to teach their native languages online and in person.</p> <p>Online and face-to-face language tutoring service delivered by refugees. Languages taught: Arabic, French, Hindi, Korean, Mandarin, Persian, Somali, Spanish, Swahili, Turkish, and Urdu.</p>
Organisers	Chatterbox Languages Ltd.
Funding bodies	Chatterbox charges fees for its language services to universities and employers.
Target audience/participants	Individuals, organisations and universities interested in learning new languages.
Contact details	<p>Former project coordinator: Mursal Hedayat</p> <p>Telephone number: +44 78052 36966</p> <p>Email address: hello@wearechatterbox.org</p>
	Project background
Specific drivers of the project	London as a hub for refugees.

Origins of the project	<p>Mursal Hedayat, the founder of Chatterbox, experienced the phenomenon of being highly skilful in a foreign country and yet not having the opportunity to work. Quoting from the website: “I arrived to the UK as a refugee from Afghanistan with my mum, a kick-ass civil engineer with experience spanning the globe who spoke four languages including English fluently. Like many other talented members of our community she faced significant challenge finding work that made use of her ample talent.”</p> <p>Mursal started this organisation in order to provide meaningful employment for refugees. These refugees are trained to lead online and face-to-face language tutoring.</p>
Project information	
Project description	<p>According to the Chatterbox website: “Chatterbox is on a mission to highlight the significant untapped potential residing in the refugee community. There are over 117,000 people with refugee status living in the UK. Despite having above average levels of education and training, refugees in our society are much more likely to be unemployed and in poverty. Meanwhile, the UK is suffering from a deficit in language skills that costs the economy an estimated £48 billion in missed trading opportunities. Chatterbox matches under-utilised refugee talent with opportunities in the demand for their language skills. We train and employ refugees to use their existing language skills and experience and gain stimulating employment in the language services sector, benefiting both them and wider society. We also provide engaging language learning services for individuals, education providers, and workplaces, and provide a way for learners to help others as they help themselves. Our social enterprise is committed to operating in the most social and environmentally responsible way, reinvesting 100% of our profits into the enterprise to ensure the fulfilment of our mission.”</p>
Project goals	<p>According to the Chatterbox website, the goals are to:</p> <ul style="list-style-type: none"> • “change the conversation around refugees by highlighting their significance in the society; • match under-utilised refugee talent with opportunities in the demand for their language skills; • train and employ refugees to use their existing language skills and experience and gain stimulating employment in the language services sector, benefiting both them and wider society.”

Information on staff	<p>Staff information is listed on the website and consists of the founder, a co-founder and two technologists as full-stack developers: https://www.chatterbox.io/team Further information is provided on the coaches, all of refugee background: https://www.chatterbox.io/coaches Some of the coaches are young people, but many are experienced professionals. Mursal herself is a young person who initiated this project.</p>
Project activities	<p>According to the website: “We provide accessible, stimulating employment and training for refugees from academic, professional, and industrial backgrounds in the language services sector. We support the people we work with onto a pathway towards skilled employment by helping them rebuild their confidence, networks, and local work experience. In doing this, we widen access to skilled work in disadvantaged communities and support the social and economic integration of refugees into our society. We also promote language learning in society by providing affordable solutions to help individuals, corporates, and public sector bodies build up the cross-cultural competencies of their workforce in a globalised world.”</p>
Publications	<ul style="list-style-type: none"> • Provides a monthly bulletin of the best advice and opportunities available for refugees and asylum seekers in the UK (https://wearechatterbox.org/refugee-employment-newsletter). • Also publishes a Blog (https://wearechatterbox.org/blog/).

Inspirational Practice 4: EFA London (UK)

	General information
	
Title	EFA London
Location	London, St Margaret's House, 21 Old Ford Rd, London, E2 9PL.
Website	http://www.efalondon.org/who-we-are
Distinctiveness	<ul style="list-style-type: none"> Provides English for Speakers of Other Languages (ESOL) to effect positive change beyond the classroom. Focuses on improving the education of adult migrants in communities across London.
Organisers	Registered charity and company, with Dermot Bryers as CEO.
Funding bodies	As a charity, EFA carries out fundraising activities and accepts donations.
Target audience/ participants	<p>According to the EFA website:</p> <p>"Our participants are all people who have English as an Additional Language and are living in London. We teach students from over 30 different countries, including Somalia, Bangladesh, Pakistan, Afghanistan, Iraq, Sierra Leone, Colombia, Ecuador and Poland.</p> <p>Our participants are often not able to access publically funded ESOL for a variety of reasons. Where possible, we encourage our participants to access an ESOL course at their local college as well as attend our course. However, many colleges only offer subsidies for those on inactive benefits, meaning that many of our participants are excluded. Many are also excluded because they can't afford to pay for childcare while they study. There are also often long waiting lists to subscribe to courses."</p>

Contact details	Email: info@efalondon.org Telephone: 07789 006248
	Project background
Specific drivers of the project	London as a hub for refugees and other migrants.
Origins of the project	EFA London was originally set up in partnership with London Citizens. The first classes were set up by Dermot Bryers (CEO) and Camille Alsop (trustee) in order to support London Citizens' campaigning work, particularly the Living Wage campaign. The Living Wage campaign aims to secure an hourly rate for workers that reflects the real-life costs of living in London (and is higher than the National Minimum Wage). From conversations with hotel staff, Dermot realised that many of the workers that wanted to fight for fairer wages did not have the English skills to negotiate with their managers or organise their co-workers. Their lack of language left them frustrated and vulnerable to exploitation. So Dermot set up an action-orientated ESOL course with Polish workers from the West London Hilton, supporting them to devise political and linguistic strategies to secure higher pay. Three years later, EFA London became a fully-fledged charity with long-term funding that helped it negotiate the first couple of years. Their classes are now held in locations like schools, community centres, faith organisations and workplaces to reach people close to where they live or work. The charity has developed into a growing team of nine trustees, nine staff members and a host of volunteers, as well as over 300 participants.
	Project information
Project description	EFA London provides ESOL courses for adult migrants in communities across London. The aim is to reach people who may miss out on mainstream ESOL courses. They believe that ESOL classes, with the correct focus, can enable people to access the social, economic and political benefits that would be out of reach without language training and support.

Project goals

From the website:

“Our Vision

UK migrants have the language, skills and networks they need to bring about an equal and fair society.

Our Mission

To build ESOL learning communities with the capacity to effect positive change beyond the classroom.

Our Charitable Objects

- To develop the capacity of migrant communities across London in such a way that they are better able to identify and help meet their needs and participate more fully in society.
- To advance the education of the public in the subject of English for Speakers of Other Languages (ESOL).

We believe:

- London is an unequal city with unacceptable levels of poverty and we believe we should try and change it.
- Migrants, particularly those with English as an additional language, suffer disproportionately from the impact of poverty and inequality.
- Language gives us the power to change our lives.
- ESOL should be accessible to all those who need it, irrespective of income or immigration status.
- We are better able to effect change as part of a group and ESOL presents an excellent opportunity to work on collective responses to issues that affect our lives.

Our teaching approach:

- Everyone in the group participates in decision-making, including decisions related to teaching and learning.
- Language learning develops from students sharing their stories and experiences.
- Students are encouraged to communicate meaningfully and share their opinions before focusing on accuracy and building new language.
- Students are encouraged to engage with issues in a critical way, asking questions and examining causes and consequences.
- Students are supported to plan, take, and evaluate action to change their lives and communities for the better.
- The classroom should be a place where friendships and supportive relationships can develop.”

Information on volunteers/ staff etc

Staff: 6 teachers, 1 office manager, 1 project manager, fundraising manager, 1 community organiser, 1 CEO. Information can be found on the website: <http://www.efalondon.org/who-we-are/team>

An email address is provided where people can contact EFA so as to volunteer volunteering@efalondon.org. People could either campaign on societal issues (living wage, anti-fascism, anti-racism) or set up a class, or train with or fundraise for them.

Project activities

Classes for members of the community groups (campaigning groups, migrant support groups, Trade unions, faith organisations, schools, children’s centres, community centres)
Support their participants to take action so as to improve their lives and their communities


Project evaluation and outcomes

An Annual Report (2017-2018) is available on the website: https://issuu.com/efalondon3/docs/efas_annual_report

This contains a section on achievements in relation to the intended outcomes.




Inspirational Practice 5: Flüchtlinge Willkommen (Germany)

	General information
	
Title	Flüchtlinge Willkommen
Location	The project is established nationwide in Germany. But also internationally there is a platform called Refugees Welcome International.
Website	https://www.fluechtlinge-willkommen.de/details/ https://www.refugees-welcome.net/#countries
Distinctiveness	A team of thirteen people who run the project. The implementation of the idea, however, is achieved by the people who allow the refugee(s) to live in their home.
Organisers	Registered charity and company, with Dermot Bryers as CEO.
Funding bodies	<p>“Refugees Welcome“ is a non-profit organisation. The core team is paid by donations. The project is carried out by the association Mensch Mensch Mensch, which receives donations.</p> <p>In recent years the project was also funded by several initiatives: UNO-Flüchtlingshilfe, Federal Ministry, Aktion Mensch, Senatsverwaltung für Gesundheit und Soziales Berlin, Der Paritätische Berlin, Engagement Global, Advocate Europe, :doStiftung.</p>
Target audience/ participants	Refugees and locals who want to share their space.
Duration of the project	The idea of the project was developed in autumn 2014 and it is still ongoing.

Contact details	<p>Contact details of the Organisation Mensch Mensch Mensch e.V.:</p> <p>Mensch Mensch Mensch e.V. / Utrechter Str. 48 13347 Berlin</p> <p>E-Mail: hallo@menschmenschmensch.de</p> <p>Contact Details of the project: E-Mail: presse@fluechtlinge-willkommen.de</p>
Project background	
National/ regional/ local context	<p>In general, the housing situation in German cities is difficult for all kinds of people like students, young families, single persons. There are not enough apartments for all the people who want to live in the city.</p> <p>During the so-called “Refugee Crisis” many refugees were accommodated in central accommodation, which often consisted of old hotels, schools or unused living spaces. Most of the refugees did not feel comfortable in such accommodation and tried to find other places to live.</p> <p>The already difficult housing situation in German cities makes it difficult for refugees to find a room or apartment for themselves.</p>
Specific drivers of the project	Refugees Welcome criticises such central accommodation in mass housing that stigmatises and marginalises people, and it advocates decentralised accommodation. In the long term, they want to contribute to the creation of an open society, in which solidarity and living together closely are taken for granted.
Origins of the project	<p>In autumn 2014, Mareike Geiling and Jonas Kakoschke decided to make a room in their apartment available to a refugee. During this time they got to know Golde Ebding, who shared the idea of building a platform out of this private initiative, which would be promoted nationwide. A month later, Bakary from Mali moved in with Jonas and Mareike for six months - the first shared flat to be created by the project.</p> <p>In the meantime, the concept has been adapted in fifteen other countries with the support of the German team.</p>

Project information	
Project goals	<p>In the long term the project aims to contribute to shaping an open society in which solidarity and living together closely are taken for granted. The short-term goal is to find adequate accommodation for refugees and to enable them to avoid the conditions to be found in mass accommodation.</p> <p>Through the project, refugees and locals start to live together and get to know each other. New friendships can be built and the project contributes to better understanding in the communities.</p>
Information on volunteers/staff etc	There are thirteen staff members. However, all the people who share their apartments with new people are considered to be part of the project.
Project activities	<p>There are mainly two project activities:</p> <p>Arrangement of living spaces in shared flats for refugees and locals. Information is provided as well as help with preparing applications to the different authorities.</p> <p>Parallel to arranging accommodation, the project also offers Open Days in some cities as housing advice for refugees who are considering moving into shared flats. The housing advice enables refugees to orient themselves independently on the housing market and to look for a room according to their needs.</p>
Outcomes; achievements	<p>In the project several workshops were held to give counselling to refugees to make the search for an apartment easier.</p> <p>Another major achievement is that the project is now internationally established and that the German organisation was a role model for other organisations in other countries.</p> <p>On the website of the project they have also published statistics about their work: https://www.fluechtlinge-willkommen.de/wp-content/downloads/FW_Statistiken_2014-2016.pdf</p>

Inspirational Practice 6: Hillingdon Refugee Support Group/ Befriending Hillingdon Unaccompanied Minors Project (BHUMP) (UK)

General information	
	
Title	Hillingdon Refugee Support Group/ Befriending Hillingdon Unaccompanied Minors Project (BHUMP)
Location	London Borough of Hillingdon, London, UK.
Website	http://www.hrsg.org.uk
Distinctiveness	<ul style="list-style-type: none"> • Young unaccompanied asylum seekers and refugees aged 16-21 years in the London Borough of Hillingdon. • A major focus on integration, e.g. through its connections with social services, its educational dimension, and its befriending work.
Organisers	The Hillingdon Refugee Support Group (HRSG) is a registered charity and Limited Company with the charitable objectives of welcoming and providing care and practical support to young unaccompanied asylum seekers and refugees aged 16-21 years in the London Borough of Hillingdon.
Funding bodies	The National Lottery; Hillingdon Community Trust.
Target audience/ participants	The target audience are all looked-after unaccompanied refugees and asylum seekers aged 16-21 who have come to Britain alone seeking refuge/asylum. All will be separated from their families and a significant number will have experienced childhood trauma and have lived in areas of conflict.
Duration of the project	HRSG was established in 1996.

	Project background
<u>Specific context and drivers of the project</u>	<u>London as a hub for refugees and other migrants and the arrival of significant numbers of unaccompanied minors.</u>
	Project information
Project description	<p>Hillingdon Refugee Support Group (HRSG) is a registered charity welcoming and providing care and practical support to young unaccompanied asylum seekers and refugees aged 16-21 years in the London Borough of Hillingdon.</p> <p>Beneficiaries will be separated from their families and a significant number will have experienced childhood trauma and lived in areas of conflict.</p> <p>HRSG offers a broad range of activities, both educational and social, which are carefully designed to ensure that young people gain confidence and develop skills and friendships in a non-judgmental and non-threatening environment. The workshops and sessions are strictly structured and held on a weekly basis at different locations.</p>
Project goals	<p>According to the website, the Mission Statement of HRSG is as follows: "To bring, hope, dignity, and empowerment to unaccompanied refugees and asylum seekers aged 16-21 in Hillingdon. To work with individuals regardless of background, providing a welcome reception and both care and practical support in order to enhance their quality of life."</p> <p>The Objectives of the Charity are: "To advance education and relieve financial hardship amongst those seeking asylum and those granted refugee status, primarily young people aged 16 – 21 residing in the London Borough of Hillingdon, in particular by the provision of: a) food, clothing, basic living equipment, advice and support services; and b) facilities for recreation or other leisure time occupation with the object of improving their conditions where they have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances.</p> <p>With a view to advancing them in life and to assisting them to adapt within a new community, it also provides educational and recreational activities to enhance their quality of life and integration into the local community and strives to raise awareness in the wider community to ensure a positive presentation of asylum seekers and refugees."</p>

Information on volunteers/ staff etc	<p>Volunteers are involved in befriending, defined on the website as "supported friendship between two or more individuals; a volunteer and a refugee or asylum seeker who feels isolated and alienated". A key feature of the arrangement is that the relationship which develops is a social, not a professional one. As a result, some of the benefits for the young people are:</p> <ul style="list-style-type: none"> • A greater degree of self confidence and emotional growth; • A greater capacity to form and maintain relationships; • An enhanced ability to make use of their own personal resources and access wider community resources. <p>Volunteer Befrienders are expected to give a commitment of at least six months, as they end up forming an important part of a young person's life or pathway plan. During this period, they are expected to give at least two hours a week, or fortnightly prior to arrangements.</p>
Project activities	<p>Main Activities / Services Provided: Educational and structured recreational activities to enhance the quality of life and integration into the local community for young refugees and asylum seekers. Activities to raise awareness in the wider community and ensure a positive presentation of asylum seekers and refugees. A weekly befriending service working with volunteers and providing learning opportunities via structured activities. Recruitment, training and coordination for volunteers. Practical support through donations of food and clothing. Daily one-to-one and group support to further assist young people with: volunteer placements; CV and letter writing; budgeting; referrals; English; Maths; emotional and miscellaneous support. Weekly outreach services to hostels and supported accommodation. Practical living skills; access to practical activities; outdoor activities; informal and formal education; training; drama; arts and crafts; creative reading and writing workshops</p> <p>All the activities provided are programmes designed to build confidence, to provide safe opportunities for sharing and development of the young people, and to enable their integration into British society. They achieve the above by means of a structured, planned and measured set of activities and workshops throughout the year.</p> <p>See also BHUMP below.</p>

Further information on BHUMP	A specific project, which is part of HRSG is the Befriending Hillingdon Unaccompanied Minors Project (BHUMP):
	<p>BHUMP, a peer befriending project, was established in July 2005. Its purpose is to address the needs of vulnerable young unaccompanied asylum seekers and refugees in Hillingdon aged 16-21 whose lives have been affected by political violence and displacement, helping them to overcome their difficulties, supporting their personal development, and hence aiding their integration into society.</p> <p>BHUMP offers friendship, practical support and training to unaccompanied asylum seekers and refugees in order to combat their isolation and aid integration in the community. It is a partnership with London Borough of Hillingdon Social Services who provide referrals of young people. The partnership with the London Borough of Hillingdon is of great value and well established and it enables them to work together to provide more ways of supporting asylum seekers and identify gaps in social welfare provision.</p> <p>BHUMP provides Weekly Befriending Sessions, working with volunteers. Young people are provided learning opportunities via structured activities to gain new skills enabling them to reach their full potential.</p> <p>According to the website: “The purpose of BHUMP is:</p> <ul style="list-style-type: none"> • to provide a service for young unaccompanied asylum seekers and refugees aged between 16-21 years who are in receipt of statutory support from Education and Children’s Services, London Borough of Hillingdon; • to help young people to overcome their difficulties and develop their lives and hence aid their integration into society; • to provide a supportive group environment; • to promote inclusion through an awareness of local services and facilities; • to provide an integrated and cost effective service through working in partnership with other local organisations in Hillingdon; • to complement existing services provided by social services and other local voluntary organisations to empower young people to be able to meet their own needs within a supportive framework.”

For BHUMP, befriending “is at the heart of what BHUMP stands for and is integral to creating a safe and comfortable environment for refugees and asylum seekers to explore their options and work towards positive futures. The majority of these young people have experienced trauma and persecution and it is BHUMP’S aim to support them through this most difficult period of their young lives.”

The website continues:


“BHUMP aims to:

- empower young people to develop an improved support network, new skills and friendship in the community;
- lower the sense of isolation and alienation for young asylum seekers in Hillingdon and improve their integration into British society;
- help young asylum seekers to have increased confidence and self-esteem enabling them to reach their full potential;
- increase young asylum seekers access to social and leisure opportunities and public services achieving a better degree of integration in the community;
- enhance the development of knowledge and understanding of diverse cultures;
- provide support and training to young people involved at all project stages;
- empower young people to make decisions, giving them meaningful choices and involving them at every stage of project planning;
- to respond to the needs and aims of young people to establish a long-term engagement which will be of utmost benefit to the young people, the local community and hence Britain as a whole.’

Further information on Befriending can be found here: <http://www.hrsg.org.uk/index.php/befriending/>


Another element of BHUMP is More than Words. At BHUMP they “use many media to help enable the young people to develop their own personal identity, sense of belonging and self worth. Arguably one of the finest mediums for this purpose is the written word. There is a collection of poems/essays, which give an insight into the personal thoughts and feelings of the individuals who penned them.” It can be found here: <http://www.hrsg.org.uk/index.php/more-than-words/>

Inspirational Practice 7: Initiative für Flüchtlinge in Bonn e. V. – Start Study Bonn (Germany)

	General information
	
Title	Start Study Bonn
Location	Bonn, Germany.
Website	https://www.geographie.uni-bonn.de/refugees
Organisers	The project “Start Study Bonn” is a cooperation between the Geographical Institute and the Initiative für Flüchtlinge Bonn e.V.. It is mainly a university group, but also an association. The project is organised by a university professor and several students who work on the project.
Funding bodies	The project was funded by the “Deutschen Akademischen Austauschdienst” (DAAD) and the Federal Ministry for Education and Research (BMBF). In addition, Start Study also gets support from the general students committee.
Target audience/ participants	Refugees who wish to study in Bonn.
Duration of the project	The project has existed since 2015 and is still ongoing.
Contact details	Contact information: startstudy@uni-bonn.de Contact person: Prof. Dr. Nadine Marquardt: marquardt@uni-bonn.de

	Project background
Origins of the project	The project was intended help to fill a gap because it was noticeable that it was difficult for refugees to get information about studying in Germany, including the broader educational framework.
	Project information
	The project has two goals: <ul style="list-style-type: none"> • “welcome to study...”: to provide information about study opportunities to refugees who live in the region of Bonn; • “... together in Bonn”: to bring together refugees, who are studying or wish to study, and other students from the University of Bonn.
Information on volunteers/staff etc	In total approximately 20 to 25 people are active in the project. Some of them are university staff members, some volunteers.
Project activities	The Project has several activities to help them meet their goals: <ul style="list-style-type: none"> • Workshops on the financing of study; • Weekly open consultations hours where people can raise questions about studying; • Weekly Pub meetings; • Application training; • Game events; • Repair Café; • Bike Tours.
Identified strengths	<ul style="list-style-type: none"> • The long duration of the project and its on-going activities.
Outcomes; achievements	Main achievements of the project: <ul style="list-style-type: none"> • During the Project they developed a guide for refugees who are interested in studying. The guide is available in English, German and Arabic and updated regularly: https://www.geographie.uni-bonn.de/refugees/3.aufgabe_leitfaden_englisch

Inspirational Practice 8: IntegRADsion (Austria)


	General information
	
Title	IntegRADsion
Location	Vienna, Austria.
Website	https://www.facebook.com/integradsion/
Organisers	This project, which was initiated by a young 20-year old, emerged from a project organised by an alumni-association, so was not created as an association as such.
Funding bodies	The project did not apply for funding in the beginning, as there was no time to develop applications. They received small financial contributions from private donors: bikes were supplied by the Raiffeisenbank and Motionssport and twice at a later stage a small amount for helmets and locks was received from the City of Vienna. In order to apply for funds, it is necessary to be an association, so IntegRADsion works together with other associations.
Target audience/ participants	<p>The project initiators established a bike rental in a camp for young refugees in Vienna, where there were 1,800 refugees by June 2016. IntegRADsion is a project characterised by on-going change. In the beginning the audience was mainly young people - in the first year, they were all under the age of 25. During the second year, things changed and age is no longer a criterion - bikes are given to refugees according to need. The initiative was open to both men and women, although the groups tend to be dominated by males.</p> <p>The founder recommends finding a group of people right at the start in order to begin everything together. As soon as things develop, it becomes more difficult to join in. It is easier when you work in a group; for example, when outsiders need some advice, the group can discuss how to go about it.</p>

Duration of the project	The project was launched in February 2015 and work started in April/May 2015, before high numbers of refugees came to Austria.
Contact details	The founder does not want to give interviews.
	Project background
National/ regional/ local context	The refugees the project works with have mainly arrived in Austria from Afghanistan, but there also some from Western Sahara, Iraq and Syria.
Specific drivers of the project	The idea behind the project goes back to the time when the founder worked for the Lernhilfe (a learning support organisation). Many refugees lived in camps some distance outside Vienna. To afford a ticket for a trip to Vienna was a big issue for them. The founder realised that distributing bikes might be a solution.
Origins of the project	<p>The refugees are in a difficult situation. They have suffered trauma and it is difficult for them to live in an unknown environment. At the same time the local people expect them to integrate. How can that happen when you live in a camp far outside of the city? This is the idea of the project name - the bike as a tool for integration.</p> <p>The founder realised later that the idea of the bikes is no longer adequate for meeting their real needs. Rather it is now free legal advice for refugees that is needed in the current political situation; it is important both to help refugees with integration and fight against injustice by offering legal advice. Many refugees are not well connected and, for that reason, they cannot defend themselves properly. Offering legal advice and connecting people in need to persons and institutions that can help them is now the most urgent service required.</p>
	Project information
Project description	<p>People donate old bikes and volunteers spend their time organising and repairing them; one young volunteer (25) helps with the organisation, another repairs the bikes. By 2017 there were eight volunteers actively engaged in total.</p> <p>The project works with refugees on the ground, offering mobility and being creative.</p>
Project goals	In total approximately 20 to 25 people are active in the project. Some of them are university staff members, some volunteers.

Project activities	The founder invented the term “IntegRADsion”. However, in fact, she does not like the concept of integration. She argues that our society expects integration from those people, who in fact are here to seek refuge. Many of them did not want to leave their homes, but they had to. We do not have the right to urge them to integrate. Moreover, the founder believes that our society is currently not worthy enough for others to integrate into; in our society, negative values prevail at the moment.
Information on volunteers/staff etc	At the time when this research was conducted, there were eight volunteers working on the project. When there is an idea and the desire to change something, you automatically get in touch with people that want to do the same. However, you need people that are really committed. The founder did not specifically search for volunteers but she was happy to find some. However, they didn't feel that they had enough structure to attract people and that it is important to be able to offer people something, like internships. What the project always needs is a place where they can work and store the equipment.
Project activities	<p>The focus of the project is on social activities. Refugees play a significant role in the project, as they also offer services. They repair the bikes. They can also use the equipment to repair their own bikes themselves. They are not pushed to do anything. The project wants to create an atmosphere, in which the refugees do not have to prove anything to anybody. They can come, take a bike and go. But if they want to stay and work with the other volunteers, they can do so for as long as they want. There is no pressure at all. This is the key approach.</p> <p>Some of the refugees moved to a similar project offered by the Technical University (TU Wien). If they wish to do this, the founder is happy for them to find the place they prefer. Help is offered so that they can help themselves. This is the idea.</p> <p>The young people are supported to help themselves, but are also provided help with integration needs. For example, when they have an interview, the volunteers try to accompany them, though not all of the young refugees want that. Some of them just come for a bike and go by themselves, which is perfectly acceptable to the project managers.</p>

Project evaluation strategies	<p>From time to time, the volunteers sit together with the founder and talk about the project, such as whether to stay in a certain area or to move. At the same time, it is important that all project leaders question their activities at all times - a kind of on-going critical awareness is needed. Do you overrate yourself? Are you able to offer those things? Are you qualified enough? Do you work with the right people? You have to learn that you cannot be the friend of everybody and that you cannot help everybody.</p> <p>It is important to acknowledge that the project perceives itself as a political organisation at the same time, because the project activities cannot be separated from political questions. Against this backdrop, those who are engaged have to sit together regularly and talk about these issues.</p> <p>The founder hopes to have changed people's perceptions of integration. Positive feedback was received; some presentations were made for Amnesty International, for example. The founder believes the project is a positive element of the greater whole.</p>
Identified strengths	The project's main strengths are its independence, its commitment to justice, and the role of participation.
Identified problems, weaknesses or areas for development	The main challenge of this project is the basic structure. It needs to access financial support and to attract more participation. More refugees should take part in the project as they are the target group.
Outcomes achievements	<p>Lessons learnt as told by the project founder: “Nothing works the way you initially thought it would work. Be flexible at any time. Even if you have your ideas, be open for reality. Things might change. Self-reflection and self-criticism are important tools. Do not act as if you automatically know the right way.</p> <p>There is a further very important question you have to ask yourself, before you become active. Is there anything you expect from others in exchange for your work? It is important to acknowledge that you cannot expect anything. Indeed, people you help will not always even be nice to you. Be honest with yourself: Is this all an occupational therapy for yourself? Do not let institutions kid you. Do not swarm over them. Always ask yourself what is important for the project that can lead to a positive outcome.”</p> <p>For that reason, the Founder normally refuses interview requests, for example by the ORF (Austrian TV channel).</p>

Inspirational Practice 9: Kama (Austria)

	General information
	
Title	Kama – Kurse von Asylsuchenden, MigrantInnen & Asylberechtigten
Location	Vienna, Austria.
Website	www.kama.or.at
Organisers	The association is called Kama – Kurse von Asylsuchenden, MigrantInnen & Asylberechtigten.
Funding bodies	The project does not get any public funding. All people involved work as volunteers. The project does receive some donations, just enough to sustain the minimum amount of engagement. The office is shared and therefore does not cost much. Project costs are covered by grants. For example, when organising the “Winter Market” in cooperation with the Austrian Academy of Fine Arts in Vienna, a grant was given, from which the project benefited for some time. Also, the project coordinators do not want public money because this allows them to remain more independent.


Target audience/ participants	<p>There are a number of target groups. Firstly, people from a migrant background, including asylum seekers, who offer and deliver courses to other people. The second group, also people from a migrant background, including asylum seekers, are volunteers who take on a number of different tasks, such as administrative helpers, coffee shop assistants, indeed any tasks that are required.</p> <p>People come from many different countries, many are from Afghanistan and Syria, and they mainly offer cookery courses. People from all countries are accepted.</p> <p>It can be seen that there is no single special target group; this also includes the fact that people of any age or gender are welcome. Whoever has ideas is welcome. However, sometimes there are too many offers so there has to be some selection to make sure they are all relevant. If somebody wants to offer a language course, for example, he or she has to prove they have the competency to teach that language. If there are already four cookery courses from Syria, the project team would check if it makes sense to have a fifth one or not.</p> <p>A common feature is that young people play a decisive role in all areas. Most of the visitors at the Kama Café are between 18 and 25, many male Syrians and Afghans. The project team finds it difficult to mobilise people older than 30, probably because at this age, people tend to find permanent jobs, have children and lack time for volunteering. For that reason the project is always looking for new participants.</p>
Duration of the project	The project has been running since 2007. The basic idea has always been to make use of peoples’ skills. It does not matter what the focus is - it can be cooking or languages or something else of interest. The project also includes a café, called Kama Café.
Contact details	See www.kama.or.at .
	Project background
National/ regional/ local context	The young asylum seekers come to Vienna from many different countries, with large numbers from Afghanistan and Syria, and Kama is open to anybody.
Specific drivers of the project	<p>Young people who are asylum seekers are in a difficult situation, which is why the project seeks to help people in great need in particular, though is open to everyone in principle.</p> <p>The idea is that people in need are not only victims, they also have something to offer to the world, but there is also a need for an audience. In 2015, so many people from all sides wanted to support. Now that the “wave” has ebbed away, however, the project is fighting again to find volunteers, as many seem to have forgotten about the crisis.</p>

Origins of the project	The project had its origins in a project run by the Vienna University of Applied Sciences and a social work student's thesis. It was founded by three young people. However these original founders are not active in the association anymore, as they eventually had children and no longer had time to engage. However, sometimes the founder drops by to visit the organisation.
	Project information
Project description	<p>People from migrant backgrounds, including asylum seekers provide courses to interested people.</p> <p>The work is done in a non-hierarchical way. There are no employees; everything is decided as democratically as possible.</p>
Project goals	<p>The project goal is to support integration through providing opportunities for migrants and asylum seekers to give courses.</p> <p>However, the term 'integration' is not perceived well in the project. The organisers believe that integration takes place naturally, as a result of harmonious interactions. If people respect each other, they believe that integration will happen automatically. So people come along to the project, meet up and cooperate.</p>
Information on volunteers/staff etc	Recruitment of volunteers and participants takes place mainly by word of mouth. In some cases, other organisations contact the team if they want to place somebody on the courses. There is no specific structural approach in this regard. The team simply keeps informing interested people that they can try it and then decide if they like it or not.
Project activities	Migrants and asylum seekers are enabled to offer courses to interested people. It is a social project, empowering the target groups to get involved and show their strengths.
Project evaluation strategies	<p>There is no specific evaluation strategy. It is the team's opinion that volunteers would never be willing to engage in project evaluation. If people try something new and it does not work, it stops automatically, so it is felt that no additional or specific evaluation is needed.</p> <p>There are, however, plenary sessions, in which everybody can reflect and take part in decision-making. The Kama Café itself emerged from an idea that followed on from various discussions. No formal structures were considered as it was felt that if structures were established, people would have to be paid.</p>
Identified strengths	The team works in a non-hierarchical way and is people-oriented. People enjoy working in this way. There is no bureaucracy at all.

Identified problems, weaknesses or areas for development	<p>There is a shortage of resources so not every request can be met. There is no administrative support and there are many tasks, like answering emails, which nobody wants to do. This leads to a lack of professional behaviour and sometimes a sense of chaos. This definitely is a weakness in the project.</p> <p>The association has been through highs and lows. There was a low point in summer 2017 when not enough volunteers were available, not enough interested people to book onto the courses, and too many migrants and asylum seekers wanting to offer a course. However, the project survived, because it is financially independent. It is still, however, always difficult to find enough volunteers. When a volunteer quits, new volunteers need to be found.</p>
Outcomes achievements	The most positive achievement seems to be that the project really is supportive of people who are in a difficult situation. Their residence status is not important. They are offered something and they can use this to escape from all their problems for a few hours.




Inspirational Practice 10: Kitchen on the Run (Germany)

	General information
	
Title	KITCHEN on the Run
Location	The activities take place in different cities across Germany.
Website	https://kitchenontherun.org/
Organisers	Kitchen on the Run acts as an ambassador for the association Über den Tellerrand e.V.. They carry their idea of a diverse society to places where there are few opportunities to get to know people from different backgrounds. They encourage the idea of living together and try to leave behind an active community at each of the different locations, with the intention of this community then organising further events after the project team has left. The communities will also be included in their large "Über den Tellerrand-Network", which already consists of 35 cooking groups.
Funding bodies	In the beginning, the Kitchen on the Run team used prize money awarded in the Advocate Europe competition to buy their first container. Also students from the Technical University in Berlin supported them with the design and development of the container. Now the Federal Ministry of Transport, Construction and Housing funds the project.
Target audience/ participants	Refugees and locals who like to cook together.
Duration of the project	The project started in April 2015. In March 2016 the first trip with the Kitchen on the Run container was possible. The project is still on-going.
Contact details	Kitchen on the Run can be reached via email: Email address: hello@kitchenontherun.org

	Project background
National/ regional/ local context	The project has its origins in Berlin where national and international migration has a long history. In December 2016 there were 676,741 registered residents of foreign nationality and another 474,991 German citizens with a "migration background", meaning that they or one of their parents immigrated to Germany after 1955. Foreign residents of Berlin originate from approximately 190 different countries. 48% of residents under the age of 15 have a migration background.
Specific drivers of the project	The specific driver of the project is the aspect of cooking. Through joint cooking, Kitchen on the Run brings together different people from all kind of backgrounds and connects them in a non-formal way.
Origins of the project	<p>It all started with the idea of two friends - Rabea Haß and Jule Schröder – to travel around the world with a container bar for a good cause. Years later, in April 2015, the two entered the Advocate Europe competition with the slightly modified Kitchen on the Run concept. The prize money enabled them to get the project started and subsequently encouraged further sponsors to trust the two women entrepreneurs.</p> <p>In the summer of 2015 the container company Lotus gave them a new freight container and also they became to collaborate with the Technical University Berlin. Twenty architects designed and built the kitchen container under the direction of Prof Donatella Fioretti during the winter semester of 2015/16. At the same time, Andi Reinhard was the third member of the team and Kitchen on the Run officially became the European association's ambassador. After only nine months of preparation, they set off in mid-March 2016 on a five-month trip with the blue container.</p>
	Project information
Project goals	The project goal is it to overcome the problem that people with and without refugee experience rarely meet each other in everyday life. The team sees personal contact as the cornerstone of integration in our society. With Kitchen on the Run the organisers provide a stimulus and spread their concept in order to shape intercultural co-existence in Germany and Europe in the long term.
Information on volunteers/staff etc	The project has a team of four people who tour with the container. In every city the local community and newly arrived refugees and migrants are invited to join them to get to know the project and each other.
Project activities	The main activity of the project is cooking. Through this, Kitchen on the Run tries to transport their idea of an open and diverse society to new places. They promote personal exchange between people with and without refugee experience and enable them to get to know each other face-to-face.

Identified strengths	<ul style="list-style-type: none"> The project is mobile and can engage anywhere where there is a need. It encourages informal exchange between people from different backgrounds.
Outcomes; achievements	Besides the container, Kitchen on the Run now also has a mobile version on two wheels as a kitchen trailer. The various cities with Über den Tellerand communities have the possibility to rent the container and keep the intercultural exchange alive.

Inspirational Practice 11: Niemo by Vzw Jong (Belgium)

	General information
	
Title	Niemo
Location	The activities take place in different neighbourhoods in Ghent, Belgium.
Website	https://www.facebook.com/Niemo-Vzw-Jong-Gent-207102676458911/ https://www.vzwjong.be/
Organisers	The Flemish youth wellbeing organisation called Vzw Jong (Young) organises this specific project, which is focused on young newcomers.
Funding bodies	The Flemish Government.
Target audience/ participants	Young newcomers between 12 and 25 years old.

Duration of the project	The project has been on-going since 2008.
Contact details	<p>Contact: Vzw Jong Antwerpsesteenweg 195 9040 Sint-Amandsberg T 09/268.29.50 Coordinator: Paul Storme https://www.vzwjong.be/wie-is-wie (for mail addresses)</p>
	Project background
National/ regional/ local context	<p>The organisation Vzw Jong is located in the Flemish city of Gent, where it works across seven different neighbourhoods. Vzw Jong is an organisation focused on youth wellbeing; they work with youngsters and work on their wellbeing. The organisation works with young people in vulnerable, excluded situations, primarily but not exclusively young people who are second or third generation residents (with Moroccan, Turkish or Bulgarian heritage), but with few 'Belgians'.</p> <p>They include girls-only sections, as well as special activities for newcomers. They also have different sections based on age: children, teenagers and older youth.</p>
Specific drivers of the project	The need to support the wellbeing of young newcomers on a local level and to stand up for their human rights was the reason for setting up Niemo.
	Project information
Project description	Niemo organises activities (sports and cultural) for newcomers between the ages of 12 and 25. Most youngsters Vzw Jong reaches have a migration background, but Niemo is specifically meant for youngsters who recently arrived in Belgium. For this reason they contact OKAN (onthaalklas voor anderstalige nieuwkomers – reception classes for non-Dutch speaking newcomers) schools. The goal is to lead the youngsters to Vzw Jong's regular youth work. The work that Niemo does is an interconnected process of building identity and confidence and bridging to society.
Project goals	<p>The goals of Niemo are to work on youth wellbeing for young newcomers and to introduce them to existing youthwork activities. Niemo is available to the target group, for whom the different activities are free</p> <p>Niemo also wants to stand up for basic human rights.</p>

Information on volunteers/staff etc	Four youth workers are active on the Niemo project. For some of the activities volunteers can help. At the time of the research, they were particularly looking for a volunteer from the Afghani community, for example.
Project activities	<p>Niemo organises different activities for young newcomers, trying to offer a diverse range of activities to attract different youngsters. For example, they host sports activities such as football and cricket and they organise theatre trips etc. Communication is key: they make a calendar for every month and send that to different partners who work with newcomers. One of their locations is close to an OKAN school and every Friday Niemo goes there when the classes finish to hand out the calendar of activities.</p> <p>They also use WhatsApp to send messages in order to encourage youngsters to attend the activities.</p>
Project evaluation strategies	They ask the youngsters what activities they would like to do. Then, after each activity they sit together and talk about how the activity went. This happens at least twice a week.
Identified strengths	<p>They are accessible. They work together with many organisations that have direct contact with young newcomers. Niemo invests time in order to try to change the mindset of funders and politicians. They know that easy and quick results are not possible, so there is a need to build confidence and relationships.</p> <p>Niemo's group activities include not only sports and cultural activities but also opportunities to practise Dutch. These activities help build a safe space and an identity.</p> <p>Niemo also organises special activities for newcomers who are not easy to reach. They find activities that are requested, such as girls-only swimming on Friday evenings, which is very popular because the girls themselves expressed the desire to have a space without boys, including their brothers. Other activities include cricket for Afghani boys – they find it difficult to reach Afghani youth. The opportunity to participate in the other initiatives organised by Vzw Jong broadens the young people's social networks, e.g. attending a sports tournament involving different neighbourhoods.</p> <p>They can also provide individual case management, based on trust, confidence and listening. They do not wish want to paternalise (the idea that 'we know what you need, what is good for you'). Niemo makes itself available so that young people can approach them themselves when they need help. Furthermore, they try to work with role models from different communities, to show the young people what they can achieve, and demonstrate that they can get a good job.</p> <p>They also believe, however, that it is important to find a balance between their own support for the young people and the parents' responsibility.</p>

Identified problems, weaknesses or areas for development	<p>What the coordinator found most challenging in his work with Niemo was letting the young people have their own voice. Often the youth workers represent them and act as their voice at different policy levels. Enabling them to talk for themselves, on the other hand, is a challenge.</p> <p>He also felt that all the youth workers in Vzw Jong ought to work with this group; ideally there should not be a need for a separate Niemo, as all youth workers are able to work with young newcomers. Furthermore, the coordinator of Niemo criticises the system of Jong working in neighborhoods. If people move to a different neighbourhood, he believes you should accompany them and not just 'pass them on' to your colleague, because you have built up a trusting relationship.</p>
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Inspirational Practice 12: Psychosocial assistance to refugees in Republic of Croatia (Croatia)


	General information
Title	Psychosocial assistance to refugees in Republic of Croatia
Location	Zagreb, Croatia.
Website	n/a
Organisers	Jesuit Refugee Service (JRS), an NGO.
Funding bodies	Renovabis & JRS. JRS funds its projects through advertised funding announcements or through sending their project suggestions to certain institutions.
Target audience/participants	<p>Project beneficiaries are potentially all refugees in Croatia. Part of the project is taking place in refugee shelters where initial contact is established, but for the most part the project is being conducted with people who have already been granted international protection and housing and who are trying to start out on a normal life.</p> <p>Although the majority of participants in this programme are young people, it could also be open to older people, because it is seen that these could also contribute to their integration in their own, unique way.</p> <p>Having a large number of volunteers is important because each one of them contributes to enhancing refugee awareness. The more people involved in some kind of work that gets them close to the refugees, the more prejudices towards the latter will change and positive attitudes will be developed.</p>
Duration of the project	1.1.2016. – 31.12.2018.
Contact details	Dražen Klarić, drazen.klaric@jrs.net , 098 257 862.

	Project background
National/regional/local context	<p>With regard to the organisers, since JRS is specialised in working with refugees, this particular project is not their first experience of dealing with refugees/asylum seekers/migrants.</p> <p>In general, Croatia has been a transitional country, but lately that has been changing. Families with children are now deciding to stay in the country primarily because of the education of their children. Namely, the educational issues that affect them are very well arranged in Croatia and children start going to school as soon as they arrive in the shelter. Most of the refugees have a really good experience with the school system in Croatia, so families decide to stay in Croatia.</p>
Specific drivers of the project	The specific driver of the project is the perception that the most successful and the least painful way of integrating refugees into Croatian society is to begin when the refugees arrive at the shelters. The project organisers work to familiarise the refugees with the project and start to develop an individual integration plan for every single family.
Origins of the project	<p>As the number of migrants and people granted international protection in Croatia grew bigger, the need arose for adequate content that would help them to deal with the situation and that would serve as an encouragement to get on with their lives, especially taking into consideration the underdevelopment of integration processes and the incompetence of the institutions. The legal framework is well set up but does not work well in real life situations and is not really applicable. Therefore various organisations, including the Jesuit Refugee Service, are working to fill in institutional gaps.</p> <p>The project was initiated by the Jesuit Refugee Service and so far it has stayed within its initial geographical area. However, they are planning for it to expand because refugees are no longer housed only in the initial locations (Zagreb and Kutina) but also in other Croatian cities.</p> <p>The Jesuit Refugee Service is well connected with other associations in Croatia who are dealing with refugees and this enables them to be more efficient and cost-effective while organising various actions and projects, given that there is no need to build a volunteer network from zero, thus saving their resources.</p>
	Project information
Project description	Within this project, volunteers visit refugee families and provide them with everyday help as well as support with making contact with the local community. The project is innovative from a Croatian point of view, as every refugee family has two volunteers supporting them; globally, this kind of support is common practice.

Project goals	The ultimate goal of the project is to enable the successful and comprehensive integration of refugees into Croatian society. Integration is carried out in several stages: basic integration includes knowledge of the language in order to be able to communicate effectively, and this is followed by employment and education; the ultimate goal is for them to build their own social networks.
Information on volunteers/staff etc	<p>Currently there are around twenty volunteers and staff working on the project. Most of the volunteers are students of psychology, social work, social pedagogy and similar. To be eligible for a position on this project, volunteers have to have six months experience volunteering within the Jesuit Refugee Service. Volunteering on this project requires a high level of responsibility and is extremely sensitive, because it involves visiting refugees in their homes and creating a bond between volunteers and refugee families.</p> <p>Furthermore, except for the six months experience, volunteers have to undergo training on intercultural differences as well as engaging with some psychological education, and once a month a briefing about current issues is held.</p> <p>Volunteers are expected to know and acknowledge other cultures, to be open towards them and to have developed communication skills and responsibility given the obligations that are placed upon them.</p> <p>Refugees are included in this project as both volunteers and employees and they are mainly responsible for translation and for escorting volunteers on their initial visits to the families.</p> <p>Young people participate in the project as project leaders, volunteers and active participants, thus gaining an immense amount of experience. This applies especially to psychology, social work and social pedagogy students, considering the fact that they are doing something that is directly connected to their future profession. Besides that, they are meeting people from different cultures, developing their communication skills, and expanding their social network whilst helping others.</p>
Project activities	<p>Every refugee family who has been granted housing is assigned two volunteers to help them in every aspect of everyday life (helping with homework, going to certain events together, dealing with Croatian administration and bureaucracy).</p> <p>The main focus of these activities is both social and educational, so feedback from refugees is really important. With refugees being active participants in the project, JRS considers that they are working with them and not for them, so there is mutual contribution to their integration.</p>
Project evaluation strategies	Formally, the project is evaluated through regular reports and internal evaluation considering the funds spent and the success of the project. Main evaluation methods include collecting data on refugees staying in Croatia, their employment, health care, success in Croatian language tests and other aspects.

Project evaluation strategies Identified strengths	The project's main strength is its individual and thorough approach and its connection with refugee families.
Identified problems, weaknesses or areas for development	The main challenge of this project is the development of its volunteer network, considering the fact that most of the project's activities are conducted by volunteers.
Outcomes; achievements	<p>The main accomplishment of the project is the successful integration of entire families into Croatian society and the engagement with employment of a large number of women.</p> <p>The only thing that changed in JRS because of this project is the redistribution of the resources. Most of resources that were used for detention and shelters are now being used for integration.</p> <p>If JRS were to start again, they would be much more efficient with their processes of communicating with participants in the project about every issue. Also, special attention would be placed on familiarisation with Croatian legislative and migrant policies.</p>
Training materials available	Training materials are provided by external associates.

Inspirational Practice 13: refugees {code} (Austria)

	General information
	
Title	refugees{code} (New Austrian Coding School as from 2018/19)
Location	Vienna, Austria.
Website	http://www.refugeescode.at https://www.newaustriancodingschool.at
Distinctiveness	refugees{code} (RC) empowers people with the programming skills needed to enter the job market as software developers. It offers a nine-month, full-time programming course that ends with assistance in finding a job. 90% of the alumni from the previous course (2017/18) have found employment. By equipping highly motivated yet unemployed people with the right skills, RC is not only providing them with a life-changing opportunity but also satisfying the high demand for programmers in the Austrian job market.
Organisers	refugees{code} (RC) New name as from 2018: New Austrian Coding School.
Funding bodies	<ul style="list-style-type: none"> • Main funding body: Arbeitsmarkt Service (AMS) - the Austrian job centre. • Some private companies where alumni are placed in jobs. • Occasional prizes or grants from entering competitions.
Target audience/ participants	The target audience of the project are unemployed refugees, registered at the AMS and with a legal work permit which allows them to work in Austria. They also have to have a working knowledge of English, seeing that the course offered by RC is in English, as well as high motivation to find work as software developers upon completion of the course. Some aptitude for logical reasoning is desirable but no former knowledge of programming is required.
Duration of the project	refugees{code} was founded in 2017 but, since the 2018/2019 course began, a name change as well as some other changes, such as broadening the target audience, have been in effect. The project is now called New Austrian Coding School.

Contact details	General - office@newaustriancodingschool.at Harriet LB Smith - harriet@refugeescode.at
	Project background
National/ regional/ local context	<p>Finding a job is a huge hurdle for refugees and a determining factor for them to feel part of society. On the other hand, software development is an ever growing field in constant need of new professionals. These are two major problems in Austria.</p> <p>RC combined these two challenges and came up with a win-win solution: training refugees to become developers. RC's engagement does not finish when the programming course they offer ends, as they also seek to place participants in qualified jobs that match their skills and personalities.</p> <p>RC mainly addresses the 8th Sustainable Development Goal (SDG) - Decent work and economic growth - as it contributes to empowering people with skills that allow them to find qualified and meaningful work, thus enabling them to become productive members of society and contributing to the economy (as opposed to living off social subsidies), hence fueling economic growth.</p>
Specific drivers of the project	refugees{code} was initiated in Vienna, in 2017, to address the following two problems: refugees' difficulty in finding employment; and the high and unmet demand for programmers in the job market.
Origins of the project	refugees{code} was founded in 2017 by Stefan Steinberger together with Alexander Hartveld and Daniela Wolf, motivated by Stefan's desire to do something about the Austrian situation regarding the difficulty for refugees to find jobs. Being also aware of the lack of software developers on the market, he decided to attempt a solution that would address both issues.

	Project information
Project description	<p>refugees{code} is an Austrian association that offers a 40 hours per week, nine-month programming course to unemployed refugees. It is divided into three phases: Learn the Fundamentals, Specialization Track, and Project Phase. Programming is the primary and crucial focus but the course also helps participants develop soft skills and language skills, and fosters a sense of community. The end goal of the course is a job placement, which is worked on together with the participants and made possible through building partnerships with companies in need of developers. For the previous (2017/18) cohort of participants, 19 out of 21 participants found employment as software developers. The course is free of charge for participants. The third cohort was the first one to run in the above mentioned mode, which is believed to be the reason for its success.</p> <p>The next step is already underway, a name change from refugees{code} to New Austrian Coding School (NACS). Through conversations with participants, members of refugees{code} came to realise that the course participants are conflicted between wanting to proudly represent the project and being continuously labelled as refugees. This change of name not only eliminates that problem but also allows the organisation to appeal to all Austrians, seeing that the 2018-2019 course will be open to any unemployed person enrolled at the Austrian job centre.</p> <p>The course is also definitely scalable to other locations throughout the world. Programming languages are universal and most of the learning resources for them are in English, as is the course itself. There is no universal recipe but the community programme would take into account regional differences so that the unique characteristics of a place and community are taken into account.</p>
Project goals	The aim is to train and place people in software developer jobs. refugees code strives to prepare them for the job market by empowering them with the hard and soft skills needed to be adaptable to the ever developing programming field.
Information on volunteers/staff etc	<p>The whole team was comprised of volunteers for the initial stages of the project and has slowly been shifting to a staff of paid workers. The core team has nine people, including one civil servant (Zivildienner). Volunteers are engaged for some specific events, like the Hackathon RC organises once a year, or for assisting in tutoring the participants on the course.</p> <p>The team's members were until very recently all under the age of 30, with the youngest having joined at the age of 19. A lot of the team are also still students.</p> <p>The participants span a very broad range of ages, the youngest having joined at the age of 17 and the oldest being 60. As for the volunteers, they are mostly young and also still students.</p>

Project activities	<p>The project's main activity is the nine-month programming course it offers. This course runs in parallel with a community programme that aims at creating a more familiar experience for the participants, opportunities for intercultural sharing, social and tech related activities, which together might have contributed to the 0% dropout rate in the last cohort. An alumni programme is also currently being started that keeps previous participants engaged, offers support, and strengthens the community after their course finishes.</p> <p>The first phase - Learn the Fundamentals - is designed to give participants the underlying skills that programming requires, such as problem solving, analytical thinking, logical reasoning, among others. This is accomplished by solving a series of problem sets that teach these skills through coding.</p> <p>The second phase - Specialisation Track - allows participants to select the path that best suits their skills and interests by giving them the choice between a back-end or front-end specialisation. The back-end specialisation is based on Java and the front-end on Javascript, with the respective Spring and Angular frameworks. That is not to say that other languages are not learned, but these are the pillars.</p> <p>The third and last phase - Project Phase - is intended to further develop and consolidate teamwork skills and for participants to work in what resembles a real-life working environment. This is achieved by bringing in external professionals who act as team leads.</p> <p>Alongside the programming skills, participants also have the opportunity to develop soft skills, such as interview preparation, and language skills, as the course is conducted in English and also German learning opportunities are provided. To bring some balance into the intensive course a community programme is offered, which is focused on social activities, such as cooking together and hiking, as well as programming ones, such as the project's own Hackathon.</p>
Project evaluation strategies	<p>To date, RC evaluates the success of the programme according to the percentage of people that finished a course as well as the percentage who got jobs. The percentage of women attending the course is also a criterion.</p> <p>In the last cohort (2017-2018), there were 141 applicants, 21 of whom became participants in the course (18 men and three women), 19 of whom are now employed as software developers. The previous two cohorts counted 62 participants, 28 of whom completed the course, which was offered in completely different modes at that time.</p> <p>RC also evaluates the participants' perception and opinion of certain events or activities done throughout the course by means of questionnaires. At the end of the course a comprehensive and anonymous questionnaire is sent out to elicit participants' opinions on all matters concerning the course, such as the course content and delivery, satisfaction with the team and trainers, community activities, etc. This final questionnaire is meant to help improve the next cohort and assess the general satisfaction of participants with their learning experience on the RC course.</p>

Identified strengths	The main strength of the project is, in the best case scenario, integrating refugees into the Austrian job market, and at a minimum, equipping them with software development skills and soft skills that allow them to have a much better chance of finding a job than before joining RC's course. Also, being part of the RC community offers support, social activities and a sense of belonging.
Identified problems, weaknesses or areas for development	<p>The crisis of European migration policy is a polarising topic which definitely affects Austria and RC. The name change and opening of the course to non-refugees is addressing that major challenge. Another major challenge that RC faces is getting women on board, so they put a special emphasis on reaching women during the course recruitment campaigns.</p> <p>Other challenges arise from the great diversity in ages, cultures, backgrounds, languages and knowledge/education levels among the participants. These are addressed through the community programme.</p> <p>Lastly, having started not so long ago, and with most of the team being quite young, much is still being amended and internal processes are being improved and this results in many changes being made over rather short periods of time. This fast-paced environment is in a way good because it can respond quickly to changes that need to be made, but it also brings some uncertainty and stress into the working environment.</p>
Outcomes; achievements	<p>The last cohort (2017-2018) consisted of 21 participants on the course (18 men and three women), 19 of whom are now employed as software developers. The previous two cohorts included 62 participants, 28 of whom completed the course, which was offered in completely different modes at that time.</p> <p>Whether alumni become employed or not, the course provides them with valuable hard skills in the field of programming, soft skills that can aid them in finding a job, and a community of people in a similar situation that offers support and a feeling of belonging, which is a first for some participants since their arrival in Austria.</p> <p>Awards and nominations</p> <ul style="list-style-type: none"> • HR Award Winner 2017 "Newcomer of the Year" • Social Impact Award Winner 2017 • Forbes 30 under 30 - Social Entrepreneurs - Alexander Hartvelt, Daniela Wolf, Stefan Steinberger • World Summit Awards - National Nominee 2018 - Inclusion & Empowerment
Training materials	The training materials used during the RC courses are a mix of freely available online materials, such as the free online CS50 course by Harvard University, and materials designed by our programming trainers. External experts are also invited to the course to give talks or workshops on specific subjects.



Inspirational Practice 14: Refugee Law Clinic (Germany)


	General information
	
Title	Refugee Law Clinics Deutschland
Location	Refugee Law Clinics (RLCs) are located in different parts of Germany. The Refugee Law Clinics Deutschland e.V. is the umbrella organisation of different member organisations (in total there are 22 RLCs).
Website	http://rlc-deutschland.de/
Organisers	Refugee Law Clinics Deutschland e.V. is a non-profit association dealing with student legal advice in the field of migration law. As the federal association of RLCs, it sustainably promotes the working conditions of its members. The association achieves this primarily through the structural and professional support of the individual RLCs collectively, among other things by organizing the annual network meeting of student migration law consultancies in Weingarten. In addition, the association uses its nationwide reach to network with relevant governmental and non-governmental actors and to represent the interests of the German RLCs.
Funding bodies	The Refugee Law Clinics are funded by the Robert-Bosch-Stiftung. They also receive donations.
Target audience/ participants	The RLCs advise people regardless of gender, nationality, religion or ethnicity. They provide advice and assistance to all refugees before, during and after the asylum procedure, regardless of their status.
Duration of the project	Most of the RLCs were founded in 2013 or later. Since 2016 the umbrella association has existed and supported networking across the organisations.

Contact details	<p>Umbrella Organisation: Refugee Law Clinics Deutschland e.V. c/o Wigwam eG Prinzenallee 74, 13357 Berlin +49 (0) 152 378 43 284 info@rlc-deutschland.de</p> <p>Contact information of member organisations: http://rlc-deutschland.de/mitgliedsorganisationen/</p>
	Project background
National/ regional/ local context	<p>The idea of 'law clinics' comes from the Anglo-American legal area. At many universities in the USA, but now also in Europe, law clinics have a different focus, often to provide services especially for socially disadvantaged groups.</p> <p>Students benefit from the fact that they are already able to acquire knowledge in a specialist area during their studies. An internal training system provides the necessary knowledge in the field of asylum and refugee rights, a legal area that still only occupies a niche in current university education. Advanced members of the Refugee Law Clinic apply the acquired knowledge practically, e.g. in the course of consultation hours or during the supervision of a mandate under the guidance of full jury members.</p>
Origins of the project	Most of the RLCs were initiatives of young law students and academic staff in universities.
	Project information
Project goals	<p>The RLCs are aimed at supporting refugees and migrants to find their way through the often challenging process of applying for asylum, and are able to accompany them, if necessary, to their visits to the administrative offices. Especially in matters of residence law, timely and competent solutions are necessary.</p> <p>The clients in the RLCs receive close, personal support throughout.</p> <p>Often the staff members are the first point of contact for those who cannot afford legal counselling.</p>
Information on volunteers/staff etc	It is mostly young students who are working in RLCs.

Project activities	RLCS give legal support to people who cannot afford legal counselling.
Identified strengths	They have a strong funding body - the Robert-Bosch-Stiftung.
Outcomes; achievements	The umbrella association was founded to develop a wider network within the organisation.
Training materials available	On the Counselling Situation in Asylum Procedures - A Script for Voluntary and Student Legal Counselling for Fugitives: http://rlc-deutschland.de/wp-content/uploads/2018/04/Rechtsberatung-im-Asylverfahren_Skript-der-RLCs_2018_02.pdf Data Protection Law for Law Clinics - Brochure with Legal Basis and Sample Templates: http://rlc-deutschland.de/wp-content/uploads/2019/02/Datenschutzrecht-fu%CC%88r-RLCs.pdf




Inspirational Practice 15: Refugee Scout App (Germany)

	General information
	
Title	Refugee Scout App
Location	Germany-wide usage of the App.
Website	https://de-de.facebook.com/refugeescout/ https://www.youtube.com/watch?v=ChZ6GiQ9p4c&feature=youtu.be
Organisers	The App was developed by four students who studied media- and education management at the college of education in Weingarten.
Funding bodies	No funding known. The App was a test performance for their course of study.
Target audience/ participants	The App is for refugees arriving in Germany who would like to learn about German culture, which is new to them, by using their smartphones. The founders' research showed them that many of the refugees have no access to a computer or mobile devices except for smartphones. An additional benefit is that it could be extended to other migrants.
Duration of the project	The project was founded in November 2015. The development of the App is an on-going project.

Contact details	Contact Pädagogische Hochschule Weingarten: Kirchplatz 2 88250 Weingarten E-mail poststelle(at)ph-weingarten.de Names of the founders: Nina Klaass, Stefanie Eichwald, Teresa Walter und Jennifer Reder
	Project background
National/ regional/ local context	Germany has a long history of migration. During 2015 the so-called 'refugee crisis' was present in all parts of Germany. Even in Weingarten the students were confronted and frustrated by the situation. They realised that intercultural differences are enormous and that bridges are needed for integration.
Specific drivers of the project	The specific driver of the project is needs to be accessible from everywhere; it has no geographical limitation and is free of charge. This means that the target group of the project can expand.
Origins of the project	The idea for the project came from a university project the four students were working on. They wanted to develop something which was not just accessible via computer, but also via smartphone, because this is what most of the refugees own. After conducting market research they decided to develop the App. During their research they evaluated already existing Apps and realized that these are mostly text-based, only working in special regions or are difficult to use. In the Refugee Scout App they tried to avoid this.
	Project information
Project goals	The goal of the project is to help newly arrived refugees to understand aspects of German culture with the help of stories, which are picture based.
Project activities	In the App different digital activities are offered: <ul style="list-style-type: none"> • Storytelling (with audio support and in many different languages) • Games
Identified problems, weaknesses or areas for development	Maintaining and updating the App.
Identified strengths	The App is accessible world-wide.
Outcomes; achievements	Main achievements of the project: <ul style="list-style-type: none"> • Won Bildungspreis 2017 • Part of the contest "EU Mobile Challenge"

Inspirational Practice 16: Refugee Youth (UK)


	General information
	
Title	RefugeeYouth
Location	London and Leeds, UK.
Website	http://www.refugeeyouth.org
Distinctiveness	<ul style="list-style-type: none"> • Supporting 16-30 year old refugees in London (but also open to others who want to support). • Began in London (Oval) but now has office in Leeds (Yorkshire) too.
Organisers	Not specified but this is a charity and the trustees can be seen on the website: http://www.refugeeyouth.org/our-trustees/ .
Funding bodies	<p>RefugeeYouth is funded by a number of different charitable trusts and foundations. At present the core funding comes from Esmee Fairbairn Foundation, Paul Hamlyn Foundation, Land Aid, Comic Relief, The Evening Standard Dispossessed Fund and the Arts and Humanities Research Council.</p> <p>In addition, they have received project funding from The Barrow Cadbury Trust, Youth In Action, The Heritage Lottery Young Roots Fund, Harrow Council, John Lyons Charity, the Diana Princess of Wales Memorial Fund (Legacy Grant), and 500 for London.</p> <p>RefugeeYouth is also supported by many individuals, groups, organisations and venues. These include: artists, facilitators, trainers, community leaders, academic institutions, charities, museums and entertainment venues.</p>
Target audience/participants	More than 400 members from 40 countries. According to the website, they "also welcome young people who aren't refugees, but want to stand under the RefugeeYouth banner because we've learned life is richer when we work together".
Duration of the project	RefugeeYouth was founded as a charity in 2002.

Contact details	Phone: 020 3489 4420
	Project background
Specific drivers of the project	London is a hub for refugees. In the case of RefugeeYouth, local needs were identified by the community; local refugee community leaders suggested using the Barbara Melunsky Fund to support the development of youth work in refugee communities, as this was an area they were struggling with.
Origins of the project	<p>According to the RefugeeYouth website: “RefugeeYouth was founded as a charity in 2002. It grew out of the Barbara Melunsky Fund, which was set up in 1995, when Barbara died, by her friends and colleagues to continue her work with refugees. Barbara was a feisty activist who worked hard to support and promote refugee communities, especially in her role as Principal Grants Officer for the London Borough Grants Unit. She had also worked with children in Indochinese refugee camps in Thailand before settling in London in the 1980s.</p> <p>Refugee community leaders suggested using the fund to support the development of youth work in refugee communities, as this was an area they were struggling with. So young people became one of the fund’s main priorities, and it partnered with the Evelyn Oldfield Unit and the Westminster Diocese Refugee Services to develop youth work training.</p> <p>When trainees still struggled to get work placements, the partners commissioned research on how to get youth initiatives off the ground in refugee communities. The research, Out of Exile: developing youth work with young refugees, was published in 2000. It was supported by a series of development days, to bring together refugee community organisations, mainstream youth services and youth policy-makers.</p> <p>These groups made suggestions for supporting refugee youth work, such as initiatives to bring young refugees together and training to develop workers’ experience and expertise. So the young refugees asked them to: ‘go away and make something happen, then invite us back.’ The outcome was The Barbara Melunsky Refugee Youth Agency – in short, RefugeeYouth.”</p> <p>“RefugeeYouth has grown from our London base. We have a base in Leeds, and run events, workshops, research projects, and day and residential trips across the UK.”</p>

	Project information
Project description	<p>According to the RefugeeYouth website: “RefugeeYouth is a small national charity dedicated to overcoming isolation, alienation and despair among young refugees by supporting opportunities for their development, inclusion and integration.</p> <p>Over the past 14 years, we have grown into a vibrant, creative hub of young people aged 16-30. Our members now live in the UK but originated from four continents and more than 40 countries.</p> <p>We inspire and motivate each other. Have new experiences together. Develop networks of helpful agencies and professionals. And learn practical skills to become active as leaders within our communities. We use the creative arts and participatory action research to connect with young people and help them explore the issues affecting them.’</p>
Project goals	<p>According to the RefugeeYouth website: Belonging and friendship “Our mission is to create an environment of friendship and inclusiveness in which young refugees gain strength and confidence, collectively and as individuals, through creative learning.</p> <p>We aim to be a place where young people can test out their ideas, and receive the support and resources they need to work together to make positive change.</p> <p>Our workshops and events include a range of activities, from poetry and painting to drama and film-making. As well as gaining new creative skills, young refugees also develop vital life skills, such as confidence, decision-making, conflict resolution and leadership. This helps with their access to employment, education and training.</p> <p>Unlike traditional research, participatory action research is conducted by and for the people it directly affects. It aims to produce change rather than reports. We use our knowledge from this research to work with service providers and policy makers whose work impacts on the lives of young refugees.”</p> <p>“RefugeeYouth also aims to contribute to the wider dialogue around refuge and immigration, and challenge negative public and media opinions. We hope to strengthen the campaign for a just and fair asylum system that recognises refugees as human beings, valuing and upholding their human rights.”</p>

Project activities	<p>RefugeeYouth runs a range of different projects, including weekly youth groups, arts events, summer programmes, advocacy projects and research projects. All the activities offer opportunities for young people to take the lead.</p> <p>Examples (from the website): “APOW – Amazing People of the World – is our Croydon-based weekly workshop, run with local young people.</p> <p>Refuge In Films is a space where young people can address issues of representation of refugees and migrants in media in their own voices.</p> <p>Women’s Circle - Through activities such as drama, dance and sports, young women can gain new skills in a friendly and non-judgmental environment.</p> <p>Arts Night - We run weekly creative skills workshops at our premises in Oval, London. Activities include music, dance, painting and film making.”</p>
Outcomes; achievements	<p>According to the website: “We provide accessible, stimulating employment and training for refugees from academic, professional, and industrial backgrounds in the language services sector.</p> <p>We support the people we work with onto a pathway towards skilled employment by helping them rebuild their confidence, networks, and local work experience.</p> <p>In doing this, we widen access to skilled work in disadvantaged communities and support the social and economic integration of refugees into our society.</p> <p>We also promote language learning in society by providing affordable solutions to help individuals, corporates, and public sector bodies build up the cross-cultural competencies of their workforce in a globalised world.”</p>
Publications	<p>Training materials available: Over the years they have developed and created many resources using participatory action research:</p> <p>Becoming A Londoner (Published in October 2009, with 117 young people directly involved in its production. They used creative processes including drama and music to share and articulate their stories and experiences.) Evaluation Report. Labels, Limbos & Lies. Newspaper Headlines Toolkit. We Are Bham Boom Report.</p> <p>Out of Exile: developing youth work with young refugees (2000)</p>


Inspirational Practice 17: Rugby Opens Borders (Austria)

	General information
	
Title	Rugby Opens Borders
Location	Vienna, Austria. The project started in Vienna, but there is also cooperation with Innsbruck in the Tyrol region and they also have international partners.
Website	www.rugbyopensborders.com
Organisers	Rugby Opens Borders evolved as a project but was then transformed into an organisation - a legal section of a rugby club. The project started in May 2015 and kicked off at the beginning of July.
Funding bodies	<p>The project tries to be as self-sustainable as possible. Initially some money was donated by the rugby club, then the project organisers started applying for money and organising charity events, such as visits to rugby games, a Halloween party, and concerts to raise money. They applied for a number of prizes, and won the Integrationspreis Sport, initiated by the Minister for Integration. There were also some donations from companies.</p> <p>In 2017 they were applying to national funding schemes for sport, though this was challenging.</p> <p>They were trying to access funding from the sports union as this has educational programmes and rugby clubs are members. There are now two rugby clubs involved: Rugby Club Donau Wien, Start Rugby Club Wien, both of which play in the Austrian Rugby Union.</p> <p>A number of other organisations are involved like the Austrian Fund for Integration. They are always being invited to training workshops and when they have charity runs they are supported. They have recently been working with UNHCR, Langer Tag der Flucht, and UNIDO, organising a sports event once a year. They cooperate closely with Fairplay, organising events on anti discrimination and hosting round tables.</p>

Target audience/participants	<p>In the beginning the target audience was only young refugees but it is open now to males and females between the ages of 18 and 26.</p> <p>The initiative also includes an element of public awareness raising, encouraging the development of positive attitudes towards diversity/refugees etc. This is why there is a focus on social media in order to attract people; the Facebook page had more than 2,200 followers (in 2017). Rugby players also act as ambassadors and this attracts a lot of media attention.</p>
Duration of the project	It started in May 2015. The pilot was intended to run for a year, but it was decided to extend it, developing the project into a self-sustaining charity organisation.
Contact details	See www.rugbyopensborders.com
	Project background
National/regional/local context	The project promotes inter-cultural exchange and collaboration through sporting challenges.
Specific drivers of the project	<p>The project tries to leverage know-how from people working in different fields, such as the legal field, the diocese and social workers.</p> <p>No training courses are given to volunteers. Team members and coaches develop and evolve all the time.</p> <p>Generally, staff and volunteers are all young.</p>
Origins of the project	After football, rugby is the most popular team sport in the world and the project promotes intercultural exchange and collaboration through sporting challenges. Regardless of size, weight, gender or origin, everyone is welcome, offering young refugees and migrants the opportunity to be part of the Austrian rugby community. This holistic concept of integration is built around special weekly training events designed for this group, which culminate in 'get-togethers' involving cooking and eating in the clubhouse. The purpose is not just to communicate the values and principles of rugby, but also to give the refugees the opportunity to talk with the coaching team and other young Austrian players. Talented participants also have the chance to join the youth teams of the co-operating clubs, providing a more intensive opportunity to get to know young Austrians and take steps towards long-term integration into the community.
	Project information
Project description	The project promotes inter-cultural exchange and collaboration through sporting challenges.

Information on volunteers/staff etc	<p>The project tries to leverage know-how from people working in different fields, such as the legal field, the diocese and social workers.</p> <p>No training courses are given to volunteers. Team members and coaches develop and evolve all the time.</p> <p>Generally, staff and volunteers are all young.</p>
Project activities	After football, rugby is the most popular team sport in the world and the project promotes intercultural exchange and collaboration through sporting challenges. Regardless of size, weight, gender or origin, everyone is welcome, offering young refugees and migrants the opportunity to be part of the Austrian rugby community. This holistic concept of integration is built around special weekly training events designed for this group, which culminate in 'get-togethers' involving cooking and eating in the clubhouse. The purpose is not just to communicate the values and principles of rugby, but also to give the refugees the opportunity to talk with the coaching team and other young Austrian players. Talented participants also have the chance to join the youth teams of the co-operating clubs, providing a more intensive opportunity to get to know young Austrians and take steps towards long-term integration into the community.
Project evaluation strategies	So far evaluation had not been done, but they were planning to carry it out after 3 years in order to develop new strategies. They are aware that, if there are funding schemes, the project will have to develop an evaluation strategy.
Identified strengths	The coaching team is diverse. There is a very strong network based in the rugby community and related organisations.
Identified problems, weaknesses or areas for development	<p>Access to national funding is a challenge, because there are strict rules based on the target group and the legal framework, which means that funding opportunities do not all apply to the organisation.</p> <p>All of the team members are ready to adapt, but they are not trained professionally to do so, though this can also be viewed as an opportunity.</p> <p>Another challenge is that the capability to attract and retain new players that stay within the project is difficult. There is also a challenge to reach a similar number of girls, because rugby or sport in many of the refugees' home countries is not common.</p> <p>The volunteers mainly have a day job so cannot commit more and yet nobody is employed by the project itself.</p>
Outcomes; achievements	Lessons learnt: They have made progress on recruitment since they changed their way of communicating. They also developed their strategy to use players as ambassadors, including using female rugby players to advertise the project to female refugees. In the beginning boys and girls were mixed but this proved to be problematic, so they are now providing a safe space and boys were trained to have respect towards the girls.


Inspirational Practice 18: Schüler treffen Flüchtlinge (Germany)

	General information
	
Title	Schüler treffen Flüchtlinge e.V.
Location	Berlin, Germany.
Website	http://www.stfberlin.de/
Organisers	The organisation is led by nine young students and there are 28 members in the organisation.
Funding bodies	Donations, membership, sponsorships.
Target audience/participants	Refugees with knowledge of German.
Duration of the project	The project started in 2015 and is still developing.
Contact details	Joshua Kriesmann E-Mail: jkriesmann@stfberlin.de Telefon: 0157 506 945 30
	Project background

National/regional/local context	National and international migration into the city of Berlin has a long history. In December 2016, there were 676,741 registered residents of foreign nationality and another 474,991 German citizens with a 'migration background', meaning that they or one of their parents immigrated to Germany after 1955. Residents of Berlin originate from approximately 190 different countries. 48 percent of the residents under the age of 15 have a migration background.
Specific drivers of the project	The organisation is run by young people and high school students on a completely voluntary basis.
Origins of the project	<p>In spring of 2015, a lecture on the global refugee crisis was held at the European Grammar School, Bertha-von-Suttner, in Berlin. This triggered some students to reflect on how they could become active on the ground.</p> <p>The original idea was to donate clothes to the accommodation centres in Neukölln. Many people helped and engaged with this but the refugee accommodation centres reacted rather negatively. In autumn 2015 they developed the structure and founded Schüler treffen Flüchtlinge e.V. (Students meet Refugees). This included three projects: cookery, German lessons, and fund-raising. Some months later, they applied for 'social start-up' funding and with the help of this they decided to focus their work on projects to bring together young people from different backgrounds: STF-Kocht (STF Cooks) and STF-Entdeckt (STF Discovered).</p> <p>At the beginning of 2017 STF won the youth integration prize.</p>
	Project information
Project goals	The aim of the organisation is to promote cultural understanding between refugees and high school students and to increase participation of young people. In order to realise these goals, the organisation initiates encounter projects in which students and refugees meet. All projects are organised by young people with or without a refugee background. STF has already shared this vision with students from all over Germany during its "Aktion Zukunft" (Action Future) seminar (2016 and July 2018).
Information on volunteers/staff etc	All organisers are volunteers and young people, the project having started in a high school.

Project activities	<p>STF Entdeckt!: This is about exploring Berlin together. According to the website: "From your favorite place in Neukölln to the Bundestag - The intention of STF-Entdeckt! is to experience a piece of Berlin and get to know interesting young people from all over the world. Many tours are organized by students or refugees."</p> <p>STF Kocht!: The website states: "Who does not enjoy cooking and eating together with other people? At STF-Kocht! young people with or without a refugee background meet up and prepare their favourite dishes together. From Kaiserschmarrn to Tabuleh everything is there. Of course there are no costs for the participants. The club reimburses the costs of purchasing the ingredients."</p>
Project evaluation strategies	They point out that evaluating the project is very difficult. They have already tried to carry out an evaluation through a large survey.
Identified strengths	<p>The participation of the youngsters is inherent to this project. They give direction to the project.</p> <p>Creating role models.</p> <p>Working FOR young migrants, WITH young migrants.</p>
Identified problems, weaknesses or areas for development	<p>Although they reach many young refugees (15-17 years-old), it is not easy to reach the 17-24 year olds, as these are no longer attending school, making it difficult to get in touch with them.</p> <p>STF has problems involving females in its activities.</p>
Outcomes; achievements	<p>Social Start-up prize.</p> <p>Youth integration prize.</p> <p>They are supported by the "Bertelsmann-Stiftung".</p>


Inspirational Practice 19: Startanimatoren (Belgium)

	General information
	
Title	Startanimatoren
Location	Mechelen, Belgium.
Website	www.tumult.be https://tumult.be/cursus
Organisers	The course Startanimatoren is organised by Tumult Vzw. Tumult is a Belgian youth and peace organisation.
Funding bodies	Tumult receives funding from the Flemish government, specifically the Department of Youth.
Target audience/ participants	The target audience for the course (Startanimatoren) is youngsters who are 16 years or older, are new in Belgium and are interested in becoming a volunteer in youth camps. It is meant for youngsters who are not familiar with the Flemish youth work scene.
Duration of the project	Every course lasts seven days. After this introductory course, the youngsters can continue to follow other courses and will be able to become a volunteer in youth camps.
Contact details	<p>Email: cursus@tumult.be</p> <p>Telephone number: 015/435696</p>

	Project background
National/ regional/ local context	<p>Belgium, and especially Flanders, has a very broad and lively youth work landscape. For newcomers, however, the concept of youth work is sometimes unknown and so they do not know what kinds of youth work or youth movements exist in Flanders.</p> <p>At the moment they have many youngsters, mainly boys, from Afghanistan participating in the course, Startanimatoren.</p>
Specific drivers of the project	The project was driven by the need to familiarise young newcomers (refugees, migrants, asylum seekers) with Flemish youth work and to give them a chance to participate in it.
	Project information
Project description	<p>Tumult organises this course for young people who are new to Belgium and interested in becoming a volunteer youth camp counselor. In a playful and active manner the youngsters are taught how to creating and explain games, make use of basic SPR, and administer rewards and appropriate sanctions. When the course has been completed, the youngsters can join Tumult or another organisation on camp and the year after they can follow another course to become a volunteer youth camp counselor. This course is an ideal opportunity for them to begin finding their way around Belgian youth work.</p> <p>Their publicity asks:</p> <p><i>“Is this course something for you?</i></p> <p>You like to be active in your leisure time. You like children. You enjoy meeting new people. You don't shy away from responsibility. You would like to volunteer for a youth organisation. You don't speak the Dutch language very well yet and you would like to learn different games. In 2018 you will be 16 years old or older.”</p>
Project goals	<p>Information on the course states:</p> <p>“We use ‘classic youth work methods’ to get young refugees acquainted with the essence of youth work. By doing this we have reached a certain expertise that we try to use to broaden our scope and strengthen other youth work initiatives in their efforts to involve young refugees.”</p>

Information on volunteers/staff etc	<p>Tumult works with hired staff and volunteers. The volunteers and staff can follow training courses.</p> <p>Young people are engaged as participants, volunteers, trainers and professionals.</p>
Project activities	<ul style="list-style-type: none"> • Preparation weekend for the (introductory) animator course. • Training courses. • Holiday festivities and other activities. • Everyone who is following one of the animator courses is welcome to join the different activities hosted by Tumult.
Identified strengths	<ul style="list-style-type: none"> • There are plenty of instructors to guide twenty youngsters. • They provide guidance before, during and after the course. • The mix between newcomers and locals is a strength - the feeling of: “Here it doesn't matter where you are from, you are welcome.” • It is a great opportunity for the participants of Startanimatoren to practise their Dutch. • The course helps with confidence building.
Identified problems, weaknesses or areas for development	<ul style="list-style-type: none"> • Youngsters sometimes have wrong or no expectations of the animator course and are completely unprepared for what the it entails. Also sometimes newcomers who are still in the reception structure come to the course but have not been well informed by their social worker. Most of the time, however, they still enjoy the camp. • They also encounter racism during the animator camps. One example is a girl who attended one of the camps, but who was not expecting to see so many participants with a migration background. In this example it was a sixteen year-old girl, who, it was felt by the organisers, had probably learned her prejudices from her family. At the start she admitted that she was scared, but by the end of the camp her opinion had completely changed. • Sometimes during the course it can be difficult to see if the participants are on the right course for them. Especially if youngsters are more silent, it can be difficult to see if someone understands and is just silent or if someone is silent because they don't understand. • Youngsters who have completed the Startanimator course tend to follow the animator course next, but it rare for them to follow the course following that one.

Inspirational Practice 20: Steunfiguren by Minor-Ndako (Belgium)

	General information
	
Title	Steunfiguren
Location	Brussel, Vlaams-Brabant, Aalst, Kortrijk and Gent and Leuven, all in Belgium.
Website	https://minor-ndako.be/watwedoен/steunfiguren/ https://www.facebook.com/minorndako/?hc_ref=ARSKJ1pb0-hBIXbLr8f8dOR_yiXK-RxwZt_vP1PiG1F-RSimF3zsHtgQwG54Eyut4Q&fref=nf
Organisers	<p>Minor-Ndako supports children and young people in challenging circumstances. The organisation focuses on children from all over the world, and in particular the most vulnerable among them. Participation and inclusion in society are the cornerstones of its approach. It offers children and young people a “warm nest that gives them energy and power to go on with their lives”. The idea is to find a satisfactory solution for each individual.</p> <p>Minor-Ndako has been recognized by the Flemish Government within the framework of Integrale Jeugdhulp (Integrated Youth Care). It was established in 2002 as a centre for unaccompanied foreign minors. The name is derived from the Latin word for a child under the age of 18, a minor, while ndako is the word for home in Lingala, one of the language spoken in the Republic of the Congo. The name reflects the values of the organisation; apart from offering care for minors, it aims at a situation in which different cultures live together in harmony.</p>
Funding bodies	Originally the project was funded by Koning Boudewijnstichting for the four years. This funding stopped, however, in 2017. Since 2018 Minor Ndako has been funding its own project and continues to look for new funding.


Target audience/ participants	<p>The first target group is the youngsters: unaccompanied minors and unaccompanied young adults under the age of 25 in the 'leefgroep' of Minor Ndako.</p> <p>The second target group is the 'buddies'. This group is very diverse. There is no age limit, but the organisers are aware that they need to be particularly vigilant with young buddies as their statistics show that youngsters will not engage long term.</p>
Duration of the project	The project (Steunfiguren) began in 2014.
Contact details	<p>Project coordinator: Karen Six</p> <p>Email: karen.six@minor-ndako.be</p> <p>Tel: 0489/29.58.01</p>
	Project background
National/ regional/ local context	<p>The project Steunfiguren arose from the obvious needs of children and young people. Minor Ndako had a group of African youngsters and children who only knew the African community so there was a need for them to broaden their social network and be included in Belgian communities too in order to improve their mental wellbeing.</p> <p>At the same time, the project is also good for Minor Ndako as the youngsters are able to turn to their 'buddy' at times and therefore have less need of their social worker. However, the role of the buddy does not take over the role of the social worker.</p> <p>The project therefore was intended to broaden the social context of youngsters beyond their social worker, by strengthening their social networks and helping them to develop sustainable relationships, which is conducive to successful integration.</p>
Specific drivers of the project	<p>The project Steunfiguren (Support Figures) began in 2013 and has been further developed since then. At the beginning of 2016, due to the growing refugee crisis, Minor-Ndako once again expanded rapidly. They started a project providing foster care for unaccompanied minors, hired two extra people for registration.</p> <p>(source: https://minor-ndako.be/over-ons/#tab-id-3)</p>

	Project information
Project description	<p>Steunfiguren (Support persons/families) provides non-formal support and broadening of social networks for children and young people.</p> <p>Unaccompanied minors come from all over the world, carrying their own stories. Minor Ndako offers reception and guidance for these youngsters. As well as this guidance they also find the young people a support person or family, who will help to broaden their social networks and support their integration into Belgian society. By engaging with a support person or family the youngsters will gain in self-confidence and learn to trust others.</p> <p>The youngsters are free to choose if they want a support figure or family.</p>
Project goals	<ul style="list-style-type: none"> • Broadening the social context of youngsters beyond just their social worker, and strengthening their social network. • Encouraging sustainable relationships. • Stimulating integration. • Supporting their development of the Dutch language through these broader contacts.
Information on volunteers/staff etc	<p>There are four employees (two in Flanders and two in Brussels).</p> <p>Regarding volunteers, Minor Ndako asks them to provide a Certificate of Good Conduct. After this, they have no further contracts with their volunteers.</p> <p>For children who are in elementary school there is one individual social worker who follows up the contact between the child and the support person or family. For children in high school the support person or family takes the initiative to engage with the youngster.</p>
Project activities	<ul style="list-style-type: none"> • Info evenings for potential support figures. • Individual activities between support figures and youngsters
Project evaluation strategies	<p>“We get feedback from our volunteers and young people by means of questionnaires. In this way we identify changing needs. For example, in the past there were many requests for Flemish families, whereas now there are more and more youngsters who ask for a support person from another cultural background.</p> <p>We also monitor engagement on both sides, the unaccompanied minors and young adults as well as the ‘buddies’. Particularly with young children this is important as the impact on them can be significant so stability and continuity are important.</p> <p>There is a strong focus on inclusion of refugee voice. The young people are able to decide on what they need, including how often and where they meet their support figures.</p>

Identified strengths	Strengths include the ease of engagement with the project and the ways in which the young people’s needs are listened to.
Identified problems, weaknesses or areas for development	The main problem is that they are understaffed and therefore cannot follow up as much as they would like to on the ways in which the young people and the buddies engage with one another.



Inspirational Practice 21: Tales of a City Tours (UK)

General information	
	
Title	Tales of a City Tours
Location	London Borough of Hillingdon, London, UK.
Website	https://m.facebook.com/TalesofaCityTours/ https://mobile.twitter.com/talestoursleeds?lang=en
Organisers	Tales of a City Tours.
Funding bodies	Tales of a City Tours has benefited from the support of the grants organisation 'Unltd'. The tours are Pay As You Feel, enabling them to pay their guides above the living wage and continue their work.
Target audience/ participants	<p>Refugees and migrants as well as the general public.</p> <p>There is a strong youth interest. Tales of a City Tours advertise on social media and Eventbrite and many young people attend the tours. They also do awareness-raising workshops and tours for university students in Leeds. Two of the co-founders are under 30 years old.</p>
Duration of the project	Founded 2018 and on-going.
Contact details	Emily Stevenson, talesofacitytours@gmail.com

	Project background
Specific drivers of the project	Leeds has a long and proud multicultural history and is the most diverse UK city outside of London. It is estimated there are over 170 languages spoken in Leeds. The tours celebrate our city's diversity by showcasing different cultures and sharing the stories of individuals with migrant backgrounds.
	Project information
Project description	<p>Tales of a City Tours is a social enterprise in which people with a refugee background design and lead cultural walking tours around Leeds City Centre. We provide a truly unique experience by showing the city through a newcomer's eyes, celebrating diverse cultures from around the world, and raising awareness of the experiences of refugees and migrants through providing opportunities to hear their stories first hand. The team celebrates cultural differences by making comparisons between cultural heritage in Leeds and internationally, whilst also reminding people of our similarities, and the fact that we have more in common than that which divides us.</p> <p>Tales of a City Tours is a volunteer led organisation, and all donations on their Pay As You Feel tours go towards making sure the tour guides receive above the living wage for the amazing work they do. As well as benefiting financially, refugees and migrants have the opportunity to develop new skills in tour guiding, boost their confidence and sense of wellbeing, and feel more connected to Leeds through the creation of their own personal city tour.</p>
Project goals	<p>The main aims for the project are:</p> <ol style="list-style-type: none"> 1. to show the city from a newcomer's perspective; 2. to raise awareness of different cultures and celebrate the city's diversity; 3. to challenge stereotypes and prejudices around refugees and migrants in the UK through the first hand experiences of the tour guides.
Information on volunteers/staff etc	Tales of a City Tours is a volunteer led organisation, with a total of nine volunteers currently. They also pay their tour guides above the living wage and support them in becoming self-employed as part of the role.
Project activities	<ul style="list-style-type: none"> • Twice monthly tours for the public. • Bespoke tours for groups and organisations. • Awareness-raising workshops with groups and organisations.

Outcomes; achievements

See:

https://www.tripadvisor.co.uk/Attraction_Review-g186411-d16865907-Reviews-Tales_of_a_City_Tours-Leeds_West_Yorkshire_England.html

They have led 15 tours so far for around 150 people and have received fantastic feedback from the tour guests on how the tours have impacted them:

“This was truly moving, and informative. I learnt so much about Leeds, and was reminded of the importance of its people and relationships. I’m proud that Leeds has been welcoming refugees for centuries.”

“Lilly, our guide, shared her story through sites that were meaningful to her when she first arrived in Leeds and then settling here, going through the process of applying for asylum. Moving and inspirational.”

“The tour was well done, drawing parallels between Leeds and the guide’s home country as well as discussing the difference.”

“The guide explained how she had come to Leeds and her relationship to the various parts of the city. It truly felt like you were walking around a town with an old friend showing you their story, rather than being on a guided tour.”

Tales of a City Tours has also received some excellent reviews in the local media:

<https://leedsliving.co.uk/art-culture/tales-of-a-city-walk-a-mile-in-their-shoes/>
<https://confidentials.com/leeds/tales-of-a-city-the-leeds-walking-tours-led-by-refugees>
<https://theculturevulture.co.uk/conversations/tales-of-a-city-refugee-led-city-walks/>

Inspirational Practice 22: They Were, Those People, a Kind of Solution (Croatia)

	General information
Title	They Were, Those People, a Kind of Solution
Location	Zagreb (Croatia), Stockholm (Sweden), Vienna (Austria).
Website	http://kindofsolution.org
Organisers	<ul style="list-style-type: none"> • What, How & for Whom (WHW), Zagreb. • Centre for Peace Studies, Zagreb. • Tensta konsthall, Stockholm. • European Institute for Progressive Cultural Policies, Vienna.
Funding bodies	The project is financed by the European Union, within the EACE project. In this particular case, WHW is project lead while other organisations appear as project partners; therefore the initial application was not submitted by Centre For Peace Studies. As far as other project applications are concerned, Centre for Peace Studies regularly checks funding opportunities to find projects that are in line with their field of work and then applies for relevant projects as a project lead or as a partner.
Target audience/ participants	The primary target groups of the project are: cultural practitioners (artists, curators, theoreticians, writers in Austria, Croatia, Sweden and internationally); members of underrepresented communities, primarily migrants and refugees; activists interested in the role of contemporary art in relation to wider social movements and political practices; students of arts and humanities; researchers and experts from the fields of social studies and humanities, such as historians, sociologists, experts in migration studies; policy makers both from the field of culture and from migrant and refugee assistance; the wider general public interested in the intersection of culture and social issues, who would be involved in the programme through art productions and events that will be produced in collaboration with an array of public institutions and civil society organisations.
Duration of the project	1.9.2016-31.8.2018.
Contact details	Sara Kekuš (sara.kekus@cms.hr)


Project background	
National/ regional/ local context	This particular project is not the Centre's first experience of dealing with refugees. Croatia is for migrants/refugees/asylum seekers both a transit country and a country of settlement. For a long time, Croatia was a transit country due to the underdevelopment of its integration processes and the inadequacy of the system that hinders the functioning of integration. The legal framework is established but does not work well in real life situations and is not really applicable, making it hard for migrants to find a job etc. However, considering the situation in the last two years and recent events such as the closing of the Balkan route, Croatia is slowly becoming a country of settlement for many migrants. Therefore it is really important to create conditions for them to build their lives in Croatia.
Specific drivers of the project	<p>The specific driver of this project is the improvement of perceptions of the local community towards migrants, through informing the public of migration issues and promoting the value of solidarity and social inclusion. The project is aimed both at migrants and local communities and is about integration as a two-way process that is oriented at connecting refugees and local communities and working on communication and exchange of experience between them.</p> <p>This project is important because it puts an emphasis on culture as a universal language for communication between people no matter their origin and background.</p>
Origins of the project	The project was initiated by WHW and the other organisations joined as partners. It has remained in its initial geographic area and has a local character. The project itself will not be extended, but good practices arising from it can be used to develop new ideas at the national level and to build further co-operation between the participants.

Project information	
Project description	<p>The project 'They were, those people, a kind of solution' is conceived as a long-term trans-disciplinary collaborative platform of What, How & for Whom/ WHW from Zagreb, Tensta konsthall from Stockholm, EIPCP (European Institute for Progressive Cultural Policies) from Vienna, and Centre for Peace Studies (CMS) from Zagreb. The focus of the project is on connecting artists and cultural organisations with migrant communities by conducting an analysis of the roots and impact of economic migration and developing creative strategies to address social inclusion and intercultural communication.</p> <p>Through four interwoven thematic threads (The Gastarbeiters - Permanent Guests; Migration and the Struggle for Social Justice; Spaces for Intercultural Environment; and Art is a Passport), the project will encompass:</p> <ul style="list-style-type: none"> • artistic and discursive events: six contemporary art exhibitions, four series of public talks, a symposium and film screening, an international conference, a Public Forum with representatives of migrant groups; • educational events for migrants and refugees: one training event, four workshops, four support groups; • design of an architectural model and public campaign for an Integration-intercultural Centre in Zagreb; • publications: two issues of a web-journal, three issues of gallery newspapers, a book with project conclusions. <p>Artists and cultural workers from various European countries and beyond took part in the project. Through addressing social transformations brought about by economic migration in various international contexts, the project fosters involvement with diverse local and community organisations, develops relations with new audiences from underrepresented communities, builds the capacity of cultural workers and institutions involved, and enables the transnational circulation of artistic ideas and projects.</p>
Project goals	<p>The aim of the project is to conduct cultural activities and research, which will lead to new models of social engagement for arts and culture that will respond to the changing face of Europe today.</p> <p>Integration is a two-sided process of inclusion into society that implies creating a space for dialogue between local communities and newcomers. It should be borne in mind that the local community is sharing all particularities of their culture and society with the newcomers, but is also learning from them. This learning should result in an intertwining of both societies and both cultures and the creation of a new society, where both cultures and their particularities can function together and complement and enrich each other. Contrary to some conceptions of multiculturalism, where both groups live their particular lives apart from each other, integration is a process where both groups communicate with and accept each other but at the same time keep their own characteristics.</p>

Information on volunteers/staff etc	<p>Currently there are around ten employees and volunteers working on the project, mostly young people whose opinions on and stance towards human rights and migrant policies match the stance of the Centre for Peace Studies regarding these matters. Also, these employees and volunteers have previous experience and views that chime with the project (views on culture, art, social inclusion and social vulnerability).</p> <p>The selection process includes interviews and other recruitment activities to evaluate their motivation, skills and values, attitudes and basic knowledge on the subject of refugees.</p> <p>Non-formal education includes an introduction to the legal framework so that they have basic information about communicating with refugees. It also includes learning how to deal and work with vulnerable and sensitive people; therefore improving volunteers' communication skills is really important.</p> <p>Refugees are not included in the project as volunteers.</p> <p>Young people are engaged as leaders and participants. By participating in the project they gain further knowledge and skills in areas of interest to them. They also enrich their experience and broaden their horizons by having closer contact to people from other cultural backgrounds. Through this involvement they are stimulating further changes in society, especially in their close surroundings.</p>
Project activities	<p>The main focus of the project is the organisation of educational programmes and workshops where art is used as a tool to connect local communities and refugees and to encourage refugees to engage with their local community. Refugees in the project participate solely as participants, not as mentors, but all workshops have a completely inclusive character and encourage horizontal participation of all, so refugees can give their feedback at any time. The Centre for Peace Studies works with and for refugees.</p>
Project evaluation strategies	<p>Evaluation was formally carried out through project activities that had to be conducted at the end of the project. Also, the project could be evaluated through the feedback of participants and of the local community.</p>
Identified strengths	<p>The main strength of this project is the non-formal connection between people through activities that make them happy and are of interest to them.</p>
Identified problems, weaknesses or areas for development	<p>The biggest challenge faced by the project was to find ways of changing the perceptions of society about certain groups of people and of integrating these into society. A further major issue in the project was making the project visible and available to a larger number of people. Besides that, one of the challenges was how to empower the people (refugees) who were participating in it.</p>

Outcomes; achievements	<p>Cultural workshops are a very good way to encourage and develop integration where formal integration on an institutional level is not functioning well. Through these kinds of non-formal activities, refugees are empowered, their communication skills are developed, and they learn to feel more secure and more assured about staying in Croatia.</p>
Training materials available	<p>The project has its own training materials.</p>


Inspirational Practice 23: We are London (UK)

	<p>General information</p>
	
Title	We are London
Location	London, UK.
Website	http://www.ovalhouse.com/participation/we-are-london
Distinctiveness	<p>Arts focused activity for youth. Bridges the gap between young Londoners from new communities, especially refugees and asylum seekers, and young Londoners from more established communities. Local South London base (Oval).</p>
Organisers	Ovalhouse Theatre, London.
Funding bodies	We are London benefited from the former support of: J A Clark Charitable Trust, The Diana Princess of Wales Memorial Fund, City Bridge Trust and The Baring Foundation.

Target audience/ participants	The target audience is both young Londoners from new communities, especially refugees and asylum seekers, and young Londoners from more established communities.
Duration of the project	The project funding stopped in 2018.
Contact details	Ovalhouse.
	Project background
Specific context and drivers of the project	London as a hub for refugees and other migrants and the arrival of significant numbers of unaccompanied minors.
	Project information
Project description	<p>We are London is a youth-led arts project that bridges the gap between young Londoners from new communities, especially refugees and asylum seekers, and young Londoners from more established communities. They work with young people whose lives are complicated by poverty, lack of opportunity and bureaucracy and who experience social, health or educational barriers.</p> <p>With over nine years of expertise in arts and migration, Ovalhouse has developed a body of evidence about the effectiveness of arts activity with those from refugee backgrounds and those with English as an additional language. The project uses participatory arts methodology, allowing young people a key role in influencing and guiding the work.</p> <p>Being 'youth-led' means that young people have opportunities to take on leadership roles, take part in training and are engaged in participatory arts methodology.</p>

Project goals	<p>Arts to Empower: The project uses inspiring and non-threatening arts processes – especially those that are not language led – to enable young people to make sense of their life circumstances and the challenges of being young in London, while building confidence as creative individuals.</p> <p>Building Bridges: We are London supports young people to build respect and understanding across cultural boundaries through working in a supportive environment towards a common artistic purpose. It offers creative ways of building new social networks between young people from a range of communities, and uses the arts to explore concepts of identity and diversity.</p> <p>Youth Leadership: The project provides valuable opportunities for young people to take on leadership roles, to influence the development of the project and build transferable skills. We are London offers training in arts leadership, volunteering opportunities, career support and advice on progression routes.</p> <p>Celebration: We are London gives participants an enjoyable and uplifting experience that contrasts with the complications and challenges of daily life. Young people have the opportunity to receive formal accreditation for their work at Ovalhouse through Arts Award (Level 1 & 2 qualifications) and to share their achievements with others through performance and exhibitions.</p> <p>We are London is part of Ovalhouse's wider work concerning arts and migration, which includes The Paper Project a collective of young migrant artists and Platforma a national network for refugee related arts that is run in partnership with Counterpoints Arts.</p>
Project activities	See above.
Identified strengths	<p>"Ovalhouse has an outstanding reputation in the refugee sector." Almir Koldzic, Director of Counterpoints Arts</p> <p>"In my view their work is outstandingly good." David Cutler Director, Baring Foundation</p> <p>"Before I couldn't do drama, dance, music and speaking English properly. Now I can do them 100 per cent!" We are London Participant</p> <p>"In the beginning I didn't have much confidence to talk to people then I came to Ovalhouse and joined a project that is for people from different countries. I made lots of friends and one who is from my country who is now like a brother to me." We are London Participant</p>

Inspirational Practice 24: Young Roots (UK)

	General information
	
Title	Young Roots
Location	London, UK.
Website	http://youngroots.org.uk/london/
Distinctiveness	<ul style="list-style-type: none"> • For young refugees and asylum seekers in London (11-25 year olds). • Based in London but also some international activity (in Lebanon and Nepal). • Charity working through short-term projects. • Committed to youth participation in the development and delivery of the work.
Organisers	A small charity with a new Director appointed in September 2016. There is also a Projects Manager. As a charity, it has a Board of Trustees.
Funding bodies	Details are available in the published Financial Statements. Funders have included: The Big Lottery, Paul Hamlyn Foundation, Lloyds Bank Foundation, BBC Children in Need, London Catalyst, Wembley National Stadium Trust, Woodward Charitable Trust, Community Fund, Mayor of London, as well as individuals who have given one-off contributions or regular monthly donations.
Target audience/ participants	Young refugees and asylum seekers (in London).
Duration of the project	Started 2004; current London project started in 2016 when the previous one ended.


Contact details	Young Roots Cornerstone House, 14 Willis Road, Croydon, CR0 2XX, UK
	Project background
Specific drivers of the project	Many of the participants have lived through conflict in their country of origin or suffered difficult experiences on their journeys to the UK. About half of the young refugees they work with are alone in the UK. These unaccompanied asylum-seeking children are looked after by foster carers or live in shared houses with other young people.
Specific drivers of the project	<p>The Annual Report 2018 highlights the drivers of Young Roots:</p> <p>“Every day at Young Roots, we work with young refugees and asylum seekers who inspire us with their resilience, positivity and kindness. They have faced hardship that no person, let alone child, should have to go through in their home countries and on their difficult journeys to the UK. More than 70% of those we see are here without their families.</p> <p>Once here they face a myriad of challenges. Not speaking English is a real barrier to integration. Coming to terms with the trauma they have faced and missing and grieving for their families are key issues. These, combined with the complex immigration system and not understanding the systems and the culture in the UK, can be overwhelming for these young people. These issues are exacerbated by having to navigate the so-called ‘hostile environment’.</p> <p>At Young Roots, we work to address these issues through youth activities, trips and English language support, along with our one-to-one casework service. We see immediate and long term results. We’re proud of our skilled, empathetic and professional staff, trustees and volunteers who work so hard to improve the lives of these young people.”</p>

Origins of the project	<p>Young Roots was founded in 2004 as Refugee Youth Project by Roz Evans, Rachel Yarrow and Kathy Brook. They established the charity with the aim of supporting refugee children and other young refugees in the UK and internationally.</p> <p>Young Roots became a UK registered charity in April 2005 and has been run as a company limited by guarantee since early 2011.</p>
Project information	
Project description	<p>The project website states:</p> <p>“We welcome all young refugees and asylum seekers at any stage of the asylum process and regardless of their English language level. Our groups are safe spaces to have fun, develop language skills, learn about the UK, meet others from their country, make new friends from around the world and get advice.</p> <p>We aim to improve the life chances of 11– 25 year old refugees and asylum seekers in and around Brent and Croydon. We achieve this by running fun and educational activities, offering peer-led language learning, and providing one-to-one casework.</p> <p>Many of our activities are run in partnership with other organisations to provide holistic support and ensure young people can access other services and opportunities. Our mixed youth groups in both locations benefit from workshops and support from Coram Children’s Legal Centre, the Children’s Society, Compass and Breaking Barriers. The peer-led English coaching in Brent is run in partnership with the College of North West London (Willesden and Wembley Park campuses), the girls’ group in Croydon is jointly run with the Refugee Council, and the girls’ cycling sessions with the Bike Project.”</p> <p>Young Roots states the following commitment in its Annual Report 2018:</p> <p>“We believe young refugees and asylum seekers: are central to shaping the services and activities we currently offer, as well as those we plan and develop in the future and should have authority at all levels of Young Roots ; are capable of, and should be supported in, advocating for their own and others’ rights; should be free from discrimination and be treated equally; are entitled to all the human rights enshrined in the Universal Declaration of Human Rights. This includes the right to health, housing and education; should be supported to integrate into local and host communities.”</p> <p>Young Roots states that they “put young people at the heart of what we do – their safety, wellbeing, interests and goals guide the way we work and what we offer. You can read more about Young Roots’ commitment to youth participation here.”</p>

Project goals	<p>According to the website:</p> <p>“Our mission is to improve the well-being and life chances of young refugees and asylum seekers in the UK and overseas.</p> <p>Our vision is of a world in which all young refugees and asylum seekers can realise their rights and fulfil their potential.</p> <p>Our ambition is to be respected and known for our innovative and participatory approach to young refugees’ and asylum seekers’ self-advocacy and learning.”</p>
Project activities	<p>Posters advertising activities can be seen here.</p> <p>The website describes its activities in the following way:</p> <p>“Our youth activities include:</p> <ul style="list-style-type: none"> • Weekly Advice and Social Support Hubs in Brent and Croydon. In Brent this runs alongside the football activity (see below), and in Croydon alongside the youth club where the group cooks together, dances and plays games, and includes a combination of creative and practical sessions, from guitar lessons, singing and drama to language support, sexual health and rights and entitlements workshops. • A weekly girl’s group in Croydon (with Refugee Council). A space for girls to build self-esteem and self-awareness and to express themselves in a safe space. Activities include art, music, group games, dance and workshops on different topics. • A weekly girl’s cycling activity in Croydon (with the Bike Project). A space for young women (15+) to learn and build confidence to cycle. • A weekly Football session in Brent. A chance to train and play games on a state-of-the-art pitch with a qualified coach. • Weekly English language support. Our peer-led language project trains 16-25 year olds as peer mentors to provide English support in 1-to-1 and small group sessions to other refugee, asylum seeking and migrant young people (11-25) who have a lower level of English. Mentors can be young people from the local community, or refugees/asylum seekers themselves who have a good grasp of the language. The sessions include: <ul style="list-style-type: none"> ▫ Two weekly English Coaching groups at the College of North West London, one in Wembley and one in Willesden, run term time only; ▫ Trips and holiday activities. We run additional activities during the holidays, including trips in the local area and to central London, chosen by the young people.

	<p>Our casework service offers support and advocacy to young refugees and asylum seekers enabling them to access legal advice, welfare support, mental and physical healthcare and education.</p> <p>We work within a youth participation framework and support young people to make their own decisions and to advocate for themselves when possible. We aim to provide a professional, responsive service and value the kindness, knowledge and understanding of our caseworkers.</p> <p>We are a small team of 4 staff and therefore, we will prioritise young people who have no other support networks. The casework service is validated by Project Oracle.”</p> <p>For information on previous projects see the website here.</p>
Project evaluation strategies	The work is fully evaluated. For example, between July and September 2015, Richard Malfait Consultants conducted an independent evaluation of the Young Roots, Bridging London Project. This evaluation report presents the feedback collected from over 100 participants and stakeholders on the ‘difference made’, project delivery and suggestions for improvement.
Identified strengths	<p>The main strengths were identified and reported as follows:</p> <ol style="list-style-type: none"> 1. Young Roots was described as a “very highly valued and respected organisation”, which is definitely cause for celebration. We are recognized for our strong commitment to the needs of the young people we work with, our participatory approach and our collaboration and flexibility in working with other organisations. 2. All stakeholder groups have emphasized the power which the activities Young Roots routinely organizes have in reducing loneliness and boosting self-esteem for “young people who would in many cases have very few chances to socialize, visit places and enjoy themselves with peers.”
Identified problems, weaknesses or areas for development	In 2015 the main area for improvement suggested was to develop and resource the individual casework and advocacy role and to review and ensure sustainable capacity and distribution for essential project functions.
Outcomes; achievements	<p>In 2018, Young Roots reached 590 young refugees and asylum seekers through its projects in London, and 100 children over a 5-week summer camp in Lebanon. See 2018 report.</p> <p>See 2015 annual report for further examples of previous project outcomes: http://youngroots.org.uk/wp-content/uploads/2018/01/YR-2016-Annual-Report.pdf.</p>

Inspirational Practice 25: Youth on the Run (Belgium)

	General Information
	
Title	Youth on the Run
Location	The activities take place in different neighbourhoods in Ghent, Belgium.
Website	https://jeugd.rodekruis.be/voor-jou/youth-on-the-run/
Organisers	Youth Red Cross, Flemish Red Cross.
Funding bodies	Red Cross funds it. The participants have to pay for the game, but the game costs more than it brings in.
Target audience/ participants	Everyone from 16 years old and above. However, even though the game is for all ages (above 16 years old), it attracts mostly young people.
Duration of the project	<p>The role play is organised twice a year, with 30 players per game.</p> <p>The game was developed by the Danish Red Cross and is also organised in other countries: Ireland, Great Britain, Germany, Austria.</p>
Contact details	<p>Phone: 015 443 570</p> <p>Email: jeugdredkruis@rodekruis.be</p>
	Project background
Specific drivers of the project	The key driver is the need to raise awareness of young people regarding forced migration issues.

Origins of the project	The game was developed by the Danish Red Cross and has spread to multiple countries through the international Red Cross. An instructors' manual was developed and the basic idea of the game is the same in every country. Nevertheless there are still some differences, because different instructors and different participants are present, and because of the different types of location and different national contexts, in which it is played. In Belgium the game started to be played in 2011. They hope to continue the game at least twice every year.
Project information	
Project description	<p>Youth on the Run is a unique role-play. As the participant you step into the shoes of a refugee: you get a new identity, a new family and together you have to flee. For 24 hours the participants encounter multiple situations that refugees have to face in real life. You can expect an intense and educational experience that you will not forget easily.</p> <p>A short introductory video about the game can be watched here: https://www.youtube.com/watch?v=OvMlvjMWWcl</p>
Project goals	Raising awareness of the situation of refugees and asylum seekers.
Information on volunteers/staff etc	The volunteers and trainers involved in the role-play are mostly young people aged 16+. They have all first been involved as participants in the role-play before taking on a volunteer/trainer role.
Project activities	An intense, 24-hour role-play game that is organised twice a year. Before the game participants visit a reception centre in the neighbourhood and after the game they all talk with refugees.
Project evaluation strategies	<p>After the role-play, the participants come together for a debrief and evaluation. They discuss what happened in the different stages of the game and how they perceived it. Then, after two days, they receive an email with a questionnaire.</p> <p>These two evaluation strategies are intended for the participants of the game. For the volunteers and staff there is also an evaluation discussion about what went well and what should/could have been handled differently. These evaluation discussions have led to changes in the way the game operates.</p>
Identified strengths	A key strength is that in 24 hours it is possible to raise awareness of what it possibly could feel like to have to flee yourself. The combination of this, along with the preparation activity before and the session after the role-play, where they hear testimonies from refugees, leads to an impactful awareness-raising experience.

Identified problems, weaknesses or areas for development	The role-play can be very intense, yet the organisers do not know the participants very well beforehand. They want to create a certain impact with the role play, but sometimes this does not work too well, because the role play can be emotionally and physically very tough.
Outcomes; achievements	Since 2011 they have played Youth on the run at least twice a year.
Training materials available	The volunteers from the Red Cross receive multiple training events.



PART 2B: Reflections on practices

The following sections draw on conversations with participants in our Study Visits and the training event in Croatia, in which they reflect on a range of issues related to their own experiences as volunteers, organisers, or professionals (or indeed a combination of these roles) with organisations or projects, which focus on support for refugees, asylum seekers and migrants. Some of these organisations/projects have featured in our Inspirational Practices in section 2A.4 or were referred to in 2A.3, which were the additional practices we encountered in the study visits to Germany and Belgium. In other cases they are taken from research conducted during our training week in Croatia in Summer 2018 and refer to organisations/projects referred to by the participants. Quotations may be direct or translated by the researcher. They are also selected to represent a number of similar comments by others.

2B.1. Strengths, successes and achievements

Volunteer-related achievements

Many comments addressed successes with engaging volunteers in the work of their projects, whilst others found it inspirational that volunteers could achieve so much:

- Success in motivating long-term engagement in volunteering.
“One of our successes is that our participants don’t just come once but come to every single project. Proud that we have reached out to people’s hearts – and see them enjoying the projects and we have created friendships through projects” (Helen, Schüler treffen Flüchtlinge).
- Quality of their work.
“We are working on such a professional level now – started with no knowledge, only intention to create something to help, but now we have so many volunteers who have the same aim. Really motivates me” (Helen, Schüler treffen Flüchtlinge).
- Volunteering transforming the volunteers’ lives by changing perceptions of refugees.
“I found that sharing stories and backgrounds with people in Leeds and getting to know people and getting my own face known as normal in the community, that was a great idea for integrating in the community (Rawand, Tales of a City Tours).
- Snowballing - supporting others to develop projects.
“We are able to share our knowledge and see even younger people create their own projects in their own region” (Helen, Schüler treffen Flüchtlinge).

- Inspiring young people to act.
“One of our strengths is we reach out to very young people like high school students. Most would think they can’t do anything but this shows they can do a lot and change a lot” (Gina, Schüler treffen Flüchtlinge).
“Another thing also is: I really want to do something about it, I want to be a changemaker. So this project is an opportunity for them to do something about it. Not only in my own city but also in a higher level” (Marie, Road of Change).
- The enormous amount that can be achieved by volunteers is impressive.
“Still I find it incredible that they get together a random group of 30 people and just provide this service [in a refugee camp for 600 people]. And we had to organise beds and food every day. It’s like everything. And medical – we had doctors there and a small pharmacy – everything – and language courses and legal advice – and I find this really impressive, what out of nothing you can create with a bunch of people who are really into it. This is the main strength to see what humans and the population can just do if they wanted to” (Eva, volunteer, Austria).

Target audience-related achievements

Success that focused on the young people involved as participants in the various projects and organisations was perceived in different ways:

- Creation of a safe space, a ‘home’ away from home.
 Asked which word springs to mind when thinking about his work, Peter (a social worker in Germany), who works in a refuge shelter for refugees who are minors and who have to leave when they turn 18 replied: *“Home, I think. For many of the kids it became their new home and they express that and say it’s their home and personally I feel it is my main task, my main obligation to make them feel at home and to create an environment in which they feel good and safe. And yes, just give them at least the feeling that while we might not be able to replace their actual families, that we might still be able to give them a certain foundation on which they can build their future life”*.
- Opportunities for young people to feel less alone with their problems.
“I don’t think it is about the ethnicity – the strength is that all children come from difficult backgrounds and may not have experienced the same things but can establish a bond because they know they have all gone through difficulties with families or their general living situation” (Peter, social worker in Germany).
- When youngsters want to stay in touch with you.

Peter (Germany) continued: *“We still interact with them afterwards as far as we tell them that they can still come by to our office - that they aren’t thrown out of our group. Some take these offers and still drop by from time to time and even if only for a quick chat or coffee or to say hi - they just come by because they have problems with other state institutions or need advice and others come by to visit their friends who still live there to play playstation or have football”.*

- In most cases, expanding participation in project activities was a straightforward measure of success (e.g. Kulturbuddys).
- Focusing on refugees as experts.
“We focus on the professional side of refugees, use their professional background, see them as experts. We don’t see them as people who need help” (Stella, co-founder of a project in Germany).
- Success can be measured by the stories of individuals who have been supported by projects/organisations, who have gained confidence, skills, employment etc.
 - Franziska (Jobs4Refugees, Berlin) told us the story of an Iranian refugee woman who had suffered psychological problems but who came to Jobs4Refugees and was found a job at PayPal (which offers psychological support for its employees). She is now confident to the extent that she is happy to appear on the website, social media etc and even stood on stage in Paris at a Bloomberg conference. Franziska also told us about a gay 17 year old Moroccan boy who had lived on the streets since the age of six. He had arrived in Germany two years earlier, illiterate and having problems enhancing his literacy, but was now working with a massive warehouse for online shopping.
 - Kulturbuddys gave the example of a Syrian refugee who had become a volunteer and is now a university student who also gives Arabic lessons to German speakers.
- Insertion into the job market.
By helping refugees to capitalise on existing skills as well as develop new skills, projects such as ‘City Walks’ and ‘refugees {code}’ managed to create opportunities for immigrants to get inserted into the local job market. In the case of ‘refugees {code}’, they also added soft skills such as language and communication skills to their project in order to make refugees more competitive on the local market as *“local employers prefer candidates who can speak [the local language]”*.
- Success can also be seen when they see that their activities have been able to shift mind-sets and re-educate local communities to value newcomers and others with

a recent migrant background and not see them from a deficit perspective.

- Describing some of her experiences with the young people involved in Road of Change, Marie made the following observations about the ways in which their workshop activities could challenge assumptions very quickly: *“We teach them how to tell stories. But also about resilience - if you see people in a camp in Calais, they are not weak they are strong. How can you watch the people and search for their talents and their capacities - because when you are from Afghanistan and you came through Turkey, Greece, Hungary and Germany, you are really really brave, because that is a story that is really important to tell. A lot of people don’t see that. Many people today admitted that they pity them. We must learn that some of these people are heroes and that they are really strong people.”* Interviewer: *“So it is a shift in their mindsets?”* Marie: *“Yes, and in one day they will make this shift. There is one boy in the group and he is a boy from Afghanistan who came here without his parents. No one knew that before today and they were talking about refugees. Then later they found out that he is a refugee and they said: ‘Oh wow, you already speak Dutch’ and this and that... It is also not only talking about it but getting into contact with the people you talk about. So they already changed their story. This morning we showed them a short video of a street buyer in Guatemala, who hands out flyers for a restaurant. He speaks 14 languages. He learned it on the street.”*

Organisation-related achievements

- Success was sometimes identified in relation to the intrinsic nature of a project or organisation:
- When they see some evidence of integration with the local community.
‘refugees {code}’ works to integrate refugees with the community. By opening their course to all unemployed people, which was also a response to a change in funding policy, they managed to integrate refugees with non-refugees through course participation, collaboration and joint efforts.
- Bringing people together from different backgrounds and enabling them to see similarities and not just differences.
 - *“I’m living in Erfurt in East Germany, where there is a lot of Islamophobia. In our in exhibition we compare the situation in Syria to the situation in the GDR People didn’t know about it and said it was like the same situation. It brought them together and they realised there were so many commonalities and they exchanged experiences and everyone was wow!”* (Stella, project co-founder in Germany).
 - Ilse (Belgium) talked about how her project in Sint Niklaas had enabled people to make cultural connections: Afghan refugees had revived interest in cricket in the town, leading to a realisation of shared aspects of culture.

- Managing initiatives with no money or resources.
 - Lana (Croatia) talked about non-formal initiatives, providing activities for the local community, which she perceived as a good practice *“because often we don’t have money or resources. This practice is just based on motivation. They might not be long term, but they should be appreciated as well.”*
 - Ilse (Belgium) perceived her project in Sint Niklaas as a success story, because it had just been an idea on a train and it happened in very little time, yet 150 people showed up. She was prepared to take a risk, but her awareness of her network was a contributing factor to this success. *“Lots of friends and family helped. Around 20-30 volunteers. Beforehand I made a shift. And I had asked people what they wanted to do.”*
- A professional approach, with excellent planning. Franziska (Jobs4Refugees, Berlin) told us that since she had started Jobs4Refugees, 300 refugees had found paid employment and over 1000 were in internships etc. This, she claimed, is a better record than the Jobcenter. She has clearly made professional decisions to focus on a number of factors that contributed to its success:
 - Identifying the German language skills of the prospective employees;
 - Careful selection of participants to ensure that employers were satisfied;
 - Educating companies: Dialogue with them to nurture a culture of diversity and inclusion and to see the value of diversity in a team; encouragement to think about the human reasons for employing refugees and not just the business reasons, so that they engage consciously; supporting them to understand the challenges to employment for refugees;
 - Offering intercultural training for companies, supported by coaching and supervision;
 - Finding partners and opportunities for cooperation.

Innovation

When participants were asked what constitutes innovation in their projects or organisations, a number of types of response were identified, many of them demonstrating that innovation relates to the context and does not need to be something complex or involving modern technologies.

- Finding a USP (Unique Selling Point). *“Out of all the projects we know, this project creates something fun - experiences that people can enjoy together. Our USP is the fun factor. Bringing the new and old Berliners*

together” (Kulturbuddys, Berlin).

- Professional expectations. *“We expect high standards from the start – every encounter is a training. So if they are late, they need to come back another day. We also have high expectations of companies – they need to have the right ethos. We are not a headhunter!”* (Jobs4Refugees).
- Creative approaches to the principal that *“integration comes from two sides”* (Ilse, Sint Niklaas, Belgium). *“The title of the event comes from an old song ‘are you also from Sint Niklaas’ - a Dutch song. I wanted refugees also to be able to taste our culture. So I prepared some Flemish food. And we had old Flemish folk games. People could also play the game ‘this is not a game’ developed by Vluchtelingenwerk Vlaanderen. And I organized a clothing swap. Some of them actually swapped. But most people offered their clothes as a gift to VLOS. We also had an Afghan cook. There also was a bonfire at the end. I invited an Afghan father and son they played music”* (Ilse, Sint Niklaas, Belgium).
- Passion, experience, knowledge combined can lead to innovation. With From Syria with Love it was clear how important the individual who had developed it was to its success. Having studied graphic design and a Masters in social innovation, she set about developing her innovative project. Her experience, background (cultural, professional, educational), personality and passion combined to create a successful, realistic but ambitious project that made a big difference to Syrian women’s lives. It was clear that what she offered was something unique, something that needed her cultural insights to know what needs to be considered to enable the project to develop, such as the personal situations of the women. She said that she was driven by the needs of her customers and had built her business according to what they said. She has in fact significant business experience and prides herself on her professionalism and the standards of her project: for example, she said that she has to be strict when something goes wrong, but is also understanding; she has to be aware that clients can be very harsh and therefore sets high standards; and she has to set boundaries between the cooks and herself, whilst also developing friendships. She has planned this as a business, stating that she did not want pity or charity – just business. In this way she is also realistic and knows that it is impossible to be happy with everyone all the time – *“some days are not so good so you just have to let the day go”*. She is determined to make an impact on the lives of the cooks, but has little contact with new arrivals from Syria; she helps occasionally and gets asked to do more but she is aware that she can’t do everything. *“It has to stop at some point – you can’t keep giving.”* Opening a café selling Syrian food cooked by

Syrian women and offering them a new life outside the home can be described in itself as innovative. However, the personal ingredients that the owner brought to the kitchen and the ways in which she deployed them were what constituted real innovation in terms of what we can learn about setting up something new.

2B.2. Challenges

Volunteer-related challenges

- Finding and hiring volunteers was a problem for many.
 - *“We started Students for Refugees because the few organisations we have can’t find volunteers any more. [...] there were fewer volunteers. On paper there were maybe 200 but in a meeting only 2-3 of us would be there. Same with other organisations I asked. So there is a need for more people and projects such as Students for Refugees that can connect them with different projects depending on if they want to work with children, IT or bikes – to encourage them to volunteer”* (P, Croatia).
 - Schüler treffen Flüchtlinge also pointed out that fewer people were wanting to get involved over time; they easily lost motivation so it takes lots of energy to get people and keep them.
 - In the case of ‘Schüler treffen Flüchtlinge’, the group found it difficult to recruit the right type of volunteers as their projects were geared to young people so the target age for their volunteers was 15-25 years of age. They explained that their volunteers needed not to have *“lost touch with the base”* and that sometimes *“older people don’t have the connection anymore”*. This, at the same time, created other challenges such as *having volunteers who lack experience and sometimes quickly lose their motivation*.
 - In other cases, recruiting enough volunteers was mentioned as a real challenge. In the case of ‘Tales of a City’, Emily and Rawand agreed that *“getting more volunteers on board”* was difficult and this was sometimes coupled with the loss of volunteers, possibly due to the fact that they needed to share their own stories as refugees and asylum seekers as tour guides.
- Sometimes the reason was that there were too many similar projects. *“Buddy systems are very popular in my city, Antwerp – not only with refugees – there are some for older people who buddy with someone young – socialise. Some for mixing people with psychological problems, drug addicts. The problem in Antwerp is there are so many of these that we don’t do them – we can’t find buddies any more”* (Gerda, social worker, Belgium).

- Finding the right team that is diverse enough to bring different knowledge, skills and ideas helps with critical reflection and development. Franziska (Jobs4Refugees, Berlin) said that finding the right team was a key challenge - not just people who are alike but people who question you.
- Finding refugees/asylum seekers who are willing to volunteer is sometimes difficult. Aleksandra told us why she thinks it is *“hard to get them in and explain why it’s important. They have lots of responsibilities and have to send money home so volunteering isn’t top of their agenda”* (Aleksandra, social worker, UK).
- Retaining volunteers when their engagement become more time-consuming or when life changes reduce their available time. Some projects were faced with the challenge of volunteers having to drop out as they didn’t have enough time to devote to the project they were involved in. Harriet and Florian from ‘refugees {code}’, a project based in Vienna, for instance, found it difficult to avoid volunteer refugees from dropping out as time commitment became more taxing. Coupled with this, they mentioned that sometimes lack of time was the result of a change in the participants’ personal circumstances (e.g. from unemployed to employed). ‘Schüler treffen Flüchtlinge’ and ‘Road of Change’ also mentioned time needed for project involvement as a challenge they face, which also affects volunteer retention.

High workloads

- High staff turn-over impacts on social workers.
 - High staff turnover because of stress or working conditions means there is usually a shortage: *“Sometimes it’s good, lucky, when there are two of us because it takes a massive load off me”* (Fergus, social worker, UK).
- Workload distracts from their commitment to immediate support for the refugees. Describing what typically happens after one of his individual meetings with a young refugee, *“They then leave the drop in and I continue to work on that case. Unfortunately not always straightaway because often someone else comes along straight after so I take notes and carry on in the morning. But that can be problematic when you’ve got young people turning up first thing in the morning. That’s why we try to keep the strict boundary of time limit but sometimes that doesn’t work”* (Fergus, social worker, UK).

Target audience-related challenges: Diversity issues

- Reaching out to young people with refugee/asylum seeker background can be difficult, even with social media.
Kulturbuddys explained that they make contact with their target participants via flyers and sometimes get in touch directly. Their main communication though is via Facebook – their Facebook group has 360 members. They send out information on events via Facebook and email. Though the events aren't weekly (usually every second Saturday), they are announced at least two weeks in advance. Participants are asked to sign up so there is an idea of how many are coming. However, some may not be on Facebook or have email so they cannot reach those.
- Political discussions can stop people coming to activities.
“Another thing is when you are working with them and discussing sensitive topics such as the political situation in Syria. We had the problem that a lot of people were promoting Assad but we didn't want that on our course – we want a diversity of opinion so didn't know how to handle it. [...] the people didn't come any more but after that we really thought about how to deal with something like that because people left their country because of Assad's army and the politics of Assad and then you're in Germany and some people are promoting him. So this was a big issue. [...] so we said next time we clearly say this can't be discussed. We are a university and have to discuss many opinions but this is something we don't want in our project” (Stella, project co-founder, Germany).
- Where the aim is to bring new arrivals together with locals, it can be challenging to offer activities that interest local young people.
For Kulturbuddys, the challenge is to attract those with a German background. Organising events that are really attractive to everyone is the biggest challenge. Even when young people are interested, they may not turn up because there are other activities available. Meeting and dining or cooking together is usually successful. They cannot organise big events because of a shortage of money.

Target audience-related challenges: Gender issues

- Reaching out to women/girls with refugee background to take part in activities is one of the main problems.
“...our project team is mostly women or girls but the people participating are mostly men, which is no problem for us but we also like to reach out to women; and there are some so it's not only men, but we'd love to reach out more to give them the same experience, getting to know other women of their age with no refugee background who could help them. We are creating women-only projects – a safe space for them – it's working out. [...]

We started to do the course in the evening but there are still so many more men attend our courses” (Stella, project co-founder, Germany).

Organisation-related challenges: Challenges with helping migrants find housing and schooling

- There is a general shortage of affordable housing for refugees and asylum seekers.
“Housing is the biggest issue for all organisations working in this area. If we have a meeting of 30, they will all comment on housing issues. There are also lots of regulations – even if they were willing to live in one room, they aren't allowed to if they are supported by the state” (Prisod, Berlin).
- The problem is even greater when looking to accommodate families.
According to Prisod (Berlin), accommodation centres offer a valuable service, but it is easier to accommodate single people as most are in dormitories (the building is a former hospital). These can be adaptable and pleasant for people but for families it is hard as it is not always possible to find one room for one family.
- Shortage of school places in some areas.
Prisod (Berlin) pointed out that generally schools are full so it is difficult to get places, though it is easier in some areas than others (it was easier in their particular area). In some municipalities there are children who have been out of school for 3 months.

Organisation-related challenges: Dealing with management and regulatory challenges

- Getting legal status is important.
“Legal status is important – to encourage refugee shelters to work with us they need to see we are properly established” (Schüler treffen Flüchtlinge, Berlin).
- Legal requirements can cause tensions and frustrations.
“We have been trying to get OISC (Office of Immigration) registration for ages but in practice the way we get round not being able to give immigration advice is that I have a good connection with the local law clinic and they help – I ring them up and they give me advice – if I feel out of my depth. [...] I think I'm being responsible in what I do – you can get round it, like you're not giving advice if you're just literally passing on what someone qualified is saying, because it's him giving the immigration advice” (Fergus, social worker, UK).

- Excessive bureaucracy.
Prisod (Berlin) informed us that they have to fill all the rooms in their accommodation centre. When someone leaves they have to inform the Senat (local authority) or they lose money. They are also under contract to report to Senat twice a day. Once a week they have to pass on statistics – number of occupants, number of children, number going to school etc.
- Lack of systems for project evaluation.
 - Evaluation of the project was identified as one of the main challenges in various instances. Members of Schüler treffen Flüchtlinge, a group based in Berlin, for instance, mentioned that they had found it difficult to find a way of defining effective criteria that would help them measure success. So far they had relied on the number of people they reach online and surveys they conduct to document the number of friendships that have been established. They mentioned that they “use ‘staying in touch’ as the main evaluation criterion” and “an 8-page survey for ‘Action Future’”, one of their key projects. Other ways of measuring their success include a pictorial record of their history as well as the prizes they have won. However, they express that the lack of a systematic way of measuring the success of their projects is a concern.
 - Sometimes the lack of a system for providing a service adds to the difficulties of finding a way of measuring the effectiveness of the services provided. Aleksandra (UK) commented that “it’s difficult to have a system and that’s why it should be run on a drop-in basis; instead of a system, it’s actually more trial and error” and this obviously makes the success of the service difficult to measure.
 - This was echoed by Marie (Belgium) when she was talking about Road of Change and how she could understand the longer-term impact of the activities: “For me the big challenge is that the first group had a lot of experiences, but it can’t just stop after that. What is the impact? What happens after? It needs to be more long term. That for me is the big challenge. There is an impact, but I can’t measure it. It is for me to collect data beforehand and to collect data afterwards and to see what is the impact. I want to collect the info and to collect proof what has changed their own minds, and what has changed their environment. But I don’t know what the influence is in the bigger area.”
- The reality that many of the above multiple challenges are faced when developing a project and the benefits of avoiding them by considering them in advance.

This was brought home when we learnt about and discussed the multiple challenges faced by IntegRADsion, the Austrian bike project, during the training week in Croatia and it is typical of most interventions and projects. In no

particular order, the challenges faced by IntegRADsion were:

- They started by giving bikes but then realised they needed legal advice so now they need to seek that;
- They didn’t have a clear vision of what they want to achieve – first the focus was on bikes but then they wanted to offer additional support – can be a problem but also a strength, provided it is reflected on and emerges over time;
- The implications of a lack of structure in the organisation led them to realise that they needed to have thought this through from the start;
- The need for financial support to be able to do what they had planned;
- They needed to make sure that they recruited the right volunteers: they realised that you can’t just recruit all of them, as they may not be volunteering for the ‘right reasons’; knowing what you want from them and having conversations is important. An example of this was the challenge of dealing with many Austrian volunteers who want to ‘clean their soul’ and finding ways of ensuring that the volunteers have realistic expectations of what they can do;
- They had no way of knowing how to analyse the impact of what they are doing, because they didn’t measure it in any way. They didn’t gather any feedback from participants etc and this is a limitation when wanting to publicise your work and get support and funding;
- They should have thought more carefully about the name and identity of their organisation and how appropriate it is: this was called IntegRADsion, yet they appeared to be critical of the everyday understanding of the concept of integration.

Organisation-related challenges: Funding and sponsorship challenges

- Accessing funding is always a challenge, but particularly when you are young.
 - Getting funds to support projects, especially at the beginning, was mentioned as a big challenge by several of the groups. For instance, ‘Schüler treffen Flüchtlinge’ mentioned that it was difficult for them “being young and inexperienced” to find people who would trust their projects and be willing to invest in them. However, once they became known for their projects and their successful stories, which they used as part of their credentials, they started to be financially supported by a number of individuals, organisations and the local government. Gina added to this: “When we started Schüler treffen Flüchtlinge three years ago I was one of the founders and I was 15 so a main problem was getting funds and sponsorships from companies – older people should we say. Also because we didn’t have a real structure then and had one or two projects so couldn’t give them something and we were very young so people didn’t trust us handling money. Once we got a structure and had projects it worked out. We don’t

have a problem with it anymore even though we are still very young”.

- Change in funding policies can also be an external threat that groups need to deal with. “refugees {code}”, for example, had to change the target audience of their courses (and indeed their name)and and open them up to all unemployed people, refugees and non-refugees, to keep the government funding they were receiving.
 - In other cases, funding is granted on a number of conditions that the projects have to meet. For instance, ‘City walks’ received initial funding on condition that the project provided opportunities for mentoring and training.
- If the project involves bringing together groups of people, it can be difficult to find free premises.

As part of his job, Mehmet (Belgium) supports other groups in setting up activities or organisations: *“You have a foundation that wanted to organize Arabic language lessons for their children - with two different age groups. This is completely the idea of the community. They notice that their children are losing something because many are struggling with Arabic and for many parents this feels like their children are losing a part of their culture. We have one building available. And when the children would get language lessons the parents would also be in the building learning things about different Belgian institutions - about health, mental wellbeing, education. All kind of themes would be organized. This foundation doesn’t exist that long yet. The problem is we had to ask permission to use the building. And normally we always get permission and it is always free for every foundation. And all of a sudden it wasn’t free, with the reason that there would be children in the building. So I think just because it is something new, and on a bigger scale than normal and logistic wise it would be a little different, they refuse to let them use the building for free. And I think this is so bad, because this project is really bottom up and would be so well”.*

2. Perspectives

This section reports on the perspectives of a range of actors encountered in the Home away from Home project. These include: project initiators and organisers, volunteers, participants in project activities, social workers and other professionals, and managers of official organisations. In all cases, these categories include people with a range of backgrounds, including refugee, asylum seeker, and migrant background. In many cases, the individuals who have shared their perspectives see themselves as spanning a range of roles, e.g. people who have worked or are still working as social workers but who have been involved in volunteering themselves; volunteers who have initiated their own projects whilst also volunteering for other organisations; those who have been participants in project activities, but who have started to volunteer and/or work as social workers etc. It is therefore impossible to represent the views of the different categories separately as they have mostly gained their experience and therefore developed their perspectives in a range of roles.

3.1. Perspectives on volunteering and other work with refugees, asylum seekers and migrants

Throughout the research in Home away from Home, there have been references to the challenge of finding not only volunteers, but the ‘right kind of volunteer’. Understanding why people become volunteers can provide insights into how organisations and projects might motivate and recruit them when they need them. This section therefore explores some of the participants’ motivations for working with refugees and others with a recent migration background, which is supplemented with some short narratives describing the trajectory of becoming a volunteer. It also describes how they maintain their motivation throughout their experiences, and the kind of knowledge, skills, attitudes and experiences that make a ‘good’ volunteer. The data reveal inspirational people with strong values and a determination to make a positive difference.

3.1.1. Motivations for volunteering to support refugees

- Living close to refugees and asylum seekers can provide the initial and on-going motivation.

“I grew up in Kent and there were unaccompanied minors in my school then I volunteered with a small project in Canterbury – like a befriending scheme for unaccompanied minors. I ended up going to Calais when I was 19 and saw what was going on. I came back to UK, disappointed with the politics of going to Calais and how many people would use it as a thing like ‘I’ve been to Calais’ and use it – annoyed me. I’m not a fan of charity stuff. I felt like it really was people ignoring the fact that we have destitute asylum seekers/ migrants living here but they want to go there. But there is also an issue here for the people who arrive. So I started volunteering; I was living in Tottenham so I worked with the Haringey Migrant Support Centre. I was volunteering there and the coordinator’s husband was a builder and I did some building work with him for money. Got on well with the coordinator and ended up volunteering as much as I could. I got really involved. For 2-3 years or so. Advocacy work such as accompanying people to social services, police stations etc. I then saw the Kent job and was sick of not being able to afford to live” (Fergus, UK).
- Family values and personal experiences.

“Not sure how I thought about it first time. I was raised in a family where I was taught that I should also help people who were vulnerable. Then revolution started and when people started coming to my city I felt obligated – I started volunteering at 16. Then in the UK, I felt that same obligation” (Ryad, UK).
- Personal motivation - wanting to give back.

One participant had spent 12 years as a lawyer but wanted to do something else that made a difference to people. He had been vulnerable as a child (because of family problems) and wanted to give back. In his outreach work, he doesn’t just limit himself to staying in one location, but travels to visit people in other locations, arguing the need to follow the people and not focus just on the neighbourhood, because people move around and need some sense of continuity. His main focus is on creating social networks for newcomers and building their confidence.
- Having a refugee background provides motivation to support others, but also volunteering can be an opportunity to have a voice, even if it can be a challenge to talk about the past.
 - *“It’s maybe different in Croatia because I grew up in war times. I was born in another*

country and then we had civil war so I think my perspective is different from those in Belgium or Germany. I don’t know honestly. Most of my friends were refugees or grew up in wartime, which is even worse – they haven’t been anywhere but they have PTSD – it’s normal in our area. [...] I’m sure a migrant background or war childhood background is important in this job or just experiencing being in a minority background. When people have experienced some kind of oppression I’m sure they are drawn” (P, Croatia).

- *“The idea of me joining the project: it was an opportunity to express myself. Many refugees don’t know how to find a place to share their stories and backgrounds with others. And this project was the only way I could do that. Of course there are many challenges for refugees in many ways. I can say that even though the project was really great and helped me with my culture, with my history, with my community, it helped me to remember back home and all those people and places, and through the workshop to try to reorganize the stories and put them in different themes. But sometimes it was very emotional. If I am trying to start a new life from scratch, why would I want to remember about Iraq or my country. That was a challenge for me from the beginning. I support myself. Not having a good job, I needed more time for myself, so I gave time to this project happily and I am not regretting. But at times it was a challenge”* (Rawand, UK).
- Bottom-up activism: “The first thing that crosses my mind is that feeling of injustice and the need to do something”.
 - These were the words of Lana, from Croatia, as the starting point to her story. She went on to expand: *“My start was more optimistic – summer 2015 when I was reading an article about migration so-called ‘flow’ to Croatia – it said something like ‘we’re all people’, but sorry...I was frustrated. One girl was organising a collection for humanitarian aid for people on the borders so I joined them. After that I started other things e.g. organising projects/actions against the EU-Turkey deal and a march for refugee rights and safe passage etc. That was my motivation for applying for the Centre for Peace Studies. Then I went on a camp in Slavonski Brod and things continued more informally than formally. I’m now back and planning to make it more formal so I needed an organisation”* (Lana, Croatia).
 - Gorana and Kata (Croatia): *“It’s just happening so we have to deal with this right now – so we are free activists or volunteers from different organisations. For example, I got a call yesterday evening because the refugees in Bihać in Bosnia are just stuck there and don’t have food, blankets. So I got a call and Jesuits and feminists from Rijeka are collecting stuff for them.”* *“Yes, when there is an emergency people come together but it is a self-initiative and they self-organise. There is no umbrella organisation which will take them under their wing. We are people from different NGOs who want to help”.*

organisations, so sought out alternative ways of volunteering. Since leaving Syria, he has volunteered in refugee camps in Greece as a medical interpreter.

Louise's trajectory took her from volunteering into employment in an international development section of a provincial government in Belgium. Before that she worked in a reception centre for minor unaccompanied refugees and in a Time Out project for the same target group. Her decision to work with refugees as a professional was quite spontaneous. She had spent some time volunteering with many groups, including older people and those with disabilities, as well as with an organisation, which organises a range of camps, and decided that she wanted to volunteer in a centre for refugees. Because she was already volunteering with the organisation, she got the posting without the need for an interview, whereas others had to apply formally. Because of this experience, she found it easy to get a job in the Red Cross Centre and after that had enough experience to get other jobs, though people generally did not ask her about the skills she had. She continues to volunteer as a buddy for young refugees as well as for some young Afghani adults in Leuven, helping them with a range of tasks from homework to finding apartments. She also volunteers in a reception centre and is part of a local community network for newcomers.

P (Croatia) has been involved in a wide range of initiatives over the years and is currently a volunteer for the Centre for Peace Studies in Zagreb, where she teaches Croatian, though she in fact participates in many activities. She started out by helping people to seek asylum, taking them to the police station and waiting with them. Later she started her own initiative (Students for Refugees) at her university with a colleague and puts on events and exhibitions and collects donations. She continues to initiate other projects, e.g. a psychosocial support group for people (including herself) who work or volunteer with refugees. They have two certified therapists who volunteer so they have a meeting place to talk about the experiences of working with refugees. In addition she is working on developing what she calls an "inclusion project" with the Technical Museum of Zagreb, where she is planning to create museum workshops mostly for children and young people but also adults. She hopes that this will expand and include training for people. For the National Day of Museums they organised a public event called Nikola Tesla Migrant and invited many researchers, artists, and activists, people who could talk about migration and technology – the aim of the project with the technical museum. She is in fact following a Masters degree in Museology and Heritage Studies. Prior to that, she spent six months in a refugee camp in Dunkirk, which she describes as follows: "I basically lived there, well in the end I tried not living there – luckily I found loads of accommodation not in the camp, but I lived there for three months. I arrived there as an

independent volunteer but took more and more responsibility and in the end was coordinator of the central kitchen."

3.1.3. What makes people continue despite the challenges

- Feelings of success that stay in the memory.
 - "He was a guy from Iraq and we were doing a zero budget project and he was a participant. He was so happy that day and after. He was smiling and said for the first time since he came to Croatia he wasn't thinking about Iraq or his situation. For the first time he felt like a normal person in Croatia, hanging around and making fun of himself and others" (Lana, Croatia).
 - "It was a boy I was buddying for. He'd been sent away from centres six times in Belgium because they said it wasn't working any more, he was not living by the rules. Then at 18 he had to live alone and I became his buddy. I put in a lot of effort and he said 'thanks to you I will be number 1 in Belgium but you can be my boss'. That stayed in my heart (Louise, Belgium).
 - "I guess working with a young person who got basically deported but then returned because it was an unlawful deportation. That set off a challenge to Amber Rudd's (UK Home Secretary at the time) policy and was quite a big case in the press. But it was because we were working through this process and people were contacting me – media, solicitors etc – and then knowing that he had been removed and lots of risky stuff that happened to him in that short period. And then when he returned...I just remember saying I hope I see him again walking around town some day – and now he's back and he comes boxing with me. He's still waiting for an outcome but he's back in the UK" (Fergus, UK).
- A strong sense of personal growth through engaging in these activities.
 - "I didn't have many expectations. But after a week I was a very different person. Could put things into perspective. I was interested in doing more and this took me by surprise. It changed me" (Louise, Belgium).
 - "After I started, my life is still changing. Reading anarchist articles because I don't know what to think about EU or anything. Since 2015 – big overturn" (Lana, Croatia).
 - "Really different volunteering and working – As a volunteer I was studying Sociology and had a strong opinion and was a bit activist. Then I started to work in 2015 – refugees became a hot topic – and I lost my opinion, it was so difficult. Having an opinion didn't work any more. I just needed to help these people but wasn't choosing. It changed me. Now I realise that working with the government and seeing that things don't always work, I'm getting my opinion back" (Gerda, Belgium).
 - "It changes your view of what is going on. If you're reading about numbers, it is still

abstract – but when you see them in the field...any previous prejudice, opinions will be...” (Ryad, UK).

- Feeling valued in an organisation – especially when it is non-hierarchical.
 - *“When I was volunteering I had a feeling of responsibility but in a positive way. For the organisation, the people I’m working with and the people we are working for. Most important is to have a friendly atmosphere – feeling that I’m appreciated, we are equal, no hierarchy. Then we can talk about everything. Not like having another boss” (Lana, Croatia).*

3.1.4. What makes a ‘good’ volunteer?

- Commitment is crucial.
 - “A problem in our team is it is all voluntary – they all have different tasks but it’s up to them how much time they spend on their tasks. Those who take it seriously spend a lot of time on it. But then there are others who are interested but then see it’s a lot of work so lose their motivation but don’t tell us. You really rely on them but they just disappear. So sometimes you just have to do it by yourself to avoid that or find people you can trust” (Helen, Germany).*
- Motivation is key.
 - “I would want them to be motivated because you need that when doing intense stuff. I’m still a university student and some just want to add it to their CV and aren’t really motivated. They can do it well or give up. Also have as few prejudices as possible. Understand the task and what it might be like. And don’t give up half way through. Motivation needs to be there” (Ryad, UK).*
- Empathy, compassion and a sense of humanity.
 - *“First thing I thought of was a girl working for Red Cross in Slavonski Brod – she was working not volunteering – but her behaviour was terrifying, the way they were treating people. Why work in this job if you have that kind of opinion? You need a sense for people, sensibility. Not right or left. That sense of humanity” (Lana, Croatia).*
 - *“I put myself in other people’s shoes. Whether refugees or volunteers that are struggling or people running the place, I try to see it from their perspective and find how I can modify things so they work out for them. I sometimes ask to take a moment so I can think about it. Find something that doesn’t necessarily always work or is the best option, but works for them” (Ryad, UK).*
- An active sense for social justice.

“I also feel a social responsibility – activator, innovator. I like justice – don’t like people being excluded, so when I come in a room and see people are starting to build walls in conversation or with bodies or having discussion and some people are taking up all the space, I’m going to fight for the people not represented because I don’t feel comfortable. Also – I’m very flexible. I don’t like authority so when I come anywhere – I’m also very critical – I’ll probably see what is wrong and will try to see with the people there how we can fix it. Especially if I think something can be done. I see potential everywhere and I don’t like big things such as injustice, racism – I see it on all levels. When I see it on a small level I feel I can do something – sometimes I don’t because I have myself. It’s simple things like asking people to make a circle but some people don’t have the courage to say. Maybe my character is extroverted but introverted! I have to say things out loud or I’ll go crazy. I’m not afraid to ask – “could you help with this, we want to learn from you etc” (P, Croatia).

- Flexibility and realistic expectations.
 - *“In the Red Cross refugee centre I coordinated volunteers and 200 turned up and we only had 60 people living there. It was good to see so many but you have to find people who...if they come with set expectations they get disappointed and don’t turn up next day. You have to be ready to change your plans every second” (Gerda, Belgium).*
 - *“We have a specific situation in my centre. We have an overload of volunteers – we’re next to Antwerp and refugees are a popular topic. So we have a system in our centre – because we get a lot of calls/emails – and decided not to work with these people because their expectations are a bit difficult sometimes if they just want to talk. The people in our centre didn’t like this kind of volunteering when people just come to talk. Feels like a zoo – tourism to see the situation” (Gitta, Belgium).*
 - Competence.
 - “competent in the task – a lot of people have skills” (Ryad, UK).*
- Respect for young people, including social workers, refugees etc.
 - “I stay out of it because I was coordinating volunteers and I hated it – partly because of who the volunteers were in Kent and I felt patronised. Sadly the way we recruited attracted older conservatives – maybe just liberal but middle class liberal – who I felt had a patronising attitude towards refugees. There were also others who were...the relationship between me and them was strange – I felt they didn’t take me seriously” (Fergus, UK).*
- The value of having a refugee/asylum seeker/migrant background.
 - *‘It came up in the session when someone said “we don’t need more Austrians trying to cleanse their soul”. It’s that kind of thing, a sort of white man’s burden. What I loved about [my previous place in Haringey] is that it worked with migrants but reflected the*

local need – mainly West African families, single parent families, and homeless East Europeans - and that's not sexy, not a sexy thing to tell your friends. Addiction problems as well. Working with child refugees is always 'great'. Interesting – the people who volunteered in Haringey – I had a lot of faith in them” (Fergus, UK).

- P reflects on her own experience of wartime and ethnic conflict in Croatia, when many people were displaced: *“I don't think - if I meet people who had been through the same, they aren't outspoken about it. In this work I don't ask people about their background – it's so intrusive as people are always asked about their backgrounds. I don't want to be the person who asks that. I just want to go to a bar, to a nice place, or take them to a party. I don't want this to be the topic. I wouldn't like it. I was an economic migrant in Ireland and liked it because I never experienced someone telling me to go home. But I didn't like being constantly asked where I'm from and would start lying and say 'I'm from Finland'. When they were nodding I thought it didn't even matter. I'm more than that” (P, Croatia).*
- The founder of From Syria with Love was an example of an achievement that was only possible because of her own Syrian heritage. After being in Belgium for four years, she began to set up her project. Her aim was to empower others and she focused on Syrians because she is from there and knows their background and character e.g. that women are strong and resilient. Being entrepreneurial, she identified a gap: she had seen food projects in the US and Toronto but not in Belgium and she also didn't see much food from the Levant, even though there was a lot of Moroccan food. The thought of food and women made her focus on housewives who don't have much opportunity to integrate but know how to cook. This changed the lives of the chefs and raised their self-esteem as seen in the way in which they speak to their husbands etc. It was felt that only she could have achieved this, because of her understanding of the culture.
- Speaking another language and being independent.
“But what is useful is if they know another language it's incredible – best volunteers - if you can get someone like that. Or someone who doesn't need too much and where you can say just do that and if they have a problem they'll come back to you” (Fergus, UK).

3.2. Perspectives on the needs of the refugees, asylum seekers and migrants

It is clear that anyone wishing to set up a project needs to take into account the needs of refugees, asylum seekers and migrants when deciding on its focus. This was a strong message from established organisations and also emerged in reflections on why some projects had been less successful. Information on the many needs of the

newcomers was plentiful and is reflected in this selection of contributions from a number of our participants. Some of these are broad-ranging needs that need complex responses, whereas others are specific.

- Empowerment so their voices can be heard.
 - *“One of the youth workers said that it is most important but challenging to let the youth be the voice of themselves. Often the youth workers represent them and their voice in different policy levels. To enable them to talk for themselves is a challenge” (Martin, Niemo, Belgium).*
 - *“And I think it is most important that the target group is involved in the creating of the project. And to give them the idea that their input is valuable. So do something WITH the community not FOR the community. It is such a big difference when they know they have a responsibility. So work more from bottom up. This way you will also learn much quicker what the real needs and problems are” (Mehmet, Belgium).*
 - *“This is important but a constant dilemma – if you think of what a project should include – especially if you have a big group it's a problem if you're missing these voices. The idea of the project often starts without refugees, but once they start there is maybe a need for a needs analysis. Refugees should be there I feel, but they might have other problems and don't want this. There are some from a refugee background who have studied here and who have started things and can be involved” (Lilly, Germany).*
- Relationship of trust.
 - *“Invest TIME. We should change the mindset of those who give funding and of politicians. Easy and quick results are not possible - you need to work at confidence and building up relationships” (Martin, Niemo, Belgium).*
 - *“Individual case management, based on trust/confidence and listening. They don't want to be paternalized ('we know what you need, what is good for you'). The young people should approach them when they need help, but it is important to show that you are always available” (Martin, Niemo).*
- Safe space.
 - Group activities such as sports are important, but also cultural activities and giving the opportunity to practise Dutch. These are to build a safe space and an identity. (Martin, Niemo, Belgium)
 - The importance of providing special activities for newcomers whom they don't reach that easily was mentioned, such as swimming for girls only (requested by the girls who explicitly wanted a space without boys, including their brothers) or cricket for Afghani boys, since these can be heard to reach. (Martin, Niemo, Belgium).

- **Holistic approaches.**
There is also a strong need related to family reunification of those who received refugee status. There is a need to socialize the mothers, e.g. for this Niemo created toy libraries in different places of city, where mothers can go to borrow toys, but it is also a way to bring them in contact with other mothers so they can share experiences. They also get in contact with employees of Jong, who can answer their questions. This can be called a holistic approach. Support is need for all and not only the children (Martin, Niemo, Belgium).
- **Role models.**
Young migrants, asylum seekers and refugees need role models from their own communities. This shows the young people what they can achieve, that they can get a good job (Martin, Niemo, Belgium).
- **Social networks.**
“We think it is important to bring Afghan people who live in Belgium together, so they are not isolated and they can build a stronger social network” (Voice of Afghan, Belgium).
- **Needs relating to their desire to support themselves through setting up their own foundations.**
Mehmet (Belgium) supports communities with migrant backgrounds to set up organisations for themselves and therefore has considerable insight into their diverse needs: *“They come to us with questions that we can’t deal with, such as questions about wellbeing or psycho-social support, health, asylum procedures. In practice with refugees there is also a lack of logistical things - for example drivers. They don’t have people who can drive them to the activities. That makes it difficult because they need a drivers license, but attaining a drivers license is very difficult. So also very practical things are missing. Other example for this group is working with PowerPoint. The knowledge isn’t there yet. Or on leading a meeting. When I am not there and they have a meeting it can get out of hand. Also a lot of foundations with foreigners are not acquainted with the Belgian models of the ‘middenveld’ [a Flemish concept referring to civil society and all of its constituencies] or even the model of a foundation. This knowledge really comes in handy when they want to participate in meetings outside of their own foundations such as meetings of integration councils of local community or local cultural councils.”*
- **Some of their needs are quite basic and stem from being in a different cultural environment – these need sensitive communication.**
There are different hygiene issues, such as the different nature of toilets and the lack of a water hose. This can be a challenge to communicate so it is helpful to ask

someone from the same community to explain it (Mehmet, Belgium).

- **Diversity and multiplicity of needs means that it is impossible to generalise.**
Prisod (Berlin) provided a clear insight into the diversity of refugees’ and asylum seekers’ needs as they emerge during their stay in the accommodation centre. It also confirmed that in virtually all cases they had multiple needs. These ranged from education needs (schools/nurseries) to health and legal issues. Legal issues might start with dealing with situations such as when they are caught riding on public transport without a ticket (sometimes unintentionally as they do not know the system), but can scale up to more serious matters. Though they do not provide advice on the asylum process, which is much needed by asylum seekers but which is regulated, they do help them to prepare for the necessary interviews that are part of that process. They also need to learn what to do when their status has gone through and they are able to become officially unemployed - how to use job centres, fill in all the forms, for example. Some of their needs can be met by professional services working pro-bono, but they usually need an intermediary to facilitate communication with them. There is so much information they need to know. Therefore Prisod has produced information sheets on what they need to know and do and when and where they need to go, partly to encourage self-help and to cut down on the volume of support; however, they still usually need additional individual support to see their way through the bureaucracy. They also have language needs: some are unable to communicate at all in German or English; some have a sufficient level of proficiency in those languages to enable them to communicate on a day-to-day basis, but still need support with specialist legal documents, for example. Prisod therefore works with translation offices including the Gemeindedolmetscherdienst (the official local translation service which is linked to the Senate) in order to help them access that support. Once a week the translators, including specialist translators, in a range of languages come to the accommodation centre and the people staying there can get help on the spot. Many need to develop their language knowledge and skills in order to get into the workforce.
- **Health needs were referred to frequently.**
Prisod (Berlin) was particularly concerned by the medical needs of the people staying with them. They stated that the shortage of doctors meant that many organisations were offering support for those with psychological problems, even though they weren’t necessarily doctors.
- **Educational needs are crucial in order to enable access to employment – but again these needs cannot be generalised as they vary considerably amongst different populations.**

Franziska (Jobs4Refugees, Berlin) had considerable experience of the educational needs of the people she was helping to find jobs or work placements, as it was difficult to do anything for those less educated. A key point was that it is important to acknowledge their existing educational levels and its implications for how to train them, including with the German language. In many cases it is possible to build on and adapt what they have already learnt. We cannot, however, generalise about educational needs. Many refugees from, for example, Afghanistan have not been in school at all and have poor or no levels of literacy and numeracy. Syrians tend to be well educated, as are Iraqis if they were living close to Baghdad and had enough money to send their children to the American school. This was echoed in the variations in numbers who have been to university – Iran and Syria were indeed comparable to Germany. Iraq, Afghan and Eritrea tended to be low. Education was particularly needed given qualification inflation; for example, those working in Early Childhood Education now need a degree. Education has become increasingly academic.

- Practical support.
 - “Knowledge about the Flemish youth landscape. What is there already? What are the possibilities? What kind of youth movements can I join? What is free time? How can I spend my free time?” (Startanimatoren, Belgium).
 - When refugee, asylum seeker and other communities of a migrant background want to start a project they need a lot of support in getting to know the civil society actors. They also need practical support on things like how to run a meeting, what an organisation looks like (chief, secretary, etc.) (Mehmet, Belgium)
 - When they want to organize an activity for which they need transport, they will need drivers. Getting a drivers license is very difficult if you don't speak the language. (Mehmet, Belgium)
 - Practical support as in knowing what their rights are, or preparing for their asylum procedure, writing a CV, finding work, but also repatriation of a deceased family member (it is very diverse) (Voice of Afghan, Belgium).
- The newcomers also need activities to help them to relax. A meeting with professionals who run another accommodation centre in a different, less affluent, part of Berlin mentioned that, once the newcomers had settled in, they were invited to say what they need from a range of possibilities and often this included activities such as gardening, handcrafts, German practice

etc.

3.3. Perspectives on having people of refugee, asylum seeker and migrant background involved in organising projects

Another way in which needs can be met is by involving refugees, asylum seekers and migrants themselves in organising projects or organisations or in setting up their own. This is largely seen as very beneficial, though it can also bring challenges when the target groups are mixed, so strategies for dealing with this need to be thought through.

- A diverse group is necessary to enable people to understand issues from different perspectives. Eva (Austria) described the value of having diverse groups, but also acknowledged the challenges: “The group was half or two-thirds Austrian and the rest were from a refugee background. It was absolutely necessary because sometimes we as white people didn't understand the issues.”
- It is easier to identify the real needs of young refugees, asylum seekers or migrants when they are involved themselves in the organisation/project. “I agree it is necessary to have a diverse group leading. So everyone's interests combine. It's important to have those with a refugee background - they know better what other people their age of refugee background want as projects. So the team and those we want to reach out to are mostly the same age. We only focus on young people so it's important to be not too old. But there's still an age range – we're not all 19” (Helen, Berlin).
- Having a diverse group involved in organising projects provides role models for young refugees, asylum seekers and migrants. “I think ideally lots of different people – diversity within the group is really important. Especially with young people – helps show they can trust different adult figures, ages, backgrounds, race, everything. If you have difference it normalises people being nice, helpful” (Fergus, UK).
- You can get refugees, asylum seekers and migrants interested in acting as multipliers in order to reach out to more people. Stella (Germany): “We didn't have training for ourselves but thought about how we could spread knowledge amongst refugees so we had ‘Multiplikatoren’ (multipliers). We asked them in the beginning who was interested in spreading knowledge and then later too and built up small groups about how they can spread things round their own communities – do discussions on sensitive topics such as sexuality, virginity. It's important to have Syrian or Afghan multipliers speaking about what they have learnt. Otherwise nothing would

happen with the knowledge.” Lilly (Germany): “Multipliers is a good idea. How did you approach it? Did you get them to think about how they wanted to spread?” Stella: “We had some ideas - because if you just ask people how they want to do it they may not know - but we had some ideas. If we do an event then we can go on with the topic – such as asking them what they can do with the knowledge. We did different things such as how you can take this home or how you can find people who want to discuss it with you or do something with you or go find another organisation.”

- The great value in supporting refugees, asylum seekers and migrants to set up their own projects.
Stella (Germany): “Sometimes they wanted to do a project by themselves and we would say yes we’ll help. You can help them to have own ideas and they’ll set it up. This happens a lot. They have a lot of ideas and say now we see how you can do that. Because we are also students and they say ‘ok if students can do that and with help of a professor and we can also do it by ourselves’” (Lilly, Germany): “That’s brilliant. So one of the things in your project is really working well – if you share the skills set, they have the capacity to do something on their own.”
- In some contexts (such as Belgium) there is support for refugee-led associations, including some funding, and this provides real insights into not only their needs but also the number of such associations and how successful they can be.
Mehmet (Belgium) talks about his role in the organisation where he works, which is primarily working with refugee-led organisations: “In my organisation there are good and bad parts. It’s good that there are 356 associations connected to us and I have to give advice to 38 of them and support them – a lot – I have good contacts with refugees in my organisation – they all give the refugee organisations to me – I always feel I have to give more advice and support to them because they don’t have self-care organisations in their own country because there it’s normal to have solidarity between humans, between citizens. It asks a lot of my time and support and makes it difficult for me because I have to find a balance.” When asked what he meant by ‘back home’ he replied: “Like in Iraq or Afghanistan they say that what you are doing here is normal for us. We don’t have it organised officially like here – in Belgium you have to have a secretary etc – you just ask your neighbour and they will help. Belgium is an individualistic society so not the same bonds. [...] But I also see they have lots of good initiatives and my organisation gives them 400 Euros a year to organise their work. It’s not much but they can start to do an event or get extra money. Next to that if they need a big place for an activity, a conference, we do that and provide electronic equipment, such as music installation, laptop, a beamer, so that’s a big support. But sometimes I think if you see the mission and vision, it’s good on paper but in reality it’s not always the same. There are self-care organisations of refugees who want to do Dutch or Arabic classes for their children,

because they say they are forgetting the language – and at the same time the parents can also come and meet organisations such as Mutuality...like political organisations...a lawyer, so parents would get informed and children too. This was an idea from one of my associations and it came from them and they have lots of interest and reach – one has 200 people and other has 1500 Afghans that they reach in Belgium. So my organisation should invest more in that kind of organisation as it comes from themselves...”

- There can be inter-group challenges too when you bring people together from different backgrounds.
Peter (Germany, talking about the children in the refugee shelter for minors where he works): “We see challenges of racism, homophobia, antisemitism in the group itself and in the shelter. My centre is very diverse. There are other shelters with groups only for kids under six and one for teenage girls, and another with only refugees. We are really diverse though - we don’t only take refugees or Germans with the same religion, but from really diverse backgrounds. We face the problem that we have racism between Afghans and Guineans and between Germans and refugees – even though it’s more of a structural racism, so not calling each other Nazis or using racist terms, more about discriminating each other in subtle way. That’s one of our main problems.”



3.4. Challenges of working as a volunteer or professional in this field

Our participants raised a number of challenges they faced in their professional or volunteering experiences. Health and well-being was one of the most frequently discussed problems they faced, though there were other challenges related to personal and interpersonal issues, such as the need to feel valued and supported, gender- and age-related issues, and issues with dealing with particular relationships.

3.4.1. Health, well-being and safety issues

- Burnout caused by the shortage of volunteers and other workers, by the sheer scale and difficulty of the work, or frustration that they are doing what should be funded and delivered by the government – sometimes they seek counselling support, but others, for some reason (accessibility, stigmatisation of undergoing counselling etc) don't undergo it.
 - When asked how he feels as a volunteer, Ryad's (UK) immediate response was: *“Overstretched. Not enough in the world. A lot don't feel as strongly that volunteering is important. A lot of people burn out – it's not sustainable. There's been no organisation I've worked with or volunteered with that wasn't in dire and constant need of more hands.”*
 - Eva described her experiences of volunteering in a transit camp in Austria: *“The main problem was we didn't understand what we did as political. We did everything that should have been done by institutions and funded people and professionals who don't go into burnout. In the end we did that and tried to build political pressure and reach out to media and try different strategies but this was the main problem. We didn't have enough volunteers at times – I was running both camps for various nights. We had problems with the police. 4000 men in one hall causes tension and the police came in and escalated the situation. I was the one calming them down. We had drug problems too.”* Stella (Belgium): *“Were you living in the camp 24 hours per day?”* Eva: *“Sometimes. At the beginning it was quite ok. It was a transit camp – people were coming showering and maybe staying for one night before going on to Germany. That was fine – the structure was OK for that. Sleeping one night in the sports hall isn't nice but was bearable. There were two sports halls – one for families and women and one for men. But staying there for weeks – some stayed there 10-11 weeks – is unbearable - no privacy, minimum sanitary things. Of course there were tensions that were often directed towards us. Of course we tried to make it clear that as volunteers we were trying our best, but obviously we were the first ones to complain to – protests, indirectly going on against us. We could 100% understand the*

protests that were happening but couldn't make sense of it and couldn't find a way of being in solidarity with them and then directed to situations that...were.... Actually – I could go on and on but maybe I shouldn't.”

- P (Croatia) described similar circumstances: *“They still need help and they don't receive what they should by law – for example, Croatian language. So we do that but then we don't have capacity to do the other stuff [...]. I believe that those who are working or used to work with these are burnt-out. I had a therapist – from Médecins du Monde – when I came back from France I requested it. I was actively seeking psychosocial support after six months in a refugee camp. My therapist told me that volunteers don't want to talk to you because it's already too late and the damage is done and they don't want support. [...] So people became unhealthy for each other and couldn't work together. If you're not a good group you won't attract people. I'm trying to fill the gaps – not to do as much – I'd prefer to do this full time but I have better chances if I get a Masters.”*
- *“I think that because it is mainly the two of us, that means that there is quite a lot of pressure on the both of us. Not because there is a lot of stuff to do only, but emotionally”* (Emily, UK).
- A sense of commitment and ethical duty means there is also internal pressure causing stress. Describing his job with a small charity, Fergus explained what raises his stress levels: *“Anyone can turn up at any time – even outside 1 till 5 (we had to increase our number of days on this to cope with the demand – it's difficult to turn people in need away). [...] I work with unaccompanied asylum seeking children and former unaccompanied minors – anyone who came as an unaccompanied but I'm not really fussed about who we see. I don't really care really. I have a problem with the technicalities of how you would police who you work with. The only way we could do that would be to stand on the door and ask what's your status and I'm not prepared to do that. It isn't ethical because they are coming in on the assumption that we are going to help them”.*
- Sometimes work is not distributed fairly amongst employees or volunteers because of their own personal circumstances or high level of commitment. *“Often I get foundations that will need advice on wellbeing, because that is my expertise. And now I also often get foundations that are refugee related. We notice this as an organisation, I can connect easy with people and I can give that bit of extra support, that some of the colleagues can't give, that is often needed in working with refugees. But the problem is that this also has an impact on my own wellbeing. This year I have been going too far over my own limits. Because the workload is too high. Not every foundation needs as much support and help as others, but the refugee foundations do need that. The workflow – like many times I have events in the weekends and evenings – also attributes to*

this. I try to keep one day a week for myself. But sometimes there are foundations that need help at the very last minute prior to an event, and then I will support them anyway. I notice that I should take better care of myself. So partly I am responsible for that, but also on an organisational level there should be more attention to that” (Mehmet, Belgium).

- Need to develop a professional attitude to protect yourself and set boundaries.
 - *“For myself, the work structure in general is a problem – 24 hour shifts – it’s hard for social workers and also for minors because they don’t all like all social workers and don’t always trust everyone, so might not be able to tell problems if that person is there.” Interviewer: “How do you deal with that?” “Only so much you can really do. Be as professional as you can. Try to differentiate between personal feelings between certain kids living there and your role as caretaker in this situation” (Peter, Germany).*
 - When asked to find one word for the challenges they experienced, Myna (Belgium) said “responsibilities”. She went on: *“If you don’t have a lot of experience of working, this can hold you back – you may be not that self-confident. It can be difficult for me to set boundaries for myself – but I have to try to be clear about what I can do when talking to people so as to clarify expectations.”*
- Safety was also a theme that arose in relation to this work.
 - This was particularly a concern with Burgerplatform, as this intervention involved taking strangers into your home, which is potentially dangerous for hosts as well as for migrants. The Home away from Home project team discussed this issue and whether it only happens in Belgium and if indeed it is legal. Some concern was expressed that it could be perceived as a form of human trafficking; in Belgium this is only the case if you cross the border or if you involve yourself with money issues, whereas in Austria it is considered as such even within the country. In fact, Burgerplatform is a major project in Belgium and has won an award; there activity is considered to be about solidarity and therefore not punishable. It was surprising, however, that there seemed to be few official procedures on safety, though Burgerplatform does advise people not to help the migrants with financial issues, such as withdrawing money from Western Union instead of them, which is sometimes an urgent need given that the migrants are not allowed to withdraw money since they do not have identity cards.
 - Floris (Belgium) also acknowledged the need to safeguard yourself and others when he explained that the volunteer training he had undergone addressed issues such as the need to avoid touching or to be alone with someone.

3.4.2. Personal and interpersonal challenges

Being valued and supported

- Opportunities to be paid would show the value of volunteering.
 - *“I believe volunteers should be paid, especially in the refugee camps. That’s the thing with the NGO system and being part of a bigger thing – the system doesn’t work. Many don’t want to be paid but that is burnout level 1000. They are loud about it – saying I’m really proud I don’t get paid – but it makes it harder for us because I want to be paid and I can’t live without pay. Especially in Croatia but also in France – the volunteers are the most important people because they work directly with the people” (P, Croatia).*
 - Timo (Belgium) described a state agency (not an NGO), which also works with some volunteers, but only on the reception desk. They didn’t have enough resources to pay someone so they looked for volunteers. Most of the volunteers were not born in Belgium and did a good job, but when the agency found money to pay someone the volunteers didn’t get the jobs because of their language or computer skills.
- Support for volunteers demonstrates that they are valued.
 - For Fergus (UK) training and support were interrelated: he had experienced a lot of support and informal training in Haringey, but in Kent there was more structure but little support/supervision: *“I got a lot of training and support at the Migrant Centre – what I really liked was that they really valued their volunteers. It was pretty much volunteer run – two people were paid three days a week and worked six so we were all volunteers. They took all the responsibility and still put on trainings regularly. Every morning and before and after every session on Monday – drop in day – we had a debrief. Very well thought out. Then in Kent it was more structured.”*
- Supervision sometimes needs to be formalised to support well-being.
 - *“Before the project was given to state institutions we set up a supervision structure because people were physically and mentally incapable of coming any more so we knew we had to change something. This would have been a space to reflect it from the start. We really had no evaluation so some people took psychological therapy afterwards to recover. I met lots of people and talked it through. But it is something we should have paid more attention to earlier” (Eva, Austria).*

- In some contexts, for volunteers, friendly feedback in an informal way is preferred.
 - *“Have to find the balance – informal feedback has value and too much structure would make volunteers feel as if it’s another job or like school and they may lose motivation”* (Louise, Belgium).
 - *“It was a friendly place – didn’t have a feeling of structure”* (Lana, Croatia).
- For social workers support and supervision is sometimes lacking, insensitive or not offered equitably.

When asked what the key challenges of the work were, Fergus (UK) immediately stated: *“Lack of support and recognition from above – in every case”*. Fergus spoke passionately about the need for (appropriate) support and supervision: *“There was no supervision though – that’s why those people left. Nine employed in the organisation – I was covering three people’s jobs. Some weren’t coming in much. No one knew or cared and I was doing 12-hour days working with the kids on my own. That’s when I left. I’d had enough. I wasn’t well supported. They left because of lack of clinical supervision. That was their main demand. So they eventually offered me one-to-one supervision, but not Aleksandra [a colleague]. Not offered to any other staff member, just me. I went on it and found it was restrictive – I had to get the bus to see this person and it was difficult [...] and I didn’t get on with the person. Best thing was group supervision with Aleksandra and for anyone else who wanted to come. Someone from a local charity did it for free. We could work through all our cases and she would just listen. But then she had to stop and then we struggled and after a year we got a new person who the boss has arranged to come to meet us, but it was done badly. She was very pally with the CEO and we met in the office next to the CEO’s and I said it isn’t any good because she’d come in and already stated her ‘side’. She said she didn’t know. But I said that’s the problem – that’s what you don’t get because the issue is we don’t get any managerial support – they had a chat before we met. She took it on board and said it was confidential.”*

3.4.3. Gender- and LGBT+-related issues and age

- Treatment of female volunteers or social workers.

Gerda (Belgium) explained that she didn’t always enjoy work because the language used by some men is rather sexual – some call her the ‘cinema’ because everyone looks at her. All she can do is remain professional. She also has to think about what she wears. She did stress, however, that this isn’t a general issue and that it only happens with some people.

- Challenges with attitudes towards LGBT+.

“I don’t like to differentiate, but some activities don’t work in mixed groups. Have to ask them how they feel. Need to know how to deal with people who describe themselves as ‘intersexual’” (Gerda, Belgium).
- The challenge of being taken seriously when you are young.
 - In a group discussion at the training event, this challenge became very apparent. It was felt by one participant that *“age is always a problem when you are younger, especially when working with older people. They think you don’t know anything, aren’t professional – they may not say it but they will ignore me. You have to build a relationship but it can get a bit too much so you have to set the boundary – and some have problems with that”*.
- Gina (Schüler treffen Flüchtlinge, Berlin) said that it can be harder to find sponsors when setting something up. *“They don’t want to give money to children!”* It is hard to convince them that they have professional skills.
- Sometimes there are challenges to do with both age and gender.

Kulturbuddys (Berlin) began in 2015 when three girls (aged 16-17) from a school wanted to support the refugees in a nearby shelter. Young Caritas discussed this with the girls and advised that they should start small and they all agreed that showing the refugees places in Berlin would be a good idea. The project took off but the three girls are no longer involved for several reasons. These included their lack of awareness of how things might develop, such as the extensive media interest, and the interest in them shown by the young men in the refugee shelter. The organisation was therefore very concerned about bringing the young girls in contact with the men and are now discussing whether it is OK for 16 year olds to be involved as volunteers – because of the age difference more than for legal reasons.

3.4.4. Other interpersonal challenges

It is interesting how many of the issues were related to food in some way!

- Working with people from the same socio-cultural background can be a great advantage but can also bring challenges.
 - Many volunteers and social workers come from the same background as people they are working with. Suleymaan (Belgium), originally from Somalia, works for a non-profit organisation and told us how people from Somalia expect him to help them more than the Syrians, Afghans etc. If he goes to eat with them, they will want more and more. He tries not to cross the boundary,

but they keep trying.

- Ryad (UK) is Syrian and the people he works with often assume he is as religious as they are. However he doesn't relate to that - they are surprised that he drinks alcohol, for example. Their perception of who he is is different from his actual identity. Another difficulty is that it is difficult to discuss some topics, such as topics that they don't talk about in Arab culture (sexuality, self-harm) and they are surprised that a young Arab is talking about this. Furthermore, the racism/sectarianism in the Middle East means that they often want to know where he is from to establish his religion etc. In fact he is from the same sect as Assad so they are suspicious because they have fled him. Ryad has to explain that he is also a refugee and that Assad has harmed his family too.
- Challenges of refugees and asylum seekers volunteering with other refugees and asylum seekers – setting boundaries.
In the training week, Rawand (UK) told us that he had himself, as a refugee and asylum seeker, experienced all the challenges we had been discussing. Being a refugee volunteer is different from being a local volunteer. Many times he had had to provide services that he needed himself, such as helping people get solicitors when he didn't have one himself. Sometimes you can't meet expectations, so you need to remember your own responsibilities and communicate that. Expectations could be high on both sides and clients will expect what you can't give them, so it is important to set boundaries and to stick to them, to prevent others from vandalising your boundaries. It can affect your self-confidence; sometimes he needs encouragement and advice - and feedback is important.
- It can be a struggle to keep a balance between professional distance and interpersonal relationships.
Mehmet (Belgium) believes you should stand with the 'clients'. It is important to be honest about who you are and not what your professional background is. There are boundaries but Mehmet finds it hard to accept them sometimes, such as when they want to invite him to dinner. What is important though is always to be honest with them and, if you feel that there is a risk of stepping over the boundaries, you need to be honest about the reason and not make an excuse. He feels that this builds trust; for example they will come with him to the university to speak about something because they trust him.
- Avoiding accusations of corruption.
Timo (Belgium) said that, because he is working for a government service, going to eat with the refugee communities can look like corruption.

3.5. Perspectives on training

3.5.1. Training needs of volunteers

The research in Home away from Home fed into the training and the training week was also used as a research opportunity; in other words, research and training fed into each other. More comprehensive details about the training needs of volunteers and others working with refugees, asylum seekers and migrants can be seen in the Training Modules published as part of the project. Here we just identify some 'big issues' that any training needs to incorporate throughout.

- Activities that shift mindsets in relation to assumptions about migration.
Early in the training week in Croatia, a group activity took place, in which participants demonstrated geographical movement through their own story as well as of a parent then grandparent. The ensuing discussion included the following elements:
 - There seemed to be more movement over longer distances in the past than the present.
 - Movement can be social movement or symbol of status.
 - A question arose about whether it is too sensitive to speak about your parents' jobs as it says something about social class. What you say reveals something about your identity. This depends on the context you are speaking in.
 - Sharing stories helps you to view things differently; you see that there are other 'normals' by seeing things from outside. You can feel connection or the opposite.
 - This activity can be used in training as it can be a building stone to help accept each other, to know each other on a more personal level. Participants can also share their own stories (depending on where they are, whether they are working collaboratively or for a community).
- Training on language issues.
In the multilingualism exercise, participants were asked to consider which languages are part of their language repertoire and where they would place them in their body and why. They were given body outlines to draw on. The exercise helps to show how many languages someone speaks (or at least relates to or knows to some extent), which can often be surprising, and also how important language is for someone's identity. It triggers conversations about the value of the

languages recent refugees and established communities of migrant background bring with them, how this is a resource for themselves as well as for everyone, and how important it is not to exclude their use from activities. It also encourages critical reflection on their assumptions about language, which is often only considered in a superficial way, e.g. the need for translation. Inclusion of a person's own language in a foreign country is deeply significant to their sense of belonging, inclusion and having a 'home away from home'.

- Training on ethics.
 - Ethical considerations underpinned the research conducted for Home away from Home and this was shared with all participants. This stimulated a realisation of a range of ethical issues that need to be considered when planning to work with refugees, asylum seekers and migrants (or indeed anyone) and that ethics needs to permeate our everyday work with these communities.
 - Some people involved with projects or organisations were frequently conscious of ethical questions and felt the need to discuss them or have training on them. Emily (Tales of a City Tours, UK) raised the following points in an interview in the Training Week in Croatia: "Asking refugees who used to be so careful about sharing information...and now we are asking them to share their stories. About politics we have certain agreements in place. And people who come on the tour cannot take photos and put them online. People only share their stories they want to share. For me I worry - I feel like I have duty, which I have, I worry about the consequences. Inevitably people worry about the consequences of sharing. I need to be able to speak to someone about it who knows more about this. That would be helpful. That is why we are so interested to learn more about the other projects. How do other people manage to get people involved?"

3.5.2. The relationships between training and recruitment

- Training is often linked to quality assurance and recruitment. When looking for families that the young refugees can visit, Steunfiguren (Belgium) explained their processes. First they meet them and show a short film as well as interviewing the families and the children. They show a Powerpoint presentation and pass on a form for registration. They check out not only where they live, but also have conversations about, for example, what would happen in certain circumstances, what kind of activities they would do with them etc. If the family meets their expectations, Steunfiguren starts to look in the centres for the children who want a support person. They always ask the children what they

want, e.g. to practise Dutch, do particular activities etc. When they find a possible match, they speak to the person responsible in the centre about it and after that they arrange a meeting somewhere. The children and families then have time to think about it. If it works, they exchange phone numbers and it's the volunteer's job to make contact again. Steunfiguren does, however, meet up with them regularly. This is demanding because they are a small team and this is an additional aspect of their portfolio as their main task is foster care.

3.5.3. Perspectives on training in reality

- Lack of training for volunteers.
 - *"I never got training. I did as a professional but never as a volunteer. I was interested so found out things for myself. Then I did training for volunteers. Maybe it's changing now because it's a hot topic"* (Louise, Belgium).
- Training is sometimes minimal, dealing with operational issues.
 - *"I had some training in SARC (Syria) – just basic as they were overstretched. Later they started to provide more training – most do. It was more of an orientation though, such as what are we doing and what are we going to start doing"* (Ryad, UK).
 - *"With volunteers, not a lot of training happened. Just set up a bit of 'you have to do this and be careful about it'"* (Eva, Austria).
- Autonomous learning through experience and practice.
 - *"We don't have training but we learn from experience. Also volunteers who want to be in a team come with no knowledge but learn from experience and start to organise themselves and add their own ideas. We see it works out without training. Experience has a bigger impact on you than the training – because training is – wouldn't say superficial – but very basic – you learn theory but not practical things. To organise a project practical things are important"* (Helen, Germany).
- There is a need for practical on the job training and not just initial training.
 - *"We don't get psychosocial support. In the organisation I volunteer with we get good training – legal system, status of people, conditions, intercultural communication, mediation, racism - and they won't let us go till we've been trained and have connected to a group of people. I adore it. But when it comes to work, we don't receive this kind of support or make the activities so people can feel safe. Or they would organise volunteer meetings and ask what we need but then say they don't have the capacity for that. That alienates people more and more"* (P, Croatia).
- Training via on-going support.

Hannah (buddy families) – *“The families didn’t get training but we did follow-ups and we told them the stories of the boys and what could trigger something, but we were always there and they could contact us”* (Hannah, Austria).

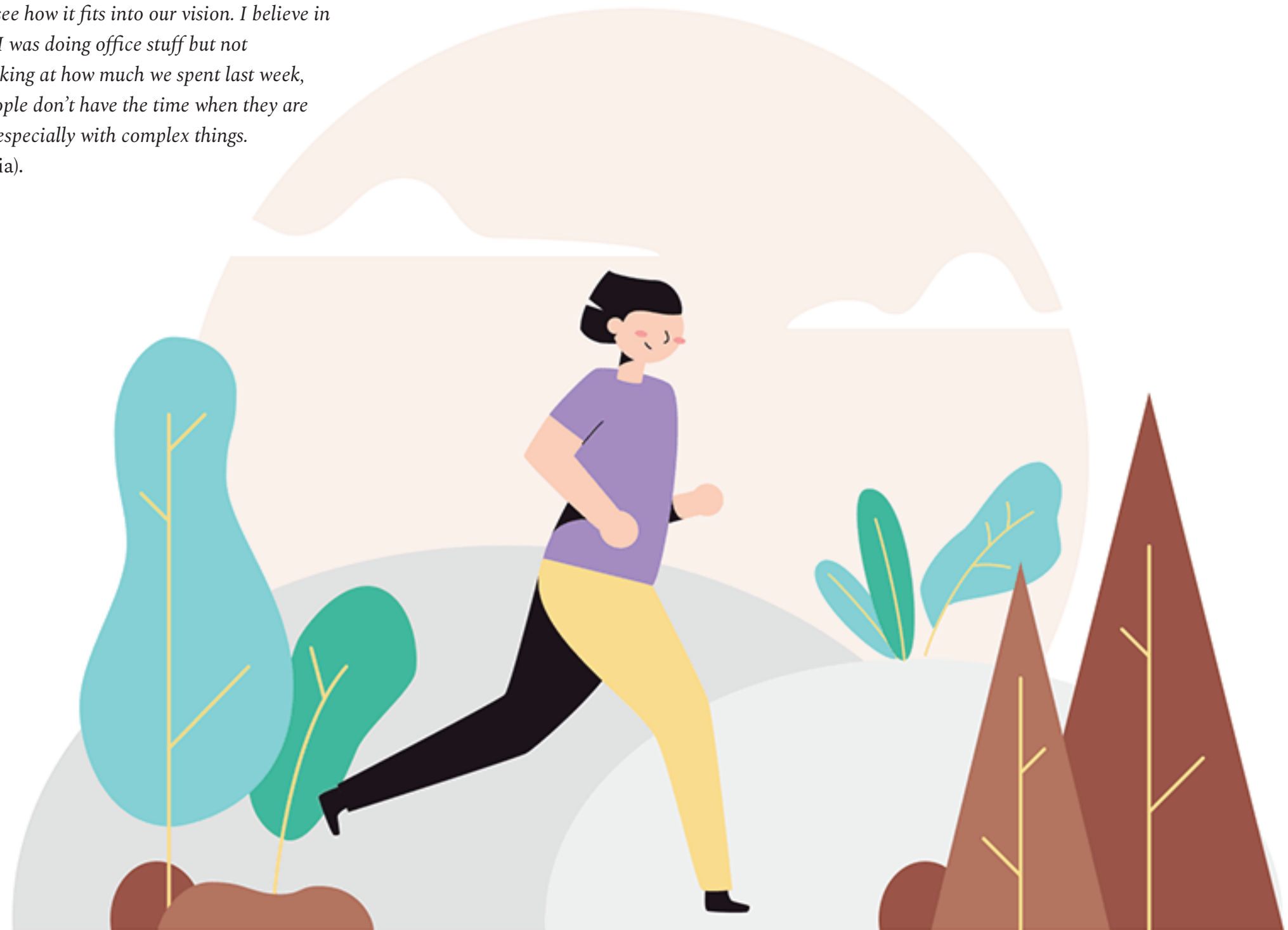
- The need for training to promote self-care.
“It’s very important in my job with the Red Cross but never as a volunteer. Now in the training [in Croatia] it’s the first time I’m thinking about it. It’s important for self-care. In the Red Cross, volunteers can sometimes work five days a week – especially if they are retired. It’s needed but not found in Belgium” (Gerda, Belgium).
- The need to educate volunteers about what the refugees really need.
In our meeting with Prisod (Berlin), they highlighted the need to educate volunteers to find out what the real needs are. Many wanted them to dress better so they brought second hand clothes for them. They also made too many offers such as museum visits, which aren’t always the priority.
- Training can also be an incentive for volunteers.
One suggestion was that volunteer training was not only good for the quality of the project, but that it might also be a good way to reach out to volunteers, because then they will get some training (and a certificate).
- Practical training is also needed for professionals with related degrees entering their first posts.
“I studied social work as an undergraduate. I’d had more than four years social work experience when I started here. When I first started after studying though, I was thrown in at the deep end and expected to know everything and be able to do it alone. It’s hard for someone who has come from a normal study background and hasn’t done anything else” (Peter, Germany).

3.6. Perspectives on evaluation

- In some larger organisations, there is formal evaluation right from the moment of recruitment, involving a number of stages and a range of people, though there are exceptions.
 - Gitta (Belgium), who has worked at centres for asylum seekers - Red Cross and Fedasil (Federal Agency for the reception of asylum seekers) - talked about the large amount of evaluation that occurs: *“We have a lot of evaluations. Quite formal in my place and when a volunteer starts they have to sign a lot of papers, including ethical contracts, not only from my centre but from the whole organisation. We have these volunteer contracts and lots of rules and we talk about all of this when they start. Also it says if something goes wrong we can immediately stop the volunteership. This all became so formal because some people became volunteers for the wrong reasons – not just in my centre but in all of Belgium. Some came to start relationships or to find people for their religious movement. Or volunteers who abused people in centres – this isn’t the reason it became so formal but it is part of it. So we talk about this and expectations and then after a few months we do it again. Because we work with fixed volunteers with homework classes, every half a year we do an evaluation group and then they can tell us about how they feel but also about their specific class, such as ‘we have a classroom in the centre so maybe we could have a computer’. Also a lot of time they just come to talk to me about situations in the centre when they see something a bit weird or something. Sometimes they come and say they are worried about a person and someone should talk with him or her. They give me an evaluation like that – or they send me an email”*.
 - Peter (Germany) described the approach of his organisation: *“Yes, weekly group meetings with other professionals/co-workers. We take about three hours to evaluate the whole week, as well as discussing the needs of minors and certain appointments for next week. Plus five times a year we have organised supervision – by an external supervisor who isn’t affiliated with our organisation, who is neutral. We also practise monthly meetings with the social workers and the kids living there, but at some point the kids weren’t interested any more to participate – they didn’t feel comfortable to express their concerns and feelings in an environment that isn’t private for them and where they have to open themselves to other kids or a social worker they may not like”*.
 - Ryad (UK) said that with SARC there had been no feedback. *“With the underground team yes – we worked in small units or teams and had regular meetings. Everyone was so passionate and friendly so we felt able, comfortable to discuss and say you’d done that wrong and how to correct it. It was dangerous but we had to find a way of getting input on everyone’s work. With medical interpreting (SAMs), there was a form of feedback from the medical doctors and nurses from the Greek Department*

of Health and weekly meetings - so all of them and me as interpreter. On a daily basis it was very informal and would take more time or less - but at the end of the week it was a proper chat”.

- Evaluation can also take place through individual reflection.
 - *“Informally – you can ask how you do it yourself or check things, but not structured. No structure in anything I did” (Gerda, Belgium).*
 - *“I believe in reflection. There was a big event at university a few months ago and I wanted to talk to people about what we did and how it could be better and how people felt. If you don’t you don’t learn from it collectively. Feedback is also important, such as on the media. It’s important to share and see how it fits into our vision. I believe in feedback. Nothing formal – in refugee camp I was doing office stuff but not responsible for evaluation. But if it’s, say, looking at how much we spent last week, then that is evaluation. Its like research – people don’t have the time when they are there. I definitely believe in communication especially with complex things. Communication is the main issue” (P, Croatia).*



4. Possibilities

This section will provide some ideas and recommendations that can be useful to inform the development of a project or small start-up organisation, if that is the way in which you wish to support refugees, asylum seekers and migrants. It will draw on the ideas already encountered in the earlier sections of this report, but will supplement these with other specific suggestions that have been collected in the course of the research.

4.1. Starting out and on-going management

A valuable piece of advice that has emerged through this research is the need to consider the environment in which you are acting. This involves: identifying what is already available in the local context to avoid duplication and competition; exploring honestly the challenges you might face and reflecting on ways of overcoming them in your own context; considering critically the real needs of the prospective participants in your project or organisation; and identifying not only the constraints that may arise, but also the possibilities or affordances that you can leverage in order to build something up successfully.

4.1.1. Addressing the challenges to starting a project or organisation and their implications

A number of challenges faced by not only projects and organisations but also individuals involved in supporting refugees, asylum seekers, and migrants, have been identified in this report. For those wishing to start up a project or organisation, these challenges suggest possibilities for proceeding successfully. Key messages include ensuring that you take stock of the context in which you are working when planning your activities and that you try to identify and minimise the challenges on an on-going basis as your project or organisation develops. There are no ready-made answers, but you can gain inspiration from others.

The challenges that have emerged from this research and the implications for start-ups have included:

- Being clear about the purpose and realistic about the scope of your project or organisation in its early days and ensuring that it fills a gap in local provision by researching the neighbourhood;
- Considering carefully who you need to involve as partners and volunteers to reflect your project goals, bearing in mind the skill sets needed, the diversity of the contributors as appropriate for your work in your context etc;
- Attending to legal and regulatory requirements that may be relevant to setting up a project or activity to ensure that what you are planning is possible and that you are aware of what you need to address in order to take your idea forward;
- Being aware of the implications of the legal status of the refugees, asylum seekers and others of migrant background for your activity, e.g. what they are allowed to do in terms of employment etc;
- Accessing support from the community or from potential funders will vary according to your location and its socio-economic population, but you can draw on your existing networks for practical help initially then start to publicise your activities;
- Finding and recruiting not only volunteers, but the ‘right’ volunteers;
- Being very clear about tasks and roles;
- Focusing on how you will encourage and enable young refugees, asylum seekers and others of migrant background or other young local inhabitants to participate in your activities, thinking of appropriate marketing and publicity strategies as well as strategies for targeting specific groups, such as young women;
- This means identifying their genuine needs and priorities through consultation, accessing their voices as much as possible;
- Planning appropriate events, using your imagination to develop activities which are not only useful but also fun and rewarding – for participants and volunteers;
- Anticipating problems and events that might arise and reflecting on how you can pre-empt them, e.g. tensions between different groups of people;
- Developing training and support mechanisms to ensure on-going enthusiasm, commitment and wellbeing of your partners and volunteers, even if the training, monitoring and support are very informal;
- Developing an evaluation strategy to monitor how the programme is developing and what its impact is on participants, and then feeding the results back into further development; remembering that data (qualitative or quantitative) is valuable for publicising your activities and obtaining support and funding;
- Developing a successful and high quality project or organisation with minimum formality and bureaucracy and creating an inclusive, fair and friendly ethos that values the contributions of all;
- Seeking support networks of similar projects and organisations that can be valuable for facilitating reflection, mutual learning, and help when needed.

4.1.2. Recommendations offered by the research participants in relation to on-going management of a project or organisation

Throughout the project, we have been asking for recommendations from our participants on managing a new initiative. Some of these overlap with issues addressed above, but offer rich experiences that can inspire practices. These recommendations are followed by narratives that describe the ways, in which two projects have unfolded and that complement the descriptions in section 2A.4. (Inspirational Practices). Along with other sections of this report, these can be used to support reflection.

- Have a plan - It is important to keep a project or activity simple at the start and then to develop it gradually.
 - *“Projects should be easily accessible. Like playing football, cooking together. Something that is really easy can be a stepping stone”* (Gerda, Belgium).
 - *“As young people, you have to show you have achieved before you can start to get support, so start with something that doesn’t cost much”* (Schüler treffen Flüchtlinge, Berlin).
- Update your plan regularly, taking into account shifting needs – be prepared to develop.

“Take forward ideas from participants as well as previous ideas and make a programme for the year. We now plan to introduce some interreligious elements e.g. visits to a mosque, invite the imam to talk to us. We also plan workshops on democracy and human rights and one on how to live together with different religions” (Kulturbuddys, Berlin).
- Developing a structure that maintains a clear sense of purpose throughout the length of the project also saves time.
 - *“Structure in an important criterion in a project. Not just randomly saying yes and no to certain needs”* (Feedback from a group activity).
 - *“Always if you work in a small group under time pressure, because everyone has other things and some things fall short and they may have been important in retrospect. If things are structured better you can work with it better in the long term. I think I’d take this back. Even if time is short, try not to rush and try to make more time and then it might be a little bit better”* (Lilly, Germany).
- Invest in Time.

Another practical recommendation for starting up a project is to take your time to get to know the target group. *“Invest in time. Take time to explore and get to know the*

youth with whom you work. Don’t over-rush; youth feel that you focus on results. Don’t pressure, focus on problem solving. You can only make a difference if you connect.”
(Martin, Niemo)

- Continue to access the voices of the refugees, asylum seekers and migrants on an on-going basis to stay in touch with how their needs change.

“Input from target group, keep asking what they need and want. It is about the needs of the target group, not about the needs of the volunteers” (Feedback from a group activity).
- Include the target groups in running activities too to help with the workload.

“Deal with power relationships – give the groups opportunities to chair and to take on leading roles” (Feedback from a group activity).
- Stay aware of other existing groups in the neighbourhood – it isn’t a competition.
 - *“Local towns often have their projects for youth groups. These youth groups can welcome refugees and we should focus on getting newcomers to go to these already existing groups”* (Timo, Belgium).
 - *“Always it’s frustrating to see you’ve organised something amazing and you expect everyone to be interested and they aren’t. There are a lot of projects in the city and why aren’t we better connected, but I don’t always go to the other projects in the city”* (Lilly, Germany).
- Collaborate!

Make connections with the right people and organisations. One of the participants who organized a benefit where locals and newcomers were brought together gave the advice to people who want to start a project: *“The advice I would give to others who would like to organize a similar event in their hometown or city? One: Find enough people with whom you can cooperate well. Two: Find partners that can support you with material and location.”*
- Don’t be afraid to innovate.

“Think outside the box” (Suggestion in a group discussion).
- Plan for safeguarding at the start and throughout the project and keep sharing and refreshing procedures and discussing issues together as they arise.

“If you work with vulnerable people, you need to have a plan early on how you are going to safeguard them. Set rules in place. To make sure professionals and volunteers know what to do in certain situations. Think about risk and safety procedures” (Aleksandra, UK).

- When you need funding, think creatively about potential sponsors.
“Think big on fundraising - where you wouldn’t expect it. Try to reach bigger sponsors. For example ‘voetbalbond’ in Belgium. And in Germany also a football club which gives tickets. Or crowdfunding like Jobs4Refugees” (Feedback from a group activity).
- Be ambitious and innovative in publicising your activities to attract attention and support, taking advantage of any awards you may have won.
 - Jobs4Refugees produced a short film and have had over 2,000 likes on Facebook. Facebook is expensive but Facebook offers this to Jobs4Refugees pro bono. They agreed because Mark Zuckerberg was in Berlin in 2016 and met refugees and organisations and asked how he could help. There is a need to be bold.
 - Kulturbuddys received a lot of media attention and this gave it a kick-start and extra energy.
 - From Syria with Love, in Antwerp, Belgium, benefited from the ability of the owner to sell the story very well, based on her own background and drawing on her education. The on-going media coverage encouraged her to continue, as did the clientele who found about the project through the media. It is now famous on a national level. There is only one other similar project and that is in Brussels and run by men.
- •Look after your volunteers for their sakes and also to keep hold of them.
“Have a good team, good communication. It’s important to involve them. Like when we were working in the camp we had as many open meetings as we could – sometimes once or twice a week, and we collected all these people and everyone could make suggestions and I believe that’s why we kept people there. Also it was a group thing – drink a beer in the evening and talk about what happened. In the organisation I’m involved with now I’m teaching Croatian but, even if I’m with another volunteer (because we don’t all have the same levels of Croatian so we’ll split the group), there is so much pressure and then I just go home and I don’t like it because I feel so isolated, so much pressure, that my job is way too hard. It’s important to share experiences and to know you have someone who understands. I did it when I was going to the police and there was the interpreter and I needed to talk so I would always go to the organisation afterwards even if they hadn’t invited me and ask if I could talk. I may have taken up their time but I didn’t care because I needed to share even if everything was fine. It was such a strong experience. I needed the support – I don’t want to be alone in that” (P, Croatia).
- Keep in mind the power of solidarity.
 - The workload for many of the volunteers and professionals we spoke to was

very high. Many told us it was often too high and the stress of their work could weigh on their wellbeing. What was offered as a solution for this was the solidarity of their colleagues or other volunteers.

- *“More collaboration between colleagues is necessary. If it is too much for me, I could ask a colleague”* (Mehmet, Belgium).
 - *“I find it incredible that they get together a random group of 30 people and just provide this service. And we had to organise beds and food every day. It’s like everything. And medical – we had doctors there and a small pharmacy – everything – and language courses and legal advice – and I find this really impressive what out of nothing you can create with a bunch of people who are really into it – this is the main strength to see what humans and the population can just do if they want to”* (Eva, Austria).
 - Another example was offered by the Burgerplatform in Belgium. Even though many of the volunteers have not met in person, since they mostly communicate with one another on Facebook, the idea that many other volunteers are out there and able to work, when you are not, is comforting. The volunteers of the Burgerplatform said they felt better about not hosting migrants in their homes for periods of time, knowing other volunteers would take up their place. Speaking out about not hosting and taking time for oneself was also stated as helpful. This way the volunteers did not feel alone in needing time for themselves and felt justified in taking this time.
- Produce guidelines, a code of conduct, training for well-being.
Following a lengthy session on wellbeing during the training week in Croatia, Danila (Austria) summarised actions that can be helpful to counter health and wellbeing challenges, whether for volunteer organisations or for professional organisations:
 - Are there quality standards in a file somewhere? Access them. If there aren’t, they should be established. What would be in them would depend on the area of work, e.g. what is an emergency, what do I do, whom do I have to inform, where shouldn’t I go alone, rules for confidentiality, staff meetings, staff development, working with volunteers etc. However, this cannot be too long as it needs to be read easily and quickly.
 - If someone leaves, you can’t try to cover all the work. You have to re-plan what can and cannot be done. If you have to take on the extra work, set a time limit. If it’s too much, take a step back and think how long can you do this.
 - Resource orientation: We tend to be problem-oriented – considering how we can try to address them. In resource orientation, we build on the resources of the colleagues and volunteers.
 - Think of your use of language – e.g. challenges not problems; think of body

language too.

- Learn lessons from project work. Turn what you are aiming at into a project, dealing with one step at a time. For example, consider what is the first problem to deal with, then move forward.
- Find ways of enhancing your own knowledge and skills as well as those of your team.

“Our organisation team is very diverse so we can learn from each other. Help each other with project management or how to organise. We had some seminars on that. It’s important that people know they can also train themselves – using Google etc. So when we were trying to spread information sheets about Aktion Zukunft, we had to find out how to send out thousands of leaflets all at once – so we watched lots of YouTube videos, really great videos” (Gina, Germany).
- Continue to learn along the way.

The volunteers and professionals often complained that they did not receive enough training and one of the ways of coping with this is to learn on the way. *“We didn’t have the time or the capacity [for training for ourselves] but on and off we had representatives from UNFCE or Caritas who came and asked if they could support us. They offered us training on how to work with traumatised people, introduction to asylum law, intercultural work. They already had this so gave us information on when the workshops were happening. I did them all and they really helped - and then I brought it back to the group. There was also a lot of informal learning – we set up meeting structures – first time for many of us – with, for example, some taking notes and others doing moderation. So as we grew as a group we learned how to set up structures so we could survive”* (Eva, Austria).

4.1.3. Trajectories of an idea

Lilly (Germany): *“Our project was very focused – we organised events like four times a year so we prepared in small groups so we didn’t need a big pool of volunteers. In the beginning when we thought of the idea we discussed who we can involve as the core group. People in the centre where we did it were mostly older. My friends were in contact with one of the people there who had a refugee background and was my age. So we formed a group of young people. Then I looked at my university because our project had an academic approach, so I reached out to one of my professors. Unlike other groups I’d worked with, this was a very diverse group: younger and older, some people who were here for study from different countries, some who had migrated, some academics (students/professor), some of these were actively from the field, some were not from the field but interested. So the group was interested in the topic and of course it changed a bit as we went along. Then when we needed something like printing,*

we knew who to reach out to but we didn’t have a steady volunteer.

I don’t know if it’s to do with background or just size of the group. You had to have clear tasks because even if you had conceptualised the topics together at the start, then to conceptualise further you can’t discuss with everybody. We had to reach out to others who could give more time. Some had worked together before. But at the beginning, it was very cool to have older voices too because we love activism and we were all a young homogeneous group of students studying more or less the same with views on how the policies and strategies should be - and the older ones had different approaches. For example, one topic was on the destruction of cultural heritage. One of the professors talked about Syria and how publicity of the destruction there had changed things and destruction of cultural heritage is now considered a crime against humanity. Then one of the older people talked about how much was destroyed in World War II, which we hadn’t thought about. Everyone brought their own expertise and way of approaching and viewing things.”

Ilse (Sint-Niklaas, Belgium): *“I was doing an internship with Flemish refugee action.*

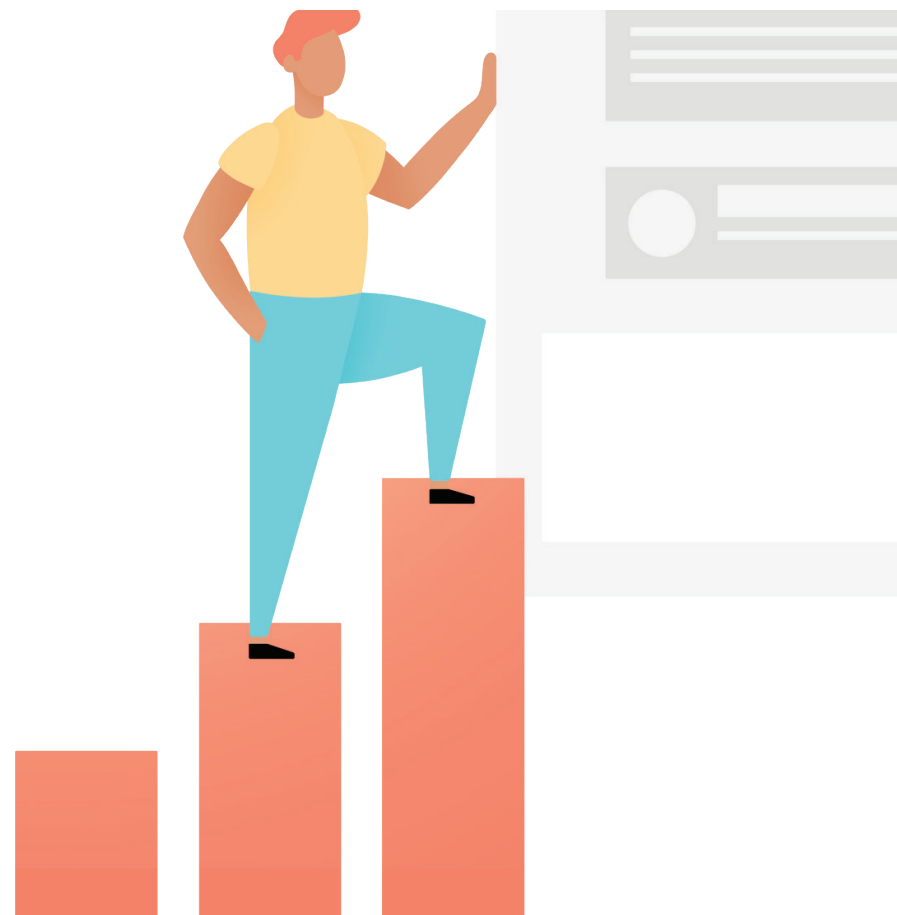
There I worked on the Hospital Community, a project where they try to ‘collect’ all projects and initiatives with and for refugees and asylum seekers in Flanders. I also worked a little bit on the Road of Change. While I was working on Hospital Community I decided I also wanted to start an initiative. I already knew I wanted to do something for VLOS. So if I would make any money I would donate it to them. While I was on the train home from my internship I wrote down everything I wanted to do. And then two or three days later I contacted VLOS to see what they thought of my ideas. I had a meeting with three people from VLOS - this is what I think, what do you think?

At this moment I wanted to do a lot. I also wanted to organise an escape game for the children and then conversation tables (but because of Ramadan not many refugees came). I wanted to organise a day where people can meet each other, so they can talk and get to know each other and that in this way prejudices will stop existing. I wanted it to go both ways; the people from Sint-Niklaas learn something and gain something and also the newcomers learn new things and gain new things (like knowledge, friends etc.). Not like ‘we’ have always been here and ‘you’ should do it our way. One person from VLOS was like: ‘Wow, you want to do this and you want to do this alone...do you think this will be alright?’ And the other two people said: ‘You are so young! And how are you going to do this?’ and ‘Look, I want to sit together with you. Because I also organize things and I could give you some tips.’ We did this later on, but I didn’t follow all of her tips. Because I thought this is my event and I want to do it like this. Not that I will adjust my idea to someone who is not organising the event. I thought of and organized the event within a month and a half. But because it was spread out it didn’t feel like I was spending a lot of time on it. It was more that one day I would go to VLOS and talk to them, then on another morning I would make other arrangements...so it was well spread.

What would I advise other people who want to organize a similar event?

Find enough people that you can work together with and who can help you organize. Find organisations who can help with locations and other materials, so you can keep the costs low. Furthermore keep everyone well informed and let them know what you expect from them. Also make a lot of publicity. For the refugees VLOS did the communication - mostly flyers and posters. Many people who live in reception centres as well as people who already live in social housing come to VLOS. For locals, we put something in the local church booklet. And I spread it widely on social media – mails and a Facebook page.”

Ilse originally had the idea when she thought about the people she had seen dancing in the parks in China. It inspired her to bring this experience to Belgium and to implement it in her local context of Sint-Niklaas. She brought this idea from one culture to another and created something new. Her story provides us with another example of the process of innovation. It was important to her to have ownership of the process and to find her own way of doing things. Ilse learned by doing and used her network for getting support and communicating about the event. Innovation is possible when you consider what resources you have, including your own personal strengths, and reflect on how you can use these to achieve your goals.



4.2. Working WITH the community not FOR the community

One of the fundamental issues to be considered when setting up a new initiative (and which needs to be carefully monitored when the initiative is running on an on-going basis), is whether you are working WITH the community or FOR the community. The following analysis pulls together some data already reported together with some new data to encourage the idea of working WITH not FOR and to offer some practical recommendations on how to ensure this.

4.2.1. The importance of working WITH the community not FOR the community

Projects for refugees, asylum seekers and migrants are often thought out and written without the input or involvement of the target groups. Mehmet from Belgium, himself from a migration background, in particular had much to say about this, but in fact the advice was consistent from the participants in this research that people who want to start up a project for this target group should involve the target groups from the beginning. This way the needs and barriers this group faces are known from the beginning. Involving the target group from the beginning is empowering and gives a sense of purpose and responsibility, making their involvement greater and strengthening the project.

- *“I think many organisations fail in the same way: they will have a great idea for a project and completely work out a plan for it and then at the last step they will contact the target group for which the project is meant. And I think it is most important that the target group is involved in creating the project. And to give them the idea that their input is valuable. So do something WITH the community not FOR the community. It is such a big difference when they know they have a responsibility. So work more from bottom up. This way you will also learn much quicker what the real needs and problems are” (Mehmet, Belgium).*
- *“People who start up projects (and in general) should stop paternalizing people. ‘We are finished with everything now and we only need to find a refugee who will tell his or her story.’ That is the biggest problem.” (Mehmet, Belgium).*

4.2.2. Involve community leaders

To reach target groups we have to work with key figures and community leaders. This is also important when addressing delicate topics that can become problematic, such as taboos and racism.

- *“We should focus on integration and what is beneficial for communities. For example:*

gender based violence or holebi's are topics that are difficult to discuss with refugee communities. But I think that as a federation we have that responsibility to reach tools or make these topics a point of discussion. This of course should be handled with sensibility and we should adjust tools specifically for these groups. But we should make an effort on such topics.” (Mehmet, Belgium).

- Ask the community leaders how we can discuss these topics. “Keep in mind that there is diversity in diversity and there is racism within the diversity.” (Mehmet, Belgium).

4.2.3. Bring diversity into the team

- *“It is necessary to have a diverse group leading. So everyone’s interests combine. It is important to have those with a refugee background involved. - They know better what other people their age or people with a refugee background want as projects”* (Helen, Germany).
- Diversity within a team of volunteers or professionals was mostly seen as an asset, but it also brought new challenges - challenges that needed attention and thoughtfulness.
- *“They [the refugees] came from such extreme situations that if problems were arising we wouldn’t have understood. Having someone who is from Iran and lived in Austria for 6-7 years can bring a different understanding. But it’s also challenging because very often for native speakers, such as those speaking Arabic or Farsi, there was extra pressure and it was difficult for them to navigate. It was hard for people like me to know how to support them. Necessary but it brought challenges”* (Eva, Austria).
- *“It is important to have a diverse group working together, but can’t be too different because you have to have same aim”* (Helen, Germany).
- *“We thought about the same project, but then saw that once we started people liked it and also needed certificates for their applications for [?]. Sometimes they wanted to do a project by themselves and we would say ‘yes we’ll help’. You can help them to have own ideas and they’ll set it up. This happens a lot. They have a lot of ideas and say now we see how you can do that. Because we are also students and they say ‘ok if students can do that and with help of a professor then we can also do it by ourselves”* (Stella, Germany).
- Marie (Road of Change, Belgium) talked about a particular young person of refugee background who acted as a go-between, because he could speak to his community in their own language, understood their ways etc. In fact he enabled them to have access to places they wouldn’t have been able to access without him – a real mediator.

5. Provocations

This concluding section is intended briefly to identify a number of ‘big questions’, which have arisen from the research. They will be expanded on in the academic publications being produced to report further on this research, but will need further research that focuses in depth on these particular issues. They are provocative in two ways: they are all contentious issues that we hope will provoke on-going critical debate; and they are all crucial issues that provoke the need for further investigation in the future.

Probably the biggest question, which underpins all of the others, is the question of the meaning and interpretation of the construct of integration. For this reason, this section will focus mostly on this question and will only touch on some of the other ‘big’ questions.

5.1. What is integration?

The word ‘integration’ is used more commonly now in European countries other than the UK. In the project proposal, for example, integration refers to “the successful co-existence of two or more cultures within one society”, whereas in the UK it tends to be perceived by many specialists in the field as a step towards assimilation. The distinction can be considered in relation to change: does living in an integrated society require change for all or change just for those in need of integrating? If the former, it means that everyone needs to be educated to live and enjoy living with diversity and this demands some fundamental shifts in mind-sets and assumptions: as Ilse in Belgium said “integration comes from two sides” (though in today’s complex societies it will be more than two sides but from all sides). If the latter, only minority groups are required to learn to adapt to life in the ‘host’ community, whilst the ‘majority’ merely needs to ‘tolerate’ the presence of communities and accept any cultural differences that are non-threatening to the majority order; if integration fails, it is because the minority communities have not integrated sufficiently.

In fact, the idea of integration as a two-way process was agreed in 2004 by EU Member States as one of the most important of the Common Basic Principles on

immigrant integration¹. By the time the research was conducted for the Special Eurobarometer survey on the integration of immigrants in the European Union, published in 2018, it seems as if a majority of European citizens understood integration in the same way. When asked whether it is the responsibility of immigrants or the host society to bring about successful integration, the majority of respondents (69%) stated that it is a shared responsibility. Only one fifth (20%) felt that immigrants themselves should take on the responsibility for their integration, whereas only 8% thought that the host society is mostly responsible for the integration of immigrants².

These perspectives need on-going debate as they reflect and are reflected in the aims and objectives of our policies and practices. Furthermore, the Special Eurobarometer also showed significant differences in the perspectives coming from different countries. These questions were explored in some of our conversations throughout the project. One example was Adelbert in Berlin, who works as a consultant in areas related to conflict resolution and who joined us for a discussion about his work and his understanding of societal issues. For Adelbert, integration was “not a young Pakistani becoming a young German”, as some imagined it to be. He contrasted this with an article in a German newspaper, which praised a Russian performer for the fact that she spoke perfect German thanks to her family having preserved their German language for 300 years. At the same time, it cannot involve living separate lives. The challenge then is how to create some common ground and this requires consideration of how to educate young people and build a bridge to understand not only each other but also what is happening around them.

Integration, space and place

A number of issues were raised related to space and place that provoke the reader to re-think some basic assumptions. Here are just a few examples:

- Some people ask why immigrants go around in groups as they tend to find it threatening. Immigrants sometimes say that they go around in groups because they feel safe, as otherwise they feel threatened. In fact, taking a walk in groups, especially in the evening, is a cultural feature of many countries, including European ones such as Italy (la passeggiata) and Spain (el paseo). How do we educate people to understand and feel comfortable with this?

¹ <https://ec.europa.eu/migrant-integration/librarydoc/common-basic-principles-for-immigrant-integration-policy-in-the-eu>

² https://ec.europa.eu/home-affairs/news/results-special-eurobarometer-integration-immigrants-european-union_en

- In some contexts with little or no experience of ethnic diversity, seeing someone with a different skin colour can feel threatening. How can this be addressed? Social workers and volunteers work in special places, such as refugee centres, but how do we address issues that arise in public spaces?
- What happens, for example, when a group of Arab youths starts to frequent a neighbourhood café because it has WiFi and the usual visitors are elderly people who like to sit and chat over a coffee? Sitting near a group of boys on their mobile phones can feel threatening to the usual visitors, so they stop going to that café. How do we shift these mind-sets? It is useful to identify the ‘irritations’, which can escalate because of the way in which some city dwellers (Adelbert of course referred to people in Berlin) speak to others. How can we develop empathy and what hinders that? It is a process and the point was raised that we are maybe being too impatient to achieve integration. Nevertheless, ethically we cannot wait for some future time to address tensions within our cities and to find ways of changing mindsets and enabling people to live together convivially. We need to find solutions now to avoid harm being done to anyone.
- How do projects change everyone and not just target refugees? All have to change. A refugee can do everything to get in but be blocked by attitudes towards refugees. How can we build on the enthusiasm of youth whilst not oversimplifying what is a very complex challenge?
- Some basic questions can be helpful in challenging beliefs about integration. Why are immigrants to Germany or the UK expected to ‘integrate’ when Germans and British people tend to remain in their own communities when living abroad and often make no efforts to learn the language. When asked what integration means, the organiser of From Syria with Love replied: “It is working. It isn’t about knowing the language, because you can always stay in your own bubble.” Does having the right to work, to be autonomous and look after your own needs, lead to a sense of identity and value that facilitates integration? From Syria with Love felt that working builds confidence and is therefore a first step. Nemo in Brussels said that his project was about “building themselves and then bridging to the real society – they are not separate processes”.
- We need, of course, to avoid binaries as we are living in superdiverse societies. It can be the case that established ‘immigrant’ communities, the Turkish community for example, complain about the newcomers.
- How do we avoid fitting people into categories? Exclusion is not related to one feature but to combinations of features. For example, in the UK, the Chinese and Indians are amongst the most highly performing students in schools, whereas amongst the lowest performing are the Bengalis, the Pakistanis and white working class boys. We need to understand these complexities as there are no

simplistic solutions. We need to consider intersectionality. Harriet hinted at this when she said that we need to see commonalities in our own culture in order to affirm our sense of identity (referring to her own experience as a Portuguese South African who enjoys seeing other Portuguese people because it makes her realise that “there are others who think like that - it isn’t just me”). Nevertheless we need to avoid stereotyping and essentialising.

The construct of integration in Home away from Home

In *Altochtonen van de Toekomst*, the young newcomers who participate meet other newcomers who live in other parts of Flanders or Brussels. They also visit different cities and learn how to use the public transportation networks independently. The group consists of newcomers from different backgrounds who speak different languages and come from different cultures. Therefore the common language they speak is Dutch, which means that the youngsters who have arrived recently can therefore practise their Dutch, which is of course essential if they are to thrive in their new home. It also allows the youngsters to discuss differences and similarities in their cultures and learn from one another. However, they also have the possibility to communicate in their own home languages with other speakers of the same language(s), which is essential for their continued development, for their acquisition of Dutch, and for their own sense of identity. Another aspect this project offers, therefore is to enable youngsters who have been in Belgium for a longer period of time to be not only positive role models for youngsters who have recently arrived, but also mentors who can help them find their way in the new community.

This particular vignette demonstrates the importance of new arrivals – or indeed those whose families have been living in a country for several generations – not only being able to develop and adapt their skills to their new environment, but also having the opportunity to meet others with the same or similar backgrounds in order to reinforce their sense of identity and commonality. As such it chimes with several points made above, by Nemo, Harriet and the founder of *From Syria with Love*, for example. It does not, of course, mean that it is acceptable to oblige ‘minorities’ always to be together, by making it difficult for them to be part of the whole community, excluding them from opportunities enjoyed by those people whose families and communities happen to have been resident for longer. On the contrary, as most of the *Home away from Home* research has demonstrated, there is also a need felt by the people involved in the project and its inspirational practices to provide opportunities for people to come together, to have real and meaningful contact, to share their own backgrounds and the cultures and stories that form part of their histories, and to mould common experiences and understandings by engaging together in activities

– doing things together, be they related to sport, visits to cultural sites, or (very commonly) cooking. This extended in many of our practices to opportunities to work together as volunteers or founders of projects and organisations.

It was interesting that that a number of participants in our various activities were sceptical of the construct of ‘integration’. This was particularly in evidence in some of our Austrian inspirational practices. It seemed, however, that this came from the same direction as the scepticism in the UK referred to above, namely an understanding that the term implies a one-way direction or when there is a belief that pleasant activities in themselves are insufficient to address the structural inequalities and constraints faced by those of a migration background. This awareness is itself reflected in the commitment of many of the inspirational practices and other research participants to finding ways of enabling the (young) migrants’ voices to be heard, of building on their existing knowledge and skills to make access to employability more possible, of helping them develop their leadership and lobbying skills, and of finding ways of challenging mindsets - the negative attitudes, deficit perspectives, and uninformed assumptions prevalent in local communities.

Integration as a contextualised construct

Discussions around the meaning of integration throughout the life of the project have highlighted very different assumptions about its meaning. It is interesting, however, that the degrees of criticality towards the construct appeared within national contexts and not between them. Dissatisfaction and concern with the construct could be found in each of the five countries involved in the project, just as each country had participants who accepted it without questioning its meaning.

One of the objectives of *Home away from Home* was to enable people to learn from each other and to learn from the different contexts, in which we live. Struggling to understand a different perspective on an idea that we may have taken for granted in the past is a valuable opportunity for us to question our assumptions and, with that, our practices. On this micro-level, then, this objective has been met, not only in our exchange of practices, but also on a much deeper level.

There remain, however, some more macro-level questions related to integration that have emerged in the course of the project, which would need further exploration in the future. These are formulated here as a set of potential research questions for the future:

How is the construct of integration reflected in different contexts, be they different

countries, cities, towns, neighbourhood spaces, etc?

- What is the impact of politics on integration? What are the affordances and constraints of policy? And how can they be responded to successfully?
- What are the shifts in policies and practices vis-à-vis integration over the past ten years? Is there a political impetus for integration or a tightening up?
- Which interpretation of integration does the European Commission's position support?
- An EU video stated that Europe is working to turn migration from a challenge to an opportunity. What does this mean in the EU context? What does it mean on all levels and contexts?

5.2. Other big questions to be considered in relation to the meaning of, practices in and research on integration

5.2.1. How does working WITH communities or working FOR communities relate to the question of integration?

This research has attempted to engage with a number of participants in an exploration of this question. It needs further exploration, however, as most of practices and perspectives reported in this research report appear to endorse the sense that they desire to work WITH and not FOR communities, though some also argue that they need to do both, given the urgent and immediate needs of some of the young migrants they are working to support. The commitment to working with communities is, however, not only evidenced by their criticism of the 'wrong sort' of volunteers who want to feel as if they are doing something good for these 'others'. It is, on the other hand, mostly evidenced by the attempts of those committed to working with communities to involve young people from migrant backgrounds in the projects not only as participants but also as volunteers and paid staff. The need to listen not only to their views on what they need, but also to the solutions they may propose, is evidence that they seek to empower the target groups to become autonomous and valued members of society.

Of course our participants were not a cross-section of society, which explains this predilection for working with communities. Further research would need to elicit other perspectives and enable us not only to understand where they are coming from, but also to address them appropriately.

5.2.2. Which language issues are significant when supporting refugees, asylum seekers and migrants and ensuring their integration and inclusion in society?

Though this was not the main focus of the research, it inevitably emerged throughout the project as an issue that needed to be addressed. There was some level of disagreement regarding how central this is to the idea of integration, with views ranging from it being a distraction from the area under investigation to it being absolutely at the heart of the construct of integration, given its relationship to identity and belonging. The other main area of contestation that emerged was whether the key issue is acquisition of the language of the country to which the people have migrated or maintenance of the home language(s); many seemed to view this as a binary issue, namely that acquisition of the new language is what matters even if it means losing the home language(s), whereas others (usually those with a background in applied linguistics) argued that they were interrelated and that maintenance and development of the home language(s) was crucial to second language acquisition.

A future project therefore needs to explore these issues in relation to refugees, asylum seekers and others with a migration background, addressing the following questions:

- What are the language needs of refugees, asylum seekers and others with a migration background and how can they best be met?
- How can we start to shift the monolingual habitus that considers monolingualism to be the norm and argues that the only way of learning the language of the 'host' country is to stop using home languages?
- What are the necessary educational responses to these questions?
- And how do these questions impact on the experience of people who have recently arrived?

A further language-related issue that emerged in the course of the project was one of discourse and the power of language to promote certain perspectives. We have already explored the various possible meanings and interpretations of the concept of 'integration', but other issues were also raised. For example, Peter from Germany and one of the participants in the training event in Croatia, had prepared a presentation, which addressed this question. In this presentation he talked about 'semantic dehumanisation' and, through data he had identified by means of critical discourse analysis of the German press over the previous three weeks, presented examples of the ways in which migrants had been objectified. An example of objectification was the reference to use of the term 'Lager' for the places where refugees are placed when

they arrive (with Lager suggesting a place to store objects and with resonances to Konzentrationslager or concentration camps). Other discourse tendencies were towards militarisation (defence against immigrants, attacks against our system etc) and delegitimisation (economic migrants, asylum tourism). In the UK there has been a similar negative shift towards, for example, dehumanisation, such as in the frequent references to ‘swarms’ of migrants crossing the Mediterranean. This needs further exploration of, for example, the following questions:

- How do we ensure that terminology is deconstructed to work towards a questioning of assumptions? For example, is it appropriate to talk about ‘migrants’ when it may be several generations since the communities migrated? A further example is that ‘Flüchtling’ is a diminutive so there is a tendency now to use ‘Geflüchtete’, but how does this work when they migrated years ago?
- How do discourses surrounding us – in policy and the media, for example – impact on the beliefs of the general public and enable or disable integration? How have these discourses shifted over time?
- In which ways is this relevant to the kind of practices reported on in Home away from Home?

5.2.3. What have we learnt about appropriate ways of researching in this field?

In order to undertake this research, two separate applications for ethical clearance needed to be submitted to the University of Westminster, each over 90 pages long. This ensured that the research was being conducted according to ethical guidelines. It is important to continue to explore appropriate ways of conducting research in this sensitive field, addressing the following questions, amongst others:

- Which are the ethical considerations that need to inform any research in this field?
- To what extent are ethics considered in different national contexts?
- What other methodological issues need to be considered?
- During our time with Tours of Hope, a tour of the places related to refugees in Brussels, we were struck severely by a feeling of discomfort when we were discussing refugee issues whilst standing next to them. This was a particularly strong experience of the problems of the ‘ethnographic gaze’ and the need to consider the fine lines between research and voyeurism. What are the implications of this for researchers?
- The project positioned research and practice as interrelated, with each feeding into the other. An extension of this would be to explore what the parallels are between research methodology, in particular ethics, and practice methodology? How can practice learn from research methodology and how can research methodology learn to extend its repertoire of methods by learning from practices?

Appendices

Appendix 1

Case study 1

Altochtonen van de Toekomst (World Citizens)

Home Away From Home, a project funded by Erasmus +, has been looking for inspirational examples of projects and initiatives that contribute to the integration of asylum seekers, refugees and migrants in European societies and that are carried out with the involvement of young people. World Citizens (in Dutch ‘Altochtonen van de Toekomst’) is one of the projects that was selected as an inspirational practice. This project is focused on giving young refugees and asylum seekers who have arrived in Belgium the opportunity to participate in policy making. When we look closely at this inspirational practice, five project goals can be identified.

The first goal is to empower young refugees and asylum seekers so their voices will be heard by policy makers. In order to do so workshops are provided to the participants. Non-formal and informal learning is stimulated throughout the project.

How does this look in practice?

Activities take place twice a month. Usually an activity consists of an educational input and an activity that focuses on teambuilding. The needs and interests of the youngsters are taken into account.



The third goal is to raise public awareness through giving young refugees a face people can relate to. The young newcomers create and spread their stories and the dreams of young refugees. Some of the youngsters with a migration background give testimonies during trainings, conventions and seminars.



The second goal of the project is for young people who fled to Belgium to identify problems in the asylum procedure, the reception and integration policy. They communicate these problems to policy-makers.

To make this happen, youngsters attend workshops on policymaking, learning how to formulate recommendations and work with authorities. During these workshops, the problems are identified along with possible solutions. Recommendations are written up and then a meeting is arranged with policy makers, such as ministers and the commissariat of children's rights.

Goal four is focused on meeting the need of a vulnerable group for meaningful leisure activities. Team-building activities are organized to create good group dynamics. In this way youngsters make new friends and create a wider social network. In summer they organize a camp, which also serves as a moment for new youngsters to get to know the project.

“My social assistant in Bochelt told me about the project. They wanted to go camping in Verviers in 2015. She said it was for youngsters that come from different countries and usually do not have the chance to socialize and go camping during summer vacation. That is how I first met the group. Since then I have tried to come to all the activities and meet-ups.” (Participant of World Citizens)

The fifth goal is to bring more diversity into the Flemish youth sector. They focus on trying to make regular youth work more accessible for young newcomers. Under the guidance of a youth wellbeing expert the youngsters create an educational session for youth workers. In this training the barriers young newcomers face when they want to join a local youth group are discussed. In 2018 the youngsters gave these educational sessions to groups of youth workers on several occasions.



Where did these goals originate?

The project started with the idea of giving a voice to young refugees. To make this happen, they had to build a group of young newcomers and try to emancipate these youngsters by means of non-formal and informal learning, enabling them to get to know the Flemish and Belgium institutions, different NGOs and politics, and increasing their social network.

Who organises the project?

For four years the project was organised by a Flemish NGO, 'Refugee Action' (Vluchtelingenwerk Vlaanderen). Flemish Refugee Action supports asylum seekers and refugees. After four years, the funding stopped and the project was taken on by a different organisation, Tumult. Tumult, a youth and peace organisation, adapted World Citizens into 'Project X'.

When the project first started, Flemish Refugee Action approached young asylum seekers mainly through their social worker. Later on as the project developed, legal guardians, social workers and friends of participants joined the group, finding out about the project from social media or by word of mouth.

Funding

Flemish Refugee Action answered a project call from the Flemish government, the Department of Youth, Brussels, Media and Sports, for an experimental project. Flemish Refugee Action also collaborated with different partners and sponsors throughout the four years. Some years they experimented with crowdfunding to co-fund the summer camp and other activities for the young newcomers.

Volunteers

During the activities and the summer camp of the project the young arrivals were accompanied by volunteers. The volunteers prepared activities for the summer camp, which included training young participants how to design and deliver a workshop to educate youth workers on the insider experience of being a refugee. The volunteers then joined the youngsters when they were conducting their training with youth workers. Working with youngsters involves building a relationship of trust and this takes time. Because working with volunteers on a short-term basis is not in the best interest of the youngsters, only long-term volunteers are accepted. Attention was also paid to the diversity of the group of volunteers.



Importance of the project

This project is important since it gives young arrivals a place where they can be amongst peers. It allows them to have leisure time activities even if they themselves do not have enough resources. It also helps them to broaden their social network and familiarises young arrivals with different parts of Belgium. There is also a focus on informal learning on topics the participants can choose themselves. For example, workshops about photography, social media, creating an animation video, sexuality and relationships and politics were organized. The project is also relevant since young arrivals have the opportunity to influence policy making.

Do you want to organize an initiative, start or join a project?

Get inspired at www.hafh.eu.

Also have a look if you want to support already existing projects.

Text by Roos Bastiaan

Excerpts from interviews with people involved in *Altochtonen van de Toekomst*:

Interview with a volunteer

How did you become involved in the project?

After watching documentaries about refugees I felt the need to support organisations in Belgium who help refugees one way or the other (Rode Kruis, Vluchtelingenwerk Vlaanderen). At first I supported them financially but I kept thinking about the fact that I didn't really participate in helping refugees myself. While reading about the actions of Vluchtelingenwerk Vlaanderen, I subscribed to their newsletter in which I read about a summer camp nearby my parents' house. I applied as a volunteer, was asked for an interview at Vluchtelingenwerk Vlaanderen and met Roos Bastiaan, the leading lady of the project 'Al-tochtonen van de Toekomst'. I felt instantly connected to the project and inspired by Roos. A little while later all the selected volunteers gathered to get a briefing on refugees and the project and to prepare activities for the summer camp. The first day of that summer camp was my first encounter with the lively and promising group of youngsters, which I used to call 'refugees'.

How would you describe the project?

The project as I got to know it started with the aim to give minors who are accompanied by a parent or guardian a voice, as they are not allowed to participate officially in the asylum procedure. Workshops connecting with the social environment of the youngsters, using video applications and social media, stimulated them to send out positive messages about refugees. In addition, youngsters were encouraged to share their experiences and frustrations concerning the asylum procedure, which were used constructively to create policy recommendations. Hereby, a common sense of involvement arose, inspiring all youngsters to raise their voice and listen to one another, regardless of their cultural background. During my two years of volunteering, the project also evolved towards the area of social inclusion. The youngsters participated in the creation of a workshop aimed at connecting the current youth organisations with young refugees. They also participated in workshops on gender stereotypes and relations between men and women. The youngsters were guided by expert partner organisations and could therefore enlarge their knowledge as well as their network. Besides the above programme, activities were organised in which the youngsters could support

and advise young newcomers in other asylum centres, for example on school structures. Also activities focusing on recreation, fun and friendship were an important addition to the programme. Gradually, the group of youngsters became a group of friends.

In which ways has the project changed your views or life?

First of all, thanks to this project I pushed my personal boundaries and stepped out of my comfort zone. The project broke down my wall of stereotypes and allowed me to see beyond cultural differences and appearances. We're all human beings, having no control over where we were born or how to change the circumstances of our motherland. Instead of looking at the differences between us, we could discover similarities and join each other in mutual goals and beliefs. In the end, I gained at least as much from participating as a volunteer as did the group of beautiful youngsters in this project. I got inspired to make multicultural inclusion my life goal, starting with obtaining a job as a Dutch teacher to help people from other countries to participate in Belgian society.

Interview with a young participant

How did you become involved in the project?

"My social assistant in Bochelt, told me about the project. They wanted to go camping in Verviers in 2015. She said it is for youngsters that come from different countries and usually do not have the chance to socialize and go camping during their summer vacation. That is how I first met the group. Since then I have tried to come to all the activities and meet-ups."

How would you describe the project?

"In the beginning I had to confess I had my doubts about the purpose of meeting up. Then I understood it wasn't about a specific goal, but that is was just meant for youngsters to allow them to build certain networks and to have fun.[...] Then it got more political, in the sense of making the youngsters aware of what their rights are and what their possibilities are. To make them more conscious about their rights in society."

In which ways has the project changed your views or life?

"It has changed my views, in the way that regardless of age differences, cultural barriers, we are essentially the same. We all want to have friends. We all want to be accepted in a group. We all want to feel that we belong somewhere and we all have the same fears."

Appendix 2

Case study 2

Zidde gij oek van Sinneklaoas? (Are you also from Sinneklaoas?)

Home Away From Home, a project funded by Erasmus +, has been looking for good examples of projects and initiatives that contribute to the integration of asylum seekers, refugees and migrants in European societies and are executed with the involvement of young people. Home Away From Home aims to support young people, bring together and share knowledge and expertise and stimulate peer learning. Five organisations, from five European countries, participate in Home Away From Home. These are Tumult, from Belgium, the World of NGOs from Austria, the Centre for Peace, Nonviolence and Human Rights from Croatia, forumZFD from Germany and the University of Westminster from the UK.

Researchers from these countries searched for inspirational practices. The project took place over a period of two years (2017-2019). A training week and two study visits were part of the research. For the second study visit the researchers travelled to Mechelen and got to know inspirational practices from Belgium. Here we met the enthusiastic Ilse. She is the organiser of the initiative ‘Zidde gij oek van Sinneklaoas?’. This event is named after the title of an old Flemish song “Are you also from Sint-Niklaas?”, sung in the strong accent in which the locals of this town speak.

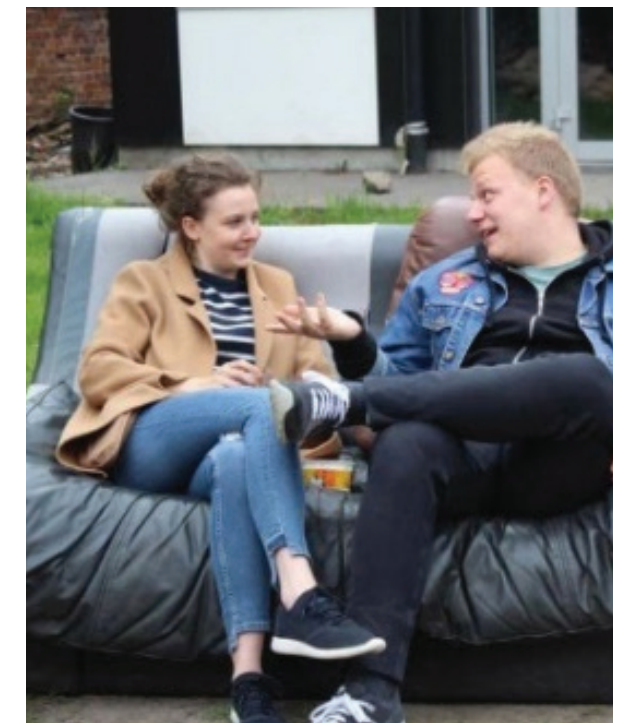
For her postgraduate studies in sustainable development Ilse choose to do an internship at Flemish Refugee Action. Here she worked on their campaign Gastvrije Gemeente.

“Many students of the post graduate went abroad. But I thought: you don’t have to go abroad to help people. I can do that here as well.”

The Gastvrije Gemeente campaign collects and shares projects and initiatives by, for and with refugees. Ilse decided she also wanted to organise an initiative in her own city. What could she do? And for whom? “My idea: bringing refugees and locals from Sint-Niklaas together.” This is a good idea for both parties. It broadens the social networks of newcomers and it changes the perceptions and prejudices of locals by enabling them to personally get to know newcomers.

Ilse already knew that she wanted to do something to support VLOS. VLOS does a lot of good work and is completely dependent on volunteers. She had a clear idea of the benefit she wanted to organise. What did her idea look like?

She wanted to focus on getting to know each other and each other’s cultures. Flemish and Afghan food, old Flemish games, live music, a game for the children, a cloths swap and in the evening a campfire.



Ilse called VLOS with the message that she wanted to host a benefit for them. She asked their opinion about her ideas. VLOS was enthusiastic and offered her their support. “I followed some of the advice I got, but some I chose to ignore. I had my own ideas and it was going to be my event. I wanted to keep most aspects of my original idea.”

Due to her enthusiasm and flexibility and with the help of her network in Sint-Niklaas, Ilse made sure her benefit took place in the way she wanted it to. VLOS provided support in the form of ingredients for the food, a chief cook and publicity to the beneficiaries of VLOS. Ilse could make use of the location and material belonging to the local Scouts. She could also use their firewood to build a campfire in the evening.

During the benefit a clothing swap took place. Many people swapped their clothes, but even more people just brought clothes and donated them.

Which factors played a role in the success of the benefit?

Ilse knows the town where she organised the benefit very well. She therefore has a local network, which contributed to making her benefit successful. Many people who came to the benefit were friends, family, acquaintances, neighbours, volunteers and beneficiaries of VLOS. She also received support from local organisations in the form of material and advice. Moreover, Ilse is very decisive and has great communication skills.



The advice Ilse would give to others who would like to organize a similar event in their hometown or city?

1. *Find enough people with whom you can cooperate well.*
2. *Find partners that can support you with material and location. This way you do not have to spend a lot of money.*
3. *Keep everyone posted on what you expect from them.*
4. *Promote your event well.*

This year Ilse will organize a benefit once more. The lessons she learned she will take with her to the second edition of the event. This time she will plan the event before or after Ramadan. This way more newcomers will attend. One last advice: reflect on your ideas. Find the right partners and hear their advice, but in the end make decisions you feel good about.

Do you want to organise an initiative or project? Get inspired at www.hafh.eu. Also have a look if you want to support already existing projects.

Photos by: Ilse Dullaert

Text by: Roos Bastiaan

Appendix 3

Case study 3

„Schüler treffen Flüchtlinge“

In Germany national and international migration has a long history. Already in the 1950s when rapid economic growth led to a shortage of labour, the Federal Republic Germany began to recruit workers abroad³. Since then Berlin grew to be one of the cities with the highest “migration background”, meaning citizens who either immigrated themselves or whose parents immigrated to Germany⁴. During the so-called “refugee crisis” in 2015 approximately 1,100.000 people were registered as refugees in Germany⁵. From these 722,400 people asked for asylum in the following year⁶. This influx of people provided significant challenges to the political and the social systems in Germany⁷. Often volunteers were frustrated because the organisations could not coordinate the aid measures appropriately.

A similar feeling was experienced by a group of young students in Berlin. After a lecture on the global refugee crisis in the European “Bertha-von-Suttner” school, some students considered how to become active on the ground level. First, they wanted to donate clothes to the accommodation centres for refugees and tried to help with their material donations. It was then frustrating for them to realise that the organisations reacted rather more negatively than they had expected.

Based on this experience, the students started to work on the structure of an organisation and founded the association “Schüler treffen Flüchtlinge e.V.” (STF) in autumn 2015. First, they had three different projects: cookery, German lessons and fundraising. After some time they put the focus on enabling people to meet with each other – refugees and non-refugees - and established “STF-Kocht” and “STF-Entdeckt”. With these two formats they aimed to promote cultural understanding between refugees and students and wanted to increase the participation of young people. Because it is particularly important to the founders that young people are the main actors in the association, it was set up with nine young students leading it.

³ <https://www.bpb.de/politik/grundfragen/deutsche-verhaeltnisse-eine-sozialkunde/138012/geschichte-der-zuwanderung-nach-deutschland-nach-1950?p=all>, last downloaded 10.07.2019.

⁴ <https://www.bpb.de/gesellschaft/migration/newsletter/148820/migrantenanteil-in-deutschen-grossstaedten-waechst>, last downloaded 10.07.2019.

⁵ <https://de.statista.com/statistik/daten/studie/663735/umfrage/jaehrlich-neu-registrierte-fluechtlinge-in-deutschland/>, downloaded last 10.07.2019.

⁶ <https://de.statista.com/themen/4727/migration-und-integration/>, downloaded 10.07.2019

⁷ <https://www.bpb.de/apuz/217302/ein-rueckblick-auf-die-eu-fluechtlingskrise-2015?p=all>, downloaded 10.07.2019

During this Home away from Home research, we had the chance to talk to the founders of “Schüler treffen Flüchtlinge e. V.” in Berlin, to get to know their work, their strategies to reach volunteers, their motivation, challenges they face and their ways of evaluating their projects.

In order to achieve their goals, the association initiates encounter projects in which students and refugees are in close contact. All projects from “Schüler treffen Flüchtlingen e.V.” are organised by young people with and without experience of being a refugee.

In general, they offer different activities in their project. The two activities, which do take place regularly, are “STF Entdeckt!” and “STF Kocht!”. In these activities, they come together as a group and either discover their favourite places in the city or meet for cooking. In “STF Kocht!” students with and without “migration background” come together to cook and eat their favourite foods.

One characteristic of this association is that it was founded and is led by eight young people, who were still students when it was set up and who now work in different positions in the project. For them it is an important aspect of their organisation that they are a young organisation, in which mainly people between the ages of 17 and 25 are involved. During our interview, one of the association members pointed out that:

“Young people are the future and I think young people are growing into a society that is open minded and welcomes everyone and is nice to each other – and it is something everybody can profit from”

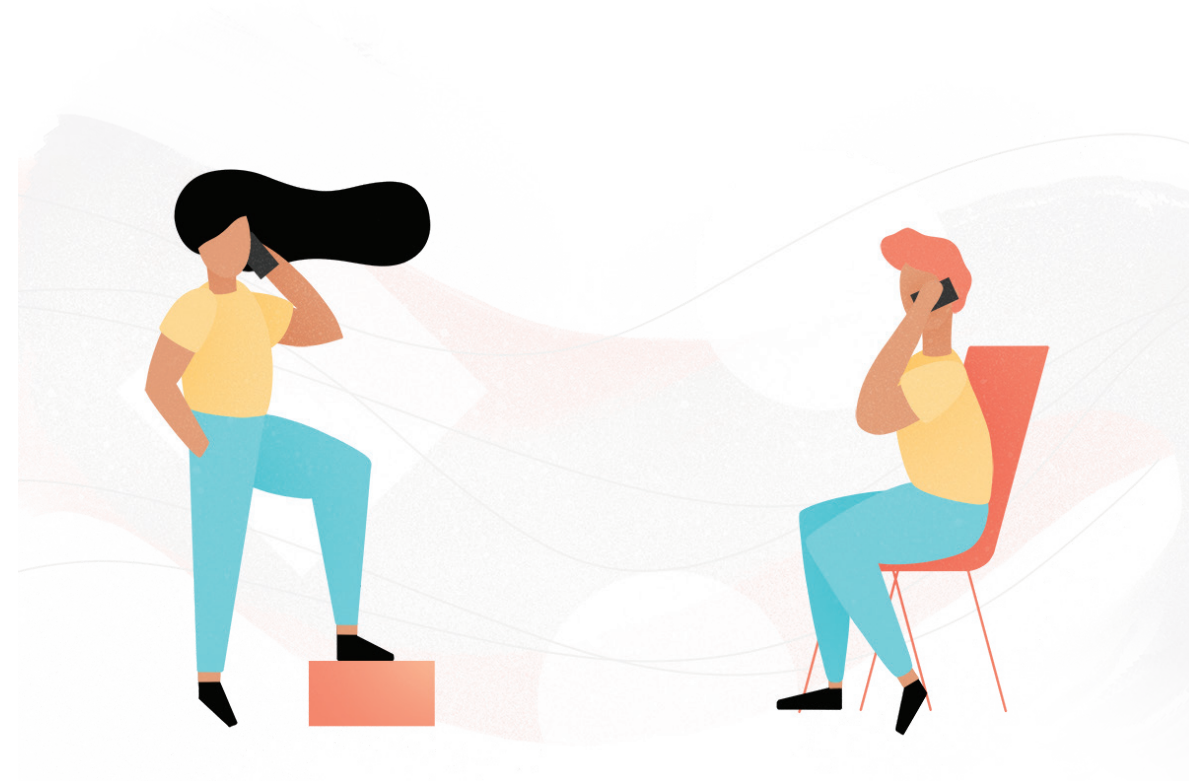
This statement shows a belief in the abilities of young people and implies which positive experiences the association already made.

For the implementation of their project activities, the team of “Schüler treffen Flüchtlinge e.V.” points out that it is necessary to reach out to other young volunteers to keep their activities going, though they report that it is challenging to get the 7 to 24 year olds involved. Still, they reach out to volunteers on their website and approximately 25 % of their volunteers get involved through this channel. There are no requirements to participate and everybody can sign up for it on the website. If somebody is interested in volunteering, the STF Team invites him or her to the next team meeting. Another common way to reach out to new volunteers is through friends, who know other people who want to support the team. Most of the times people who volunteer at “Schüler treffen Flüchtlinge” have already been active in

different school bodies before they start to volunteer for STF. The team members we interviewed assume that a great amount of social commitment already existed and that for this reason the volunteers are more committed to the aims of STF.

During the interview, the topic of training for volunteers also came up. The members explained that they do not have any special training for their volunteers but that usually there are experienced people in the different groups who can train others with less experience. They would wish for training packages, which include tasks to reflect on the project and the impact of their works, since the evaluation part is one of the most challenging in the project. They still want to improve their evaluation process and are constantly working on different tools which will help them improve in this field.

In the end it was obvious that it is the positive aspects of their work that keep them doing what they do. They all agree that it is very satisfying to look back at what they have already achieved and how, out of a small campaign, an organisation with 30 members grew. For their special achievements, they were also awarded with two prizes, the “Start Social Prize” and the “Youth Integration Prize”, which strengthens their motivation. In addition, the feeling that other people in the association start to take responsibility and that they can take a step back makes all the founders proud.



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