

YOUMIG Activity 5.1

**European and global good practice collection
of relevant services and actions linked to youth migration**

Deliverable 5.1.1

Institute for Economic Research (IER), Ljubljana

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1. INTRODUCTION

The Institute for Economic Research, Ljubljana, has elaborated the present *European and global good practice collection of relevant services and actions linked to youth migration in sending and receiving communities* in the framework of the YOUMIG project Activity 5.1. The objective of this collection is to equip the YOUMIG local partners with already existing solutions as a pool from which to select one good practice for their local pilot activity.

The comprehensive social inclusion of migrants is high at the European Commission's policy agenda. As stressed by Franco Frattini, former Vice-President of the European Commission, in the Preface to the second edition of the »Handbook on Integration for policy-makers and practitioners» (Niessen and Huddleston, 2010), »the importance of local stakeholders, in particular in cities, cannot be overstated. The local level is currently undergoing further radical changes: Europe's cities are growing, and their populations are becoming ever more diverse, as people from all over the world come to take up jobs, which our ageing population and workforce cannot fill. City governments are closest to the citizens and best placed to provide faster and more effective policy responses through subsidiarity. (...) It has long been the position of the Commission that providing third-country nationals with every opportunity to participate in society fosters the integration process«.

Three "Handbooks on Integration for policy-makers and practitioners" were written on behalf of the European Commission (Niessen and Schibel, 2004, 2007; Niessen and Huddleston, 2010). These Handbooks "act as a driver for exchange of information and best practice, and enable the development and promotion of policy initiatives" (Migration Policy Group, 2016). The first edition "was developed in cooperation with the National Contact Points on Integration and is based on the outcomes of a series of technical seminars. (...) The chapter headings are 'Introduction of newly arrived immigrants and recognised refugees', 'Civic participation', and 'Indicators'. The Handbook also includes an annex on 'Translating policies into programmes'." "The second edition of the Handbook addresses issues related to housing and urban issues, access to services, labour market and economic integration, mainstreaming, and integration infrastructure" and is based on five technical seminars organised in 2005-2006." Like the first edition, it "includes a mixture of 'methodological' and 'substantive' topics: chapters on mainstreaming and on integration infrastructure examine the structures and mechanisms used for implementing successful integration strategies across all policy fields, whereas chapters on housing and on economic integration present practices and lessons learned in these specific areas." "The third edition has been developed in cooperation with the National Contact Points on Integration and is based on the outcomes of a series of thematic technical seminars hosted by ministries responsible for integration in six different Member States, taking the exercise from Vienna (mass media) to Lisbon (immigrant youth, education and labour market), Paris (citizenship), Athens (public awareness and empowerment), Dublin (dialogue platforms) and Tallinn (coordination mechanisms)." (Migration Policy Group, Brussels, 2016) The Handbooks are available for download in at least twenty languages.

Following the UNESCO model developed for best practices in immigration planning, the four main characteristics of best practices¹ are:

1. They are innovative: they have developed new and creative solutions to common problems that are consequence of immigration, poverty and social exclusion;
2. They make a difference: they demonstrate a positive and tangible impact on the living conditions, quality of life or environment of the individuals, groups or communities concerned;
3. They have a sustainable effect: they contribute to sustained eradication of poverty or social exclusion, especially by the involvement of participants;
4. They have the potential for replication: they serve as a model for generating policies and initiatives elsewhere (Portugal et al., 2007, p. 5).

The richest information on migrant integration projects / good practice at the local level is available at:

- the European Web Site on Integration, "Migrant Integration Information and good practices" (<https://ec.europa.eu/migrant-integration/home>),
- Cities of Migration web site "Good Ideas from Successful Cities" (<http://citiesofmigration.ca/good-ideas-in-integration/municipal/>),
- CARIM-East – Consortium for Applied Research on International Migration (<http://www.carim-east.eu/publications/research-reports/integration-and-reintegration-of-migrants/>),²
- AMICALL project research reports, particularly Wiest and Krobisch (2012) and Jones (2012),
- Broadhead (2017, p. 31-32) – relevant networks, guides to best practice and funders.³

¹ The term the YOUMIG project opted for («good practice» rather than «best practice») proved to be correct, at least judging from the following arguments by Portugal et al. (2007). »When we began our project, we used the concept of 'best practice' but this was changed later on. The existing literature uses both concepts, 'best' and 'good', although there is not an in depth discussion about the actual utilization of one or the other. In the process of building up this report, and having discussed the issue with the authors and/or practitioners involved, we opted to use the term 'good' rather than 'best'.

Several reasons made us believe that good is a more adequate adjective for what we are referring. In the first place, 'best' tacitly implies that there are other ways and that the selected one is better than the others. 'Best' also suggests the existence of a hierarchy, and we did not have a complete set of practices to rank. Secondly, 'best' would imply that all the criteria presented above are met by all the selected practices. However, this was not the case for most of the examples found: for most of the selected practices, at least one of the criteria was not completely met. Thirdly, 'best' would also imply that a given practice is a better way to do things compared to other approaches. This is not necessarily true either, as practices respond to specific needs in given situations, and it was not possible for us to compare and evaluate. Thus, due to the multiplicity of situations that indicated that the cases or practices selected could not or should not be thought as 'best', we opted for the word 'good'. Using this definition we could include practices that may be a solution to some issues or problems but that do not necessarily meet the four criteria listed above» (Portugal et al., 2007, pp. 7-8).

² The suggested further reading on local communities and integration of migrants: Ray (2003).

³ We also recommend Open Society (2011), which is a compilation of good practices on social inclusion and non-discrimination identified during the Open Society Foundations research series, "Muslims in EU cities". It contains projects and initiatives from Amsterdam, Antwerp, Berlin, Copenhagen, Hamburg, Leicester, Marseille, Paris, Rotterdam, Stockholm and London.

We were selective in choosing the good practices to be included into this collection. There are many similar projects/pilots, for instance those focused on informing the immigrants, so we tried not to be repetitive. Included are only those initiatives/projects that are described to an extent that allows for their replication by the YOUMIG local partners.⁴ This implies their detailed description in English.

Only those good practices have been selected that can be **implemented at the local level**. We included those good practices that can be implemented by the local authorities, groups of citizens, associations, NGO's, etc. The initiatives/projects/activities led by – or mainly involving – international organisations, privately owned companies, employers'/entrepreneurs' associations, trade unions, Employment Offices, police, media, migrant associations, etc., are not included, unless it has been presumed that actors at the local level may replace them in their particular roles in the projects/practices, or that a local community may create an organizational partnership with those actors. The same applies to the projects that ask for the involvement of the central authorities (like those that imply legislative/regulation changes, or actions that ask for the highest level intervention), or have been organised (and mainly financed) by international organisations and similar bodies.

Most of existing or tested good practices do not focus on young migrants as they are defined by the YOUMIG project (15-34 years of age). We have included **those good practices that (can reasonably) focus on the young**. The same logic was followed in the case of good practices focusing on immigrant women on general.

There are cases of practice that were agreed by focus groups or in Delphi surveys to be recommended as potentially good ones; or recommended by the professionals in the field. Some of them are included, with a respective note added.

The descriptions of good practices have been taken from web sites, books, articles, reports, etc. They were adapted (mainly shortened and somewhat edited) to the purpose of this collection of good practice, with large portions of the original texts copy-pasted. It has been our opinion that the original wording of the teams who established and ran the projects best describes their arguments, views and experience. In order to acknowledge their authorships, the web sites and other sources are consistently named. Only quotations from books are followed by all necessary details.

2. BEST PRACTICE: IMMIGRANTS

2.1. Information services

2.1.1. Youth Migration Services

(<https://www.jugendmigrationsdienste.de/en/>)

Jmd2start (<http://www.jmd2start.de/modellprojekt/fuer-junge-fluechtlinge/#c51>); **for migrants aged 12 to 27 years**; in German, English, Arab, French, FAR, KU, TI.

The offices called Jugendmigrationsdienste (JMDs (www.jugendmigrationsdienste.de)) were originally established by the German Federal Ministry of Family, Elderly, Women and Youth. People in these

⁴ Unfortunately, this is not the case of the great majority of good practices described in the European Commission's three »Handbooks on Integration for policy-makers and practitioners» (Niessen and Huddleston, 2010; Niessen and Schibel, 2004, 2007).

offices help young people with a migration background aged between 12 and 27 years with their integration process in Germany. They do it through advising, supporting and educating them at 456 centres throughout Germany, helping them:

- to find their way in their new environment;
- to find a language or integration course;
- in searching for a school, internship, vocational training or employment;
- when they have to fill in forms or need to contact civil services and authorities;
- if they have problems in their family or with their friends; and
- with other issues they might have.

They do it professionally and free of charge with a variety of services and in different languages. Their tasks are: individual support; professional advice; group and educational courses; effective networking in schools and training organisations. The focuses are on linguistic, educational, professional and social integration.

Target groups are:

- Children, teenagers and young adults with a migration background aged between 12 and 27
- Parents of children and young people with a migration background, particularly in issues regarding their children's education/training
- Initiatives and institutions that are relevant for the integration process of young migrants, including anyone in the young people's living environment

The objectives are:

- To improve the chances of integration (linguistic, social, educational and professional integration);
- To promote equal opportunities;
- To encourage participation in all areas of social, cultural and political life

There is a multilingual website (in German, English, French, Russian, Turkish, Bulgarian, Arab and Spanish).

Also see: **jmd4you** (online advisory service ***specifically for young people with a migration background aged between 12 and 27***); Professional, anonymous and multilingual (German, Russian and Turkish).

2.1.2. Network of Information and Counselling Centres for Non-EU Member Country Nationals

<https://ec.europa.eu/migrant-integration/intpract/network-of-information-and-counseling-centers-for-non-eu-member-country-nationals>

<http://www.oim.ro/index.php/en/programs/past-programs/112-network-information-counseling-centers>

Romania: București/Ilfov, Bacău, Brașov, Buzău, Cluj, Constanța, Craiova, Galați, Iași, Pitești, Ploiești, Sibiu, Suceava, Târgu Mureș and Timișoara

May 2010 – May 2011

The project contributed to the integration of third country nationals legally residing in Romania through the **establishment of 15 migrant information centres (MICs)** in București/Ilfov, Bacău, Brașov, Buzău, Cluj, Constanța, Craiova, Galați, Iași, Pitești, Ploiești, Sibiu, Suceava, Târgu Mureș and Timișoara.⁵ Based on cooperation agreements with local organizations, the project prepared the necessary resources including equipping centres, training of the centre personnel and promoting synergies with relevant local organizations and programmes.

Through the information centres the project reached about 7,500 legal migrants in the course of six months, in the second half of the project. At the same time, the project encouraged the registration of visitors to maintain contact and use the information in future activities. Also, the project collected data on the profiles and needs of the beneficiaries.

2.1.3. Consultation and Information Centre PLUS

<https://ec.europa.eu/migrant-integration/intpract/consultation-and-information-centre-plus>

Vilnius, Lithuania (January 2011 – June 2012)

Consultation and information centre PLUS is a centre, ***created for third country nationals in order to facilitate the integration processes into Lithuanian society by providing better access to information, social, psychological and legal consultations.*** Foreigners can get individual, group, online consultations free of charge from social workers, lawyers, psychologists, consultants and specialists on migration issues, the Lithuanian culture, history and language. Consultation and information centre PLUS website was created, where the most relevant information for migrants from third countries was presented. Information includes such topics as recent developments in Lithuanian migration and integration policies, social services, daily life issues, culture and entertainment. Nine issues of newspaper 'Centre PLUS news' were prepared and released with the most relevant information for migrants.

2.1.4. Integration package for unemployed migrants, refugees and asylum seekers

<https://ec.europa.eu/migrant-integration/intpract/integration-package-for-unemployed-migrants-refugees-and-asylum-seekers>

Ljubljana, Slovenia (December 2010 – December 2013)

The project integration package for unemployed migrants, refugees and asylum seekers stemmed from an ongoing effort to assist primarily labour migrants in terms of informing them about legal changes and possibilities related to labour market access and general integration. While initially focusing on unemployed migrant workers, asylum seekers, and refugees, the project also aimed at including the migrant youth. Its goal was a more general migrant social inclusion, at the same time as keeping in mind the necessity to contribute to migrant equality in terms of labour market access and access to full workers' rights and benefits. As a specific outlet, the project team also issued a monthly newsletter called "Migrant news" ("Migrantski novičnik"). The main purpose of the newsletter was to inform migrant workers directly about ongoing legal changes, work field, cases of companies, etc. The newsletter was distributed directly to migrant workers, which meant going to workers'

⁵ For another example of one-stop-shop see: http://citiesofmigration.ca/good_idea/one-stop-shop-mainstreaming-integration/ (Lisbon, Portugal).

dormitories and frequent points of gathering. “Migrant news” was issued in Slovenian and BCMS (Bosnian-Croatian-Montenegrin-Serbian). The publication was very well received.

2.1.5. STARTwien

<http://www.startwien.at/en/startcoaching>

Vienna, Austria

»*Start Vienna* offers a more targeted orientation service, specifically linking newcomers into a coaching service and the German language courses and integration services. (...) its focus is primarily on accessing language provision (through a central hub and voucher system) and integration courses« (Broadhead, 2017, 22). There are nine information modules: profession, recognition of qualifications, residence matters, living together, health care, education, housing, working environment and business start-ups (<http://www.startwien.at/en/modul-themen>). They are available in 19 languages understood by three more languages speakers.

Start coaching is a service offered by Municipal Department 17 - Integration and Diversity (MA 17) for all new inhabitants of Vienna who receive their first-time permission or a registration for the purpose of family member to stay in Austria for the last two years. Immigrants are assisted by employees of MA 17 who speak the immigrant's native language or another language he/she feels comfortable with. At the start coaching appointment the immigrant receives his/her Vienna education booklet where all the language courses, information events, counselling services, and education and further training programmes that he/she later attends are recorded. The education booklet contains vouchers from the City of Vienna for German Integration Courses worth €300. It also allows the immigrant to attend information events on various useful topics. At the start appointment the immigrant also gets comprehensive information about the Integration Agreement; discusses his/her next steps; gets help with finding a suitable German Integration Course; learns how the voucher system works and what the information modules are; gets recommendations for counselling centres (finding a job, getting your qualifications recognised, etc.); discusses basic questions (registering his/her child for school, compulsory schooling, etc.); and receives information on a variety of other relevant topics.

2.2. Inclusion/integration in the society

There are three major beneficiary groups of good practice aimed at inclusion/integration of immigrants. Most frequently the practices/projects are primarily in favour of immigrants, but in some cases the beneficiary is (also) the native population (like practices 2.2.13–2.2.20), while some good practices are (also) focused on local administration/service providers (like practices 2.2.21–2.2.23).

2.2.1. Have you got the power? Empowerment of migrant adolescents in deprived areas of the city of Eindhoven, The Netherlands

A prevention programme

(Portugal et al., 2007, pp. 151-156; Sbiti and Kamperman, 2009, pp. 182-184)

“Many migrant adolescents experience problems connecting with Dutch society. Especially boys are often stuck between the strict behavioural obligations at home and the liberties outside. Their frustration is often expressed in rebellious and sometimes aggressive behaviour. Doing so, they cause nuisance to other citizens. (...) In some neighbourhoods, rebellious adolescents cause problems. If

not treated, these adolescents may marginalise and develop psychological problems.” Their “increased risk for marginalisation is related to factors like, little social and/or intellectual skills, insufficient knowledge on societal norms, unfavourable socio-economical position, poor family functioning, difficulties in coping with individualistic Dutch society, their minority position and identification with low social status.” (Portugal et al., 2007, p. 151)

“The program aims at migrant adolescents who display risk seeking behaviour and are at risk for marginalizing. Furthermore, the program aims at underachieving migrant adolescents” (Portugal et al., 2007, p. 153). The overall goal is to prevent the marginalisation and development of psychological problems in migrant adolescents” (Portugal et al., 2007, p. 151).

“The program consists of empowerment training for migrant adolescents. In the training they learn social skills, strengthen their identity and social integration. Also, parents, teachers, friends and key figures in the communities were involved. In the training, attention is paid to cultural identity, relationships, healthy life style, education and work, and future perspective. The parents were invited to educational meetings, which consists of information on the training and the request to support their children in their new behaviour and respond adequately to them.

Peer support is also part of the empowerment program. Adolescents that follow the training successfully are invited to become an assistant trainer for other adolescents (Training of trainers-model). In doing so, the program creates positive role models” (Portugal et al., 2007, p. 153).

“An evaluation on the effects of the program showed that the programme:

- Increases feelings of control about the adolescent’s own life;
- After the course the adolescents and their parents have better insight in their situation/way of life;
- The adolescents are more able to realise the consequences of their acts;
- The adolescents show more empathy for other people;
- The adolescents present less behavioural problems;
- The adolescents have a healthier lifestyle” (Portugal et al., 2007, pp. 154-155).

2.2.2. The Generation Project: Community Partnerships for Youth

http://citiesofmigration.ca/good_idea/the-generation-project-2/

Amadora municipality (in the northwest region of Lisbon), Portugal

The district of Casal da Boba is made up of about 700 houses. Over 50 per cent of the population is between 10-24 years old and the majority of residents are of Cape Verdean origin. The population of the area is also very marked by unemployment, low income, poor schooling, family instability and very often a lack legal status and documents. The high crime rate of the area and the concern that these factors would only compound over time led to the creation of a strong public and private partnership, focused on finding some solutions to break the cycle of another generation living in ongoing poverty and exclusion. The goal of the project was ***to change the options available for a generation living in this community, to tackle and to prevent the major factor of social exclusion that affects youngsters and instead, provide them with real opportunities.***

A partnership with the City of Amadora, the Calouste Gulbenkian Foundation and the ACIDI – High commissioner for Integration and Intercultural Dialogue helped to also create an organizational partnership with actors and representatives from local government agencies for education, training,

social care and health. The private sector was also heavily involved. The range of people that became involved in this program included anthropologists, economists, language professions, enterprise managers, hair dressing teachers, musicians, psychologists, animators, violinists as well as librarians and priest.

A series of targeted programs (based on age groups and specific barriers) were created. This included: a *Youth Workshop* to combat truancy and school dropouts with study and education support, *Get Over It* a program to help children with judicial problems by providing direct and personal supervision for each child, *For You If You Keep Studying* which provides entertaining activities such as basketball, theatre and percussion from within the school as a means of improving attendance; *Hairdressing Workshops* which helps students that have dropped out of school to train at professional hairdressing salons; *More Health Program* to provide speech therapy, glasses and dental treatments; A *Learn and Play Program* that provided young preschool age children with a place to go after school and engaged them in theatre, dance and arts and *You Can Be Anything You Want To* an initiative that supports teenage mothers.

Other programs included training facilitators to act as bridges between the neighbourhood and outside world. Six months after this program was launched facilitators were supervising over 226 cases of high risk children.

Additional programs included a youth orchestra, an equivalency program for 9th graders and a transnational fair (held in conjunction with Rotterdam and Milan) to showcase organizations working in the field.

The Generation Project has made it possible for children and youths in the neighbourhood to join an orchestra, learn judo, go back to school and get professional qualifications in the areas they prefer – to name just a few examples of the actions aimed at furthering social integration.

The success of the program is evident from the numbers that they were able to involve from the community. Since 2005 over 1,000 children and young people have benefited from the project. In 2007 and 2008 the success of the project resulted in additional funding from the EU's EQUAL initiative.

2.2.3. Reaching for the Stars: VIPs go to School

(http://citiesofmigration.ca/good_idea/reaching-for-the-stars-vips-go-to-school/)

Barcelona, Spain

Local heroes reward students for good ideas about immigrant integration in schools.

How do you encourage teenagers to think about improving integration in their own schools? Put down the textbook and offer a contest where the prize is a celebrity visit at your school. But with a twist – the stars themselves have a migrant background.

Eres joven, ¡trunfarás! (You are young, you will succeed!) asks students aged 10-18 years from across Spain to submit their ideas on projects that can improve integration in their schools. A web-based project led by the Fundacion Bertelsmann, it includes a jury to decide the winners, then sends the celebrity 'ambassadors' to appear at the first prize schools. Among the ambassadors are soccer star Bojan Krkic (whose family is originally from Serbia), pop singer Chenoa (born in Argentina) and reality star-dance teacher Sergio Alcover (whose father is from Equatorial Guinea).

Introduced to Spain in 2010, the Eres joven, ¡triumfarás! programme builds on the success of its German counterpart, Alle Kids Sind VIPs (All Kids are VIPs). Alle Kids Sind VIPs was founded in 2008 by the Bertelsmann Stiftung where it was a runaway success. By year two, students had submitted over 100 entries from schools across Germany to win a chance to spend time with their heroes – integration ambassadors like soccer star Mario Gomez, actress Susan Sideropoulos and TV presenter Daniel Aminati.

For both programs, ***the educational objective is to improve academic outcomes for new immigrants and students with a migrant background.*** In Spain, for example, students of foreign birth scored lower at school than their Spanish-born peers, resulting in a lower rate of higher education (including vocational training). In broader terms, however, this playful, youth-oriented project ***positions integration and greater cultural awareness as a route to more positive, inclusive experience for all young people in the education system, and the wider world outside school.***

In Spain, the Fundacion Bertelsmann developed Eres joven, ¡triumfarás! in partnership with the Ministry of Education with a multi-pronged purpose. It ***aimed to raise awareness about the role of youth in the integration of migrants; identify successful school-based activities and promote their transferability; demonstrate to parents the importance of cultural diversity; inform policy-makers of the contest results; and finally, present a positive image of migrants through celebrity ambassadors and organized events.***

The competition itself consists of students (on their own, in small groups or as classes) submitting school-based projects online. All entries address ***the theme, “Integration requires equal opportunities in education”***, and must describe how the project increases awareness of the cultural diversity around them. Students, with the support of their teachers, are encouraged to be as creative as they like and use any format. Submissions can be videos or websites, musical or dance performances, research or school events. A youth advisory group helps choose the winners.

Choosing the right ambassadors is a critical part of the project. As role models, these celebrities help boost the self-esteem of students with similar backgrounds as well offering a positive image of cultural diversity. The students behind the winning projects (and their class) are rewarded with a visit from the ambassadors, including a chance to interact and ask questions about any topic they want. And see their hero in action, whether it be on the basketball court, break dancing or behind the microphone. The ambassadors also share their personal experiences.

What keeps this project going both in Germany and Spain are the direct messages from the ambassadors to the students. When rapper El Chojin (known for his Rap against Racism project) visited the school that won for its wiki project, he told the students “I’m here to try to support what you are doing, because I think it’s important.”

2.2.4. The Youth Ambassador Project

http://citiesofmigration.ca/good_idea/the-youth-ambassador-project/

Ghent, Belgium

Since 2006 the City of Ghent, through Gent, stad in werking’s (Ghent, city at work) Latent Talent project, has been working to improve the local labour conditions of second and third generation immigrant youth. This approach focuses on much more than merely improving youth unemployment numbers. It means that their city is working to become a more inclusive place for all migrants and

their families. Their **long-term goal is to change local attitudes, stereotypes and perceptions**, and create a better, more prosperous city for all.

The Ambassador project is important on different levels. “It tackles the many still widespread prejudices and misconceptions about migrants that linger among some of society’s important leading persons, such as teachers or employers. At the same time it is a strong motivator for young migrants who are all too often de-motivated or disappointed. Ambassadors make a plea to society to offer opportunities to migrants and to the latter [youth] to seize these opportunities. They are a constant reminder of the hard work that still has to be done.”

The Ambassadors are a key part of this approach. They are immigrant youth volunteers who have overcome barriers and have found employment success. They share their stories about school and their rocky road to success in the labour market. And they don’t just talk to other youth like them. They present and dialogue with teachers, parents, employers and other organizations in the city. So far, they have spoken to over 3,200 people who are responding positively to the initiative.

The Ambassadors program is a great example of working to enable youth voices to speak about their own experiences, challenges and success. In 2012, the project became part of the City of Ghent’s Office of Integration Services and is being promoted outside of the city. To enable successful replication of this good idea, the City has created curriculum focused on two ambassadors telling their own stories. It includes a series of exercises and assignments and a DVD with seven short films about the project.

2.2.5. Inclusion of Migrants in and through Sports - A Guide to Good Practice

<http://www.footballforequality.org/fileadmin/mediapool/pdf/spin/SPIN-GPG-sc.pdf>;
www.sportinclusion.net

Ireland

The **Corduff Community Youth Project** is situated in an area of huge ethnic and cultural diversity. The project runs a variety of programmes and activities aimed at enabling young people to engage in their own personal development. Many of these programmes focus on sports such as basketball, volleyball, boxing, football as well as programmes that cover a range of issues relevant to many teenagers (e.g., personal development, early school leaving, teenage sexual health, etc.). Sport is used as an engagement tool and **helps to build relationships and introduce young people to other personal development programmes on offer at the Youth Project**. Football, because of its popularity, is used as an activity to engage young males in particular. Given the large ethnic diversity in and around the location of the Corduff Youth Project, the projects’ youth workers have proactively reached out to young people from ethnic minority backgrounds living in the locality.

The impact has been an increased engagement of young people from migrant/ethnic minority backgrounds and a greater sense of mutual respect among adolescents from diverse backgrounds.

UK

Sport England together with other partners set up (among others) three initiatives tackling issues round participation/inclusion and sports: **Positive Futures** (together with Sport Wales), **Sport Action Zones** and **Active Communities**. The target groups of all are socially deprived communities and groups (including migrants, women and girls, disabled people) with less than average participation in

sport. The objective is to support local projects and the reports from the programmes indicate that a basis for success is the co-operation with deliverers who know the specific needs of the community (and ethnic groups) and ideally are part of it themselves. All programmes are still in existence. Positive Futures, which from the beginning was focused more on young criminal offenders and drug-users has been taken over by the Home Office and includes also arts and media projects and co-operates among others with FURD “Football unites, Racism divides”, a long-standing anti-racist football initiative and charity based in Sheffield. From the Sport Action Zones set up in 2000, the London North Lambeth and North Southwark Sport Action Zone seems the most active today. It has now partnerships with London boroughs and also commercial sponsors. Likewise the Active Communities Network has partnerships with corporations and for example the Premier League. Active Communities Network has recently published a detailed report of its **Breaking Barriers** programme for community cohesion and sport in different London boroughs with special emphasis on engaging minority ethnic communities through among others boxing and football. But it also included qualifications for youths as boxing tutor, football referee, youth worker etc. Important keys of success listed in the report are: accessible, comfortable and neutral venues and facilities; peer role models; events as incentives; co-operation with existing structures and locally identifiable staff. (www.posfutures.org.uk ; www.thesportactionzone.org)

Portugal

The programme **Judo in uptown Lisbon** (Judo na Alta de Lisboa), promoted by the Lisbon Judo Club in partnership with three groups of local schools, has the support of the Municipality of Lisbon and of the UNESCO National Commission in Portugal, in addition to other institutions and sponsor organisations. The project has as its target group children and young people, who frequent the schools and other institutions of the area, including those from more needy families residing in social housing neighbourhoods, mainly 3rd generation immigrants. Started in 2007, the project currently involves 600 children and young adults.

The objectives of the project involve **social inclusion in and through sport**, in this case through the regular practice of judo by children and youths from families of different social strata. The strategy of social intervention thus involves different aspects, such as pedagogy and sports, and also the promotion of sociability networks across the different social conditions. The activities developed include regular judo training sessions at schools and at the local sports facilities ceded to the project, travels for participation in internships, tournaments, and social and sports holidays.

The strategies of social inclusion in and through sport adopted in this project focus on the educational potential of judo for the development of motor, intellectual, emotional and social skills (in particular aggression management) and the **transmission of values** (judo’s Code of Ethics) to the target group. (www.jcl.pt ; <http://judoclisboa.blogspot.com>)

2.2.6. Exoduses - Theatre workshops for intercultural and intergenerational dialogue

<https://ec.europa.eu/migrant-integration/intpract/exoduses---theatre-workshops-for-intercultural-and-intergenerational-dialogue>

San Lazzaro di Sàvena (Bologna)

Exoduses is **a theatre workshops project for and with youngsters from all over the world** (including Italy). The project idea arose in 2014, following a series of theatre actions and projects implemented

since 2005 by Teatro dell'Argine - TdA, both on local and international level, aiming at intercultural and intergenerational dialogue, and active citizenship. Its implementation started in 2015 and a second edition took place in 2016. Both years, a final show was organised and attended by hundreds of people. *Exoduses creates a space for exchange and dialogue.*

A group of around 50 people have participated in the project each year: 15-25 years old boys and girls, including students, together with 30-60 years old men and women, including social workers and researchers at DAMS (Department of Art, Music and Show of Bologna University). Some of them have been practicing theatre for years and some others are absolute beginners; some were born in Italy and some others are newcomers. Twenty different countries of origin are represented in the group. Altogether, more than 1000 people have attended final performances. Among attendees were participants' family members and friends, social workers and educators, artists, local authorities, representatives of the police and social services, school and University teachers, etc.

Informal external evaluation of both the process (workshop) and the show, from an artistic, educational and social perspective is made by San Lazzaro di Savena Municipality and workers of migrant reception centres such as Opera Padre Marella. Focus is on the audience (number of attendees) and ways to involve new participants, while overcoming linguistic barriers.

2.2.7. Get up, move yourself!

<https://ec.europa.eu/migrant-integration/intpract/germany-get-up-move-yourself>

Solingen, Germany

October 2010 – September 2013

Civic engagement strengthens equal participation and supports integration. In structures of volunteering, however, young people with an immigrant background are underrepresented. The reason for this is not lack of interest; rather there are barriers to entry, which must be removed. This is the aim of the project "Get up, move yourself!". It ***provides young people with and without migration background the possibility to gain practical volunteering experience, to take responsibility and to actively create changes in their own direct living environment.*** The project offers young people ***the opportunity to gain new experiences, to develop social and vocational skills, to improve their self-awareness and to perceive themselves as actors of change in their society.***

The project was very successful and was able to attract a large number of young people with a migration background for social commitment. In the context of the volunteering exchange about 60 young people were taught in projects, 160 involved in 25 self-determined youth teams (e.g. in the fields of environment, education, media, bullying, racism, xenophobia, intercultural coexistence, integration, sport, culture, etc.) and 40 as part of the intercultural Dialogue. Approximately 200 young people were reached in single events. In addition, participation in national youth conferences enabled the participation beyond the limits of the district. Twenty-five institutions and associations joined to take part in the project, of which 10 are ethnic associations and migrant organizations.

Due to the project team, the young people learned that they were able to make changes and they will remain aware of their responsibility for themselves and others. The opportunity to participate in shaping their living environment contributed to their involvement in their neighbourhood.

The project was evaluated on a regular basis through quarterly meetings with partners and stakeholders. The Federal Office for Migration and Refugees labelled "Get up, move yourself!" the "best-practice project" of 2013. In 2011, the project had already won the active competition of the Alliance for Tolerance and Democracy and had been recognized as an outstanding practice example. In addition, a feasibility study was commissioned by the AWO Aqua gGmbH 2013. This team evaluated the potential of self-directed youth involvement and the impact and experience of the project activity "Youth Changemaker City". The project won the 2014 prize Social City and the Youth Democracy Award!

2.2.8. SprInt - Nationwide network for mediation of language and integration

<https://ec.europa.eu/migrant-integration/intpract/sprint---nationwide-network-for-mediation-of-language-and-integration>

Germany: Aachen, Augsburg, Berlin, Dortmund, Düsseldorf, Erfurt, Essen, Göttingen, Hagen, Hamburg, Leipzig, Mainz, Mannheim, Potsdam, Rostock, Wuppertal

Project end: January 2015

The Sprint network wanted, through the use of language and integration mediators (short: Sprint), **to enable people with immigrant backgrounds to have equal access to care, benefits and opportunities in the fields of health, social services, labour market integration, education and training**. For this purpose the network:

1. qualifies language and integration mediators and certifies them according to a standardized test that is taken from three universities
2. operates services for language and integration mediators in eight cities
3. sensitizes specialists and managers and facilitates intercultural understanding, multilingualism and diversity in institutions of the health, social and education system and starts the intercultural opening processes.

Since January 2013: Over 25,000 appearances of language and integration mediators; eight mediation services with up to 50 languages, six more under construction.

A professional assessment of the project is made through regular customer survey filled out by professionals and managers. In the 2014 survey, of the customers of the Wuppertal site, 68% were "very satisfied" with the service and 30% "satisfied". Thereafter, regular needs analysis through surveys and evaluation tools are carried out at the individual sites. A Quality Assurance Committee, consisting of three universities and the SprInt service centre, controls the quality of the qualifications. This is of particular importance in view of the objective to recognize SprInt nationwide as a vocational training.

2.2.9. Empate - Volunteering for more participation and involvement

<https://ec.europa.eu/migrant-integration/intpract/empace---volunteering-for-more-participation-and-involvement>

City and county of Würzburg, Germany

Project end: December 2014

Focus group: immigrants aged from 12 to 27 years who recently moved to Würzburg and the surrounding area.

Contents: daily monitoring of young people with a migration background, including:

- accompaniment to authorities, important dates in the school / doctor, etc.,
- Teaching German,
- Tutoring in Math / English,
- Advice for suitable leisure activities,
- Accompaniment to associations (sports, music, etc.),
- Support with problems.

Activities:

- public relations and acquisition of volunteers, job interviews,
- collaboration with the Youth Migration Services, queries regarding the needs of young immigrants,
- Appointments to get to know each other (project management, volunteers, young immigrants),
- Support of the "Godfather Couples",
- Organization of training opportunities for volunteers,
- Organization of activities in free time, workshops and excursions ,
- Issue certificates for the volunteers,
- Regular exchange meetings of all volunteers.

2.2.10. Mentor families in the workplace

<https://ec.europa.eu/migrant-integration/intpract/mentor-families-in-the-workplace>

Denmark, nationwide

Every year, Danish companies have to say no to large assignments and pay large sums of money for re-recruitment, because it is difficult for them to get foreign employees to stay on. High salaries are not sufficient - but what does it then require? Surveys show that it is often the lack of social networks in the workplace and in the local community that makes migrants leave. Therefore Foreningen Nydanske and nine Danish companies wanted to develop a family-based mentor arrangement to focus on social integration. In the project "mentor families in the workplace", seven companies successfully established mentor family relations between the company's Danish and foreign colleagues and their families, in order to integrate and maintain employment for workers with an ethnic minority background.

Employees were offered the opportunity to be host families and mentors for a colleague and his or her family. The idea of offering experiences rather than appealing to social responsibility proved efficient. An unexpected high numbers of Danish families signed up for the project. So many that we had to turn down many. The project shows that voluntary integration programmes, focusing on employees in Danish companies and their families, have great potential. As much as 58 mentor families joined the project - a total of 29 pairs of mentor families. The families met in the period June-December 2008. Danish families introduced migrant families to the workplace and the local

community - and migrant families taught the Danes how better to introduce foreigners to the workplace and make them want to stay. The families developed significant relations with new families - and in many cases new friendships developed.

2.2.11. Swedish With Your Baby (Svenska med baby)

http://citiesofmigration.ca/good_idea/swedish-with-your-baby/; Broadhead, 2017

Stockholm, Sweden

Swedish With Your Baby brings together children and new parents from different neighbourhoods and immigrant backgrounds. Through open drop-in sessions and group activities, participants share conversation, develop new social networks and receive support in matters related to society and parenthood. It is an integration experience for immigrants. Meetings take place in libraries, community centres, church basements and locations in suburbs where many people who have recently immigrated live«

»*Swedish with your Baby* tackles what is often a barrier to participation - childcare by turning it into a shared bond between groups of parents in Stockholm. The project takes the concept of new parents meeting with their children and embeds both language learning and welcoming of newcomers into it by bringing together new mothers from many different communities for conversation practice« (Broadhead, 2017, p. 26).

Focusing on integration through play and language learning is a simple concept that has reduced isolation and created new connections between Swedes and newcomers. The meetings started in Stockholm at the end of 2012. The project has seen success and growth in a short period of time. It won the 2014 Aftonbladet Wendela Prize as well as Stockholm County Council's prize for fighting xenophobia and racism.

2.2.12. Action Programme for Social Cohesion in the Neighbourhood

<https://ec.europa.eu/migrant-integration/intpract/action-programme-for-social-cohesion-in-the-neighbourhood>

Berlin, Germany

The Action Programme aims at capacity building of immigrant organisations via tight cooperation with experienced public institutions or institutions from the majority society. By using the specific strengths and resources of both institutions the Action Programme moreover aims at a better delivery of services for immigrants and non-immigrants and better cooperation in the neighbourhood. The Action Programme links migrant and non-migrant institutions with different backgrounds. Services are offered in the fields of youth and adult education, antidiscrimination and empowerment for immigrant families.

2.2.13. Project "New Trails/Nuevos Senderos", by the CEPAIM Foundation

<https://ec.europa.eu/migrant-integration/goodpractice/spain-project-new-trails/nuevos-senderos-by-the-cepaim-foundation>

Spain

In 2006, the CEPAIM Foundation launched a project for the integration of immigrant families in depopulated rural areas. The initiative ***promoted professional and social integration of immigrant***

families in particularly vulnerable rural areas. It provided rural municipalities with human and organizational resources for the maintenance and the development of social and economic activities potentially threatened by the process of depopulation. This responds to two needs that were identified and which complemented each other at a particular time. The first is the social and labour difficulties that the immigrant population in urban and macro urban environments can have. The second is caused by the depopulation of rural areas due to the abandonment of rural areas by the local population, which often leads to the closure of schools, and in turn closing schools entails more depopulation.

Initially, the project was based on the reception areas or welcome areas and zones or centres of origin. There were centres of origin in Almeria, Barcelona, Madrid, Murcia, Valencia and Seville that are the more populated areas. The reception areas were mainly the municipalities of the provinces of Teruel and Cadiz. Later on they expanded to Soria in Castile and Leon, Guadalajara in Castilla la Mancha and Salamanca.

Once the centres of origin and of reception had been identified, they did two types of work: on the one hand, families with particular socio-labour integration difficulties in the area where they were living were identified in the centre of origin and offered moving to rural areas; and, on the other hand, the municipalities that needed to receive immigrant families were identified and worked with, with the possibility that they might host families. Specifically with target municipalities they searched for possible jobs, the services the town had were studied and diagnosed (schools, health centres, etc.), the resources they had, the salary details, the housing possibilities. All this information about the target towns was included into what was called the "Offer" and the families had all this information available in the centres of origin. In this way the family had all the information before making the first visit to the town and before making a decision, so they could imagine how life was going to be there.

The municipality that was interested in hosting an immigrant family agreed to facilitate the registration of the family, access to education for underage children, access to housing, an employment contract according to the offer that would be defined, access to health and social services, and to perform mediation between the family and the neighbourhood if it was necessary. CEPAIM undertook the work of preparing the family for the move (training), accompanying them in the move and subsequently following up on the integration process in that municipality.

From 2002 to 2011 the project (still ongoing in 2015) served a total of 1366 households (1643 adults and 1293 children), although not all of these families had moved. These are families which have been surveyed, that have been interviewed and have participated in some activity but may have decided not to leave. The project information was spread to 1583 Spanish municipalities, and agreements were signed with 155 municipalities.

2.2.14. Family Mentoring For Migrants: MEMI

http://citiesofmigration.ca/good_idea/mentors-for-migrants/

Bremen, Germany

The reality of migration is stressful – for both the immigrant and the host communities. Long term residents of a city may feel displaced, threatened and suspicious of the newcomers. When left unaddressed, these emotions become the root cause of social and cultural tension. Truly successful

integration involves practices that allow both groups to adjust and build a genuine relationship. The value of this relationship building is at the heart of the Bremen-based integration program called “Mentoren für Migranten” (memi) or Mentors for Migrants. German families volunteer to “sponsor” immigrant families as mentors in order to help them get started and adjusted to their new lives. Along the way, both groups have the opportunity to learn about each other and build their relationships.

The Memi program was started by Diana Altun, the 26-year old granddaughter of a Turkish migrant who first came to Germany to work in the local steel mill. The program is built on the idea that genuine social integration comes from mutual acceptance and tolerance between different population groups. This successful program has had over 131 participants from many different countries of origin and resulted in strong, long-term connections across two generations -both the parents and their children. It is now funded by the Federal Agency for Migration and Refugees.

2.2.15. Learn history together

<https://ec.europa.eu/migrant-integration/intpract/learn-history-together>

Ravensburg, Germany

"Learn history together" was a project of the city of Ravensburg in 2013-2015 **to combat xenophobia, racism and discrimination and contribute to the social integration of people with a migration history**. Several non-migrant and migrant citizens took part in full-day information and meeting bus rides as tandems and travelled together to places of Baden-Wurttemberg and memorial sites that are of great importance for the history of the country and Germany. Experienced guides gave important information about the places and the history. The fact that a registration fee waived if one signed up as a tandem citizen / citizens with and without migration history, created an incentive to reach out to another person. But also people who registered individually and paid for the ride gained experiences and came in a communication process that, in the best case, lead prejudiced persons to the attitude: "They are not the way I thought." By retelling the respective family and friends, the curiosity and the willingness to also take part in such a trip was aroused in other persons. Finally, all participants gained the knowledge: "It's our history!" and we continue to make it together.

At the moment of the report, there had already been 11 trips with more than 300 participants. Integration is a two-way process, and the trips contributed to the reduction of possible mutual prejudices of people with and without migration history. The participants evaluated the information and meeting trips as very well organised and very informative, and would recommend them. Furthermore, they were considered to be very helpful to get in contact with other people from Ravensburg and the surroundings and to interact with them. The trips contributed to the social integration of immigrant people and promoted communication between people of different origins, which contributed to the reduction of possible prejudices through personal contact.

2.2.16. National Integration Dinner

<http://www.nationaalintegratiediner.nl>; <https://ec.europa.eu/migrant-integration/intpract/national-integration-dinner>

Netherlands, nation-wide

The National Integration Dinner brings people with different backgrounds together. They prepare a dish from their own country for each other and they eat together. During dinner, they speak about the

differences and the similarities between people. This takes place all over the Netherlands. Integration dinners are organised for young, old, with newcomer status, refugees, people with a migrant background and native Dutch.

In 2011, 500 people participated, 7,000 in 2012 and 10,500 in 2013. Over 200 companies and other organizations joined. For 2014, the goal was to reach 15,000 participants.

2.2.17. Living among us – supporting cultural, social activities and integration of migrants in Slovakia <https://ec.europa.eu/migrant-integration/intpract/living-among-us-supporting-cultural-social-activities-and-integration-of-migrants-in-slovakia>

Bratislava, Slovak Republic

The main aim of the project “Living among us – supporting cultural, social activities and integration of migrants in Slovakia” was to support the integration process in Slovakia on two sides - among immigrants and majority population. The activities were focused on promotion of intercultural dialogue, cooperation and mutual understanding between the minorities and majority. The categories of events were different: starting from the seminar, sport activities or culture activities related to migrant cuisine.

2.2.18. Anti-Rumours Strategy

(<http://ajuntament.barcelona.cat/bcnacciointercultural/en/anti-rumors-what-do-we-do>;
<http://ajuntament.barcelona.cat/bcnacciointercultural/en/the-anti-rumor-network>)

Barcelona, Spain

The Barcelona Anti-Rumour Strategy makes part of the Barcelona Interculturality Programme. "It stems from the realization “that one of greatest hindrances to living together in diversity is ignorance about “the other”. This ignorance often turns to fear or mistrust, and is expressed through rumours and false stereotypes.” Barcelona’s 2010 Anti-Rumour Campaign is part of Barcelona City Council’s long-term strategy to improve coexistence among local and new immigrants.

Individuals, grassroots associations, organisations, public facilities, city programmes and services, and Barcelona City Council work together “to dispel the rumours, stereotypes and discrimination that hinder living together in the city. Five-hundred member organisations and individuals are part of the Barcelona Anti-Rumour Network.” They “generate tools and discourses for dispelling these rumours and stereotypes, and thus to move ahead towards living together in a more intercultural and cohesive society.” “As a leading member of the Network, Barcelona City Council provides technical support, takes part in the Network's working groups, and supplies materials and funding.”

The Barcelona Anti-Rumour Network:

- Organises awareness-raising campaigns based on a variety of formats (comics, badges, cups, guides, handbooks) and actions through websites and social media;
- Provides neighbourhoods and districts (services, public facilities, schools) with free activities for anti-rumour awareness-raising and intercultural reflection (workshops, participatory theatre plays, debates and so on, put together in a catalogue of activities that is renewed each year;
- Provides free training of anti-rumour agents who share anti-rumour arguments and tools for communication with the public.

2.2.19. „Us in Belm“ – City District Newspaper/ Magazine from the redevelopment area Belm-Powe (Stadtteilzeitung aus den Sanierungsgebieten „Wir in Belm“)

(Wiest and Krobisch, 2012, Box 2)

Belm, Germany

The district newspaper „*Us in Belm*“ (Wir in Belm), created in 2002, is an example of a promising practice by a local authority (the municipality of Belm) that is directed at the whole resident population. This newspaper aims to improve the image and perception of a disadvantaged municipality district Belm-Powe (a former NATO settlement) by changing the public attitude and reducing stigmatization and prejudices). Namely, due to the high amount of migrants and bad structural conditions the district struggled with social and spatial stigmatization.

“Through reports and images about different socially inclusive measures and residents of the district, but also with successful examples of integration, the district newspaper wants to show that positive integration is possible. The district newspaper is published by the municipality of Belm in cooperation with the neighbourhood management of the district Belm---Powe and is financially supported by the federal Government of Lower Saxony and the programme *Socially integrative City*. It is free of charge in the whole municipality area and is published every three months.

The effect of the district newspaper is difficult to measure. However, a household survey conducted by the University of Osnabrück shows that the district newspaper is widely known and mainly considered a positive activity« (Wiest and Krobisch, 2012, Box 2).

2.2.20. International Marburg Soup Festival (Internationales Marburger Suppenfest)

(Wiest and Krobisch, 2012, Box 3)

Marburg, Germany

In 2005 the city of Marburg started organising a soup festival in the city districts with high numbers of migrant populations. “The project was initiated to create the opportunity of getting to know each other and meeting people of different origins through cooking. A core element of the festival are the written ‘soup portraits’. These portraits contain information about the region or country where the soup comes from, memories the cook associates with the soup, the recipe and the name of the cook. Visitors of the soup festival receive a brochure containing the recipes and soup portraits. Therefore, an intercultural exchange is facilitated in which prejudices are abolished and mutual respect and tolerance improved.

The project is organized by network cooperation between the city of Marburg and several local civil society associations and citizens’ groups« (Wiest and Krobisch, 2012, Box 3). By 2012 the »visitor numbers have increased up to 600 and residents from all over the city come to visit the festival. Furthermore, local media reports on the soup festival are very positive and the initiators of the project were honoured with the Socially Integrative City Award 2010 (Preis Soziale Stadt) in a nationwide competition« (Wiest and Krobisch, 2012, Box 3).

2.2.21. Integration Workshops for Inclusive Cities

http://citiesofmigration.ca/good_idea/integration-workshops-for-inclusive-cities/

Kerpen, Germany

Developing integration strategies with migrants, not for migrants

How do we go about creating communities that are cohesive and responsive to the reality of increased immigration? In the city of Kerpen, a group of city managers and community representatives came together to brainstorm that question over a two-day workshop hosted by the Bertelsmann Foundation. Three months later, the city had a comprehensive integration strategy based on Kerpen's particular population, history and the will of its people.

Checking the pulse of the nation was essential "because it showed us that the issue of integration cannot be treated as an isolated matter that only concerns the newcomer. Instead, it must be addressed in a manner that takes all stakeholders into account, including immigrants, civil society organizations, educational institutions and politicians at all levels and in various departments."

Further analysis determined that practical local solutions were needed for the successful integration of immigrants into German society. The model chosen by Bertelsmann: ***integration workshops held in local communities, especially those heavily populated by immigrants***. Bertelsmann wisely decided that local leadership was also needed if the workshops were to be successful.

The participation, and not just the commitment, of the local mayor or deputy mayor in the workshop was made a condition of city eligibility.

The two-day Integration Workshop program was launched in 2007 with the assistance of three experienced moderators, and then tested in two cities before being offered to local managers and representatives from the following target groups: community-level policymakers in decision-making positions; public administrators at all relevant levels; immigrants and members of immigrant-serving organizations.

On the first day, participants are asked to evaluate the community's current situation through activities ranging from an assessment of prevailing attitudes towards integration to an evaluation of existing projects and analysis of local data. Questions addressed included: "What does 'integration' mean in our community?" and "What do current facts and figures imply regarding population trends, economics and social affairs?"

On the second day, participants were asked to think about the current situation in their city with questions such as, "What is the untapped potential that immigrants have to offer?" and "What might on-the-ground community project management and networking efforts look like?"

Hard-hitting questions and group brainstorming resulted in greater insight and awareness of the situation in Kerpen, one that is informed by the various perspectives of each and every participant. The workshops have helped to break down barriers and as a result, are very effective. "They brought people and institutions closer together, helped to clear up prejudices and made it possible to see what Kerpen in particular needs to make its integration strategy a success." In short, the integration workshop was..." an entirely positive experience for everyone."

2.2.22. Integration: A Practical Guide to assisting Integration for Local Authorities

<https://ec.europa.eu/migrant-integration/intpract/integration-a-practical-guide-to-assisting-integration-for-local-authorities>; <http://www.newcommunities.ie>

This Practical Guide to Integration arises from the joint work of the four Local Authorities of the Dublin Region – Dublin City Council and Dún Laoghaire Rathdown, Fingal and South Dublin County Councils – together with the New Communities Partnership, implementing a series of actions to strengthen the impact of their strategies for integration and ethnic diversity. This programme of work was undertaken through an innovative project jointly funded by the European Integration Fund, the Office for the Promotion of Migrant Integration and the Local Authorities themselves over the period 2010-2013. The key areas of work involved ***the deepening of Local Authority commitment to integration, the development of representative, participative and consultative integration forums in each Local Authority area to work with the Local Authority in promoting the integration of new communities, the creation of a system of intercultural liaison volunteers at estate level to act as a communicative bridge between new communities and Local Authorities to raise awareness of issues arising, and the promotion of economic integration through work placements in the Local Authorities for new communities.*** The Guide seeks to present a practical step-by-step compass for the implementation of these integration strategies in a way that is easy to follow, so as to assist other Local Authorities to implement initiatives that promote the integration of their new communities. Integration is a two way affair, changing not just the “integrating” side but also the “integrated”, in a process of mutual benefit and enrichment.

Activities include:

- Providing specialist training for senior Local Authority officials to nurture an integration culture at leadership level and embed these values in their priorities.
- Organising seminars to promote greater understanding among new community leaders of the history, norms and values of Irish society, to foster a sense of belonging, common responsibilities and shared citizenship.
- Creating Integration Forums in each Local Authority as a structured opportunity for new community representation and participation in Local Authority policy and planning processes, with training for participants in effective representation.
- Training and appointing ‘Intercultural Liaison Volunteers’ (ILV) at estate level as a means of dialogue and feedback to help resolve issues between communities and bring community concerns to the attention of Local Authorities.
- Providing work placements in Local Authorities to enhance the employability skills of third country nationals and develop the diversity culture of the authorities.

2.2.23. MultiTraining

<https://ec.europa.eu/migrant-integration/intpract/multitraining---multitrening>

Poland

The main objective of the project was ***to increase the competence and the intercultural sensitivity of officers of the public services who have direct contact with third country nationals*** (mainly police officers, municipal police officers, border guard officers, but also staff of local labour offices or social welfare centres) ***and to counteract discrimination against foreigners.*** The need of the trainings

stemmed from the desire to prevent conflict situations arising from the lack of understanding of cultural differences.

The main task of the project was to conduct workshops aimed at boosting empathy among public officers, making them aware of the situation of foreigners, letting them learn about cultures, traditions and customs of migrant communities with whom they have direct contact in their professional work. The aim of these trainings was, in particular, to provide participants with knowledge on how to prevent conflict situations arising from misunderstanding of cultural differences.

2.3. Education

Language skills⁶

2.3.1. Fáilte Isteach – Welcome In

<http://www.thirdageireland.ie/failte-isteach>; <http://www.demografie-portal.de/SharedDocs/Handeln/DE/Best-Practice/Failte-Isteach-Welcome-in-Ireland.html> (in German)

Ireland

Fáilte Isteach **is a community project** (run in 24 local communities and administrative districts in Ireland) involving predominantly **older volunteers welcoming migrants through conversational English classes**.

The project **provides the necessary language skills to new migrants** in a student-centred, welcoming and inclusive manner while involving older volunteers and recognising their skills, expertise and contribution to the community.

They offer training and ongoing support to all new groups that want to welcome migrants into their community through English language, and help in getting started.

Fáilte Isteach aims to achieve the following:

- Provide the necessary language skills to migrants in a student-centred, welcoming and inclusive manner.
- Establish a network of Fáilte Isteach groups in communities throughout Ireland.
- Involve older volunteer tutors and recognise their skills, expertise and contribution to the community.
- Promote greater integration and achieve a new sense of community spirit, by forging new friendships and facilitating learning among and about different cultures.

2.3.2. Language learning in the context of migration and integration – Challenges and options for adult learners

(Plutzer and Ritter, 2008)

“The course participants are adult migrants from countries all over the world (Europe, Asia, Africa, India) who have not attended school in their childhood, or not for long enough to achieve sufficient literacy in their mother tongue. But many of the course participants are plurilingual; they speak two, three or four languages, although they cannot write any of them. Some of the course participants

⁶ Good practice 2.2.8 also belongs to this group.

have arrived to Vienna recently, and they are beginners in German. (...) Some have been living and working in Vienna for 10 years or more and speak German quite well” (Plutzer and Ritter, 2008, p. 4).

“The course participants’ goals are **to learn German and to become literate enough to participate in Viennese/Austrian social and political life, but also to get a better job, to be able to help their children with their homework, to be able to deal with administrative matters, etc.**

- Some of the course participants need to improve their reading/writing for their current job, e.g. as a hospital worker, driver, cleaner, or warehouse worker.
- The younger ones want to be able to enrol in second chance courses; their goal is a school-leaving certificate.
- A few just want to learn German, but without being literate they cannot take a regular German language course.

Course participants can progress through four levels of the Literacy Course (90 to 120 hours each semester, offered at two language levels). After that, they can continue German as a second language courses at the Adult Education Centre or within the second-chance course aiming at the school leaving exam (30 hours weekly). This goal is achieved by the 10% of participants who are young people (16-20 years) who have good support from their families. A majority of the adult learners (the other 90 %) are not able to attend the intensive second-chance course because of jobs and children. Their goal is to read and write well enough to deal with the requirements of the workplace and everyday life. (...)

Fluent reading and writing is needed to enrol in any adult education course, so this is the primary goal of any literacy course. Due to the amount of time needed, it is best if literacy courses for immigrants meet two needs simultaneously: literacy and language learning. The idea of learning how to read and write before taking a German course has proved unworkable: acquiring literacy takes so long that it makes sense to combine literacy and language. Immigrants who want to live and work in Austria need to participate in society. In order to achieve these goals numeracy, computer literacy and learning strategies must also form part of the course” (Plutzer and Ritter, 2008, p. 5).

“In individual counselling sessions (of 30 to 60 minutes), learning needs and goals are evaluated and a suitable course is recommended to the learner” (Plutzer and Ritter, 2008, p. 6).

2.3.3. Romanian language courses and educational activities for non-EU immigrants

<https://ec.europa.eu/migrant-integration/intpract/romanian-language-courses-and-educational-activities-for-non-eu-immigrants>

Bucharest, Cluj-Napoca, Brasov

The project consisted of providing **free language courses and materials for adult third country nationals (TCN) and children**, as well as **linguistic, intercultural and educational workshops for TCN children**. The activities of the project were organized in three of Romania’s most important cities, Bucharest, Cluj Napoca and Brasov, and were designed and adapted to the needs of its beneficiaries, so as to better facilitate their integration and understanding of the Romanian society.

The main objective of the project was to facilitate the integration of TCNs into the Romanian society by providing free Romanian language courses and linguistic, intercultural and educational workshops, adapted to the needs of the beneficiaries (adults and children).

Professional skills

2.3.4. Empowerment 4 Job - Personal enhancement and practical training for young migrants in vulnerable situations

<https://ec.europa.eu/migrant-integration/intpract/empowerment-4-job---personal-enhancement-and-practical-training-for-young-migrants-in-vulnerable-situations>

Lisbon

Given that a number of young migrant job seekers lack working experience, the risk to find themselves in a situation of long-term unemployment and great vulnerability, which can lead to marginalisation, increases with time. The goal of the project Empowerment 4 Job is **to promote social and professional inclusion, and protection and non-discrimination** of this population that is currently not absorbed by the labour market. The project focuses on **personal enhancement, training "on the job" and integration in the labour market**. Considering the scale of the challenge, the Jesuit Refugee Service (JRS), a.o designed this empowerment project as a "soft skills" development tool, in order to provide young migrants with not only the necessary qualifications but also the equally as important resilience capacity.

Although Empowerment 4 Job is mainly designed for young adults, it also tackles the social exclusion of children in vulnerable situations. Taking advantage of the potential of school facilities involved, **specific actions promote social inclusion through culture, arts, sports, and intercultural and inter-generational exchanges**. Activities such as football, recycling and psycho-educational games include both theoretical and practical components, placing participants as leaders and facilitators of each activity. JRS considers schools as being the ideal place to practice what is learnt in theory, in order to avoid skipping steps that are essential to good labour and relational performance. Ultimately it is intended to "educate" to integrate into the labour market.

The goals of the project are **to empower and integrate** these **young jobless migrants, encourage their socialisation and occupation, and promote the development of their professional, personal, social and relational skills**. The project thus aims to develop personal enhancement activities as well as to facilitate closer links between the participants and potential employers with the goal of reaching an effective integration into the labour market of 45 young migrants living in vulnerable situations and at risk of exclusion.

Formal Education

2.3.5. Young Migrant Women in Secondary Education – Promoting Integration and Mutual Understanding through Dialogue and Exchange

(this is not a good practice but the recommendations to secondary schools on how to treat young migrant students and their specific position in education)

<https://ec.europa.eu/migrant-integration/intpract/young-migrant-women-in-secondary-education-promoting-integration-and-mutual-understanding-through-dialogue-and-exchange>;
<http://www.medinstgenderstudies.org/young-migrant-women-in-secondary-education-promoting-integration-through-dialogue-and-exchange-recommendations/>;
http://www.medinstgenderstudies.org/wp-content/uploads/integration2_ENG.pdf

Policies developed for the integration of migrant children in schools usually fail to recognise the dynamic of gender in relation to their transnational experience of migrants. Having abandoned past assimilation approaches, schools in many European countries now try to build integration policies and develop practices on the basis of respect for cultural diversity. However, gender mainstreaming is absent from such practices, strategies and policies.

Skills Development for Multicultural Schools

- Allocation of school time for explaining concepts to students such as non-discrimination, sexism, human rights as well as to provide an understanding of the phenomenon of migration. In contrast to repetitive celebrations of diversity, this will provide a better understanding of diversity from a human rights perspective rather than from a cultural perspective only.
- Compulsory specialist training to help teachers feel more confident about teaching multicultural and diverse classes, as well as the participation of teachers in Human Rights platforms (organized in the context of conferences on human rights) to challenge the “cultural defines” implicit in multicultural approaches.

Ensure Clear Procedures for Dealing with Incidents for the Safeguarding and Well-being of Migrant Girls

- The high rates of forced marriage and attempted suicide evident in some of the partner countries, as well as the commonality of bullying, harassment, domestic violence suffered by migrant girls in most of the school contexts explored in this study suggest the need for a clear proactive safety net for these girls. There should be a safe ‘mesh of support’ i.e. social workers, police, family liaison officers, and mental health counsellors who are trained in intercultural dialogue.
- Medical exams/services provided or requested by school authorities should be made available to students irrespective of the migrant status of their parents to guarantee students’ rights to health and non-discrimination.

Develop Specific School Policies to Confront Sexism and Racism

- Good leadership clearly made a difference in the schools we studied. Having high expectations for all groups in the school, instilling an open ethos of valuing one another through respect and trust was instrumental in transcending the barriers of poverty and inequality and religious and racist prejudice endemic in the inner city schools we visited.
- Break the culture of silence in relation to sexist and racist incidences in schools by allowing open dialogue on such issues and by implementing pedagogical measures instead of simply disciplinary measures when such incidences occur in schools. Also set in place mechanisms where girls feel safe in bringing complaints of gendered violence to the school authorities. Racist and sexist incidences can be archived in a data collections system so as to be able to draft policies corresponding to these data.

Secure Funded Support for Learning Mentors in Schools

- Appointment of learning mentors and parental liaison officers who will enable migrant girls to gain knowledge and understanding of how to navigate through a complex education system. This practice, already implemented in some school contexts, made an important contribution to the school success of migrant girls.

Provide Clarity on the Process of Becoming a Student

Clarity and provision of substantial information to migrant students and their families in relation to the process of and requirements for becoming full-time students, attending all classes, and receiving evaluation.

2.4. Labour market inclusion

Employment support

2.4.1. Pointti - Immigrants on the way to employment in South Savo

<https://ec.europa.eu/migrant-integration/intpract/pointti---immigrants-on-the-way-to-employment-in-south-savo>

Finland: Mikkeli, Savonlinna

The task of the POINTTI project was to develop ***guidance, support and training services for immigrants*** in the region so that:

- Immigrants will find it easier to undertake the education required in working life and to find employment in the South Savo region
- Immigrants will find integration reasonable and quick.

The purpose of the project was to create a new kind of cooperation between training, working life and the service network. The project involved developing the following services for immigrants:

- Guidance, counselling and support services on issues like: first steps in a new country; available training and how to finance one's studies; recognition of a foreign degree or qualification in Finland; looking for a job and writing applications; filling out various forms ; availability of social and health services, residence permit matters, etc. They published several Guidebooks about public services and local information about Mikkeli in Finnish, English and Russian.
- Vocational education: they created supporting services for migrant students throughout their studies and vocational education familiarizing workshops for those migrants, who needed more information about their studying possibilities.
- Employment services: there was close cooperation with Employment Offices, creating advising and counselling services for migrants; short trainings and workshops for different authorities, teachers and work place instructors.

In five years, more than 2000 different immigrant clients received personal support from Guidance services. The main questions asked by immigrants involved dealing with the services, education, working life. The feedback from the customers was very good and it shows that there is a great need for such service. The Guide books, leaflets and websites are in active use and they are distributed by different authorities. The paths to vocational studies are easier to immigrants than earlier and they graduate from the studies. More than 800 authorities joined the trainings and workshops. The feedback indicates that the authorities need support as well in developing their own client processes with immigrant customers.

2.4.2. African women and employment

(ENAR, 2011, pp. 30-32)

Sweden

The Centre Against Racism was involved in establishing the Simba Centre in conjunction with the Afro-Swedish Association in 1998. The objectives of the project were **to improve employment outcomes for African migrant women and to challenge stereotypes**. It also aimed **to educate and inform employers and employment agencies about the potential of migrants, to demonstrate to migrants their own capacity for leadership, and to build stronger bridges with other sections of Swedish labour, such as trade unions, private companies, civil society, the Swedish Employment Agency and the social welfare services**.

The Simba Centre **provided an advice and counselling service to African women who had been unemployed for longer than six months and who were referred to the Centre by the Swedish Employment Agency**. Simba Centre advisors worked with the women to **prepare individual work plans** based on the woman's background, education and vocational qualifications, work experience, and also according to the aspirations of women in the way of employment and future career paths. The work plan helped identify useful courses persons could attend to upgrade their skills. The Simba Centre provided some of these courses, particularly in IT skills. Discussion groups involving several people looking for work were organised and covered themes such as the norms and expectations of Swedish society, ethics, citizenship, etc.

*Entrepreneurship support*⁷

2.4.3. Counselling immigrant entrepreneurs in Helsinki, Finland

<http://www.ilo.org/dyn/migpractice/docs/331/Presentation.pdf>;

http://www.ilo.org/dyn/migpractice/migmmain.showPractice?p_lang=en&p_practice_id=181

Helsinki, Finland

Supporting immigrant entrepreneurs has risen on city agendas around the world as studies show that immigrants start businesses at a higher rate than native-born citizens. EnterpriseHelsinki is a free business counselling service for entrepreneurs in Helsinki, Finland. It is a one-stop service centre where companies with growth potential can get all the information they need to start and run a company in Finland through personal consultation and online business tools.

One of the aims of EnterpriseHelsinki is to help immigrant entrepreneurs before they encounter problems within Finnish business culture, which is known for its bureaucratic nature. Although they start more businesses than native-born Finns, immigrants are seen to seek help only once they have encountered problems. EnterpriseHelsinki offers business counselling by connecting new entrepreneurs with experts, free of charge, in Swedish, English, Russian, Estonian, German and Arabic. The agency also offers various classes and workshops on different topics regarding starting a business, mainly in Finnish, but also in English and Russian. In this way, EnterpriseHelsinki is able to cater to more than just the stereotypical immigrant businesses.

⁷ Good practices 3.3.1 and 3.3.2 also belong to this group.

2.4.4. Reaching out to migrant entrepreneurs in Munich

http://www.ilo.org/dyn/migpractice/migmain.showPractice?p_lang=en&p_practice_id=178;
[http://citiesofmigration.ca/good_idea/reaching-out-to-migrant-entrepreneurs-in-munich/;](http://citiesofmigration.ca/good_idea/reaching-out-to-migrant-entrepreneurs-in-munich/)
<http://www.ilo.org/dyn/migpractice/docs/327/munich.pdf>

Since 2010, the City of Munich has handed out the Phoenix Prize at an annual gala, awarding €1,000 to each of three winners who exemplify 'outstanding economic achievements and social responsibility efforts of migrant enterprises'. These exemplary individuals may be successful entrepreneurs, they may have hired or created opportunities for young trainees or apprentices from migrant backgrounds, supported diversity within their workforce, or invested within the city.

The Phoenix Prize is one of four components of the Migrant Entrepreneurs in Munich (MEM) programme, run by the city's Department of Labour and Economic Development, Local Employment and Qualification Policy. It is part of the [Munich Employment and Qualification Program \(MBQ\)](#), through which the City of Munich pursues its primary labour market strategy. Currently sponsoring more than 110 projects and activities, the programme seeks to improve the employment prospects of disadvantaged persons in Munich's labour market. Migrant entrepreneurs are one of the key target groups.

The four pillars of the MEM's migrant entrepreneurship are: providing assistance, helping with qualifications, creating dialogue, and promoting recognition. Launched in 1999 to provide training for established migrant entrepreneurs and their employees, the program has grown to include specialized services to help new and emerging entrepreneurs get started, develop business plans or help them assess their qualifications and needs for further training. [The Business Dialogue Forum](#) with Migrants offers support for business start-ups through counselling services with experts. Other offerings include a training course on how established entrepreneurs or business leaders can mentor young entrepreneurs and pass on the required knowledge and relevant skills needed to succeed in the labour market.

Outreach remains a critical part of MEM's ongoing success, including building a growing network of successful migrant organizations, businesses and leaders who are interested in helping foster migrant entrepreneurship in the city. The diversity of MEM's office staff provides ready access to a pool of foreign language skills and knowledge about informal communities and networks that help them recruit new clients from districts with a high percentage of people with a migration background. Other recruitment strategies include monitoring advertisements in local ethnic media and maintaining a multilingual website in languages such as Turkish, Greek, Russian, Spanish, Arabic, Kurdish and Croatian.

MEM is now considered Munich's information and counselling hub for business development in the city's migrant communities, helping small business operators and employers and future entrepreneurs to build bridges with mainstream institutions. With growing recognition for the [Phoenix Prize](#), cities such as Nuremberg have expressed interest in replicating its success. MEM team members are increasingly in demand at local and international conferences and seminars to share good practices on migrant entrepreneurship. Funding for the program comes from the City, the European Social Fund and the European Union.

2.4.5. Immigrant Businesses get a Helping Hand

http://citiesofmigration.ca/good_idea/immigrant-businesses-get-a-helping-hand/

Helsinki, Finland

Supporting immigrant entrepreneurs has become high on city agendas around the world as studies show that immigrants start businesses at a higher rate than native-born citizens.

In 2001, a free business counselling service to the city's entrepreneurs set up an entrepreneurship course that catered to unemployed immigrants who had sufficient knowledge of Finnish and an idea of a potential business. Held in Finnish, the free full-time course runs seven weeks, 20 students at a time. Participants go through topics such as business economics, marketing, sales, legal issues, developing a business plan and how to set up a company. They can also have key concepts explained in English and Russian

Each student has a business advisor throughout the duration of the course with access to counselling in languages such as English, German, Swedish, Russian, Estonian, French or Arabic. This gives participants the additional opportunity to ensure they understand the concepts discussed during the lectures. Potential entrepreneurs can apply for the program through local job centres and are able to receive some extra compensation to their unemployment benefit while they study.

Part of the emphasis of the course is to prepare immigrants to do business in Finnish. They work on their language skills and learn about local business culture.

2.4.6. Ethnic Entrepreneurship Programme - Easing the way for migrants to establish their own business

http://nws.eurocities.eu/MediaShell/media/IE_GLASGOW_ethnic-entrepreneurship-programme.pdf

Glasgow, United Kingdom

Business Gateway's Ethnic Entrepreneurship programme (EEP) was launched in 2005 by Scottish Enterprise after their research indicated that many refugees had run businesses in their country of origin and wished to do the same in Scotland. The target group also included migrants from the EU and Scots from ethnic minorities. Many refugees arrive with no English, money or possessions. They often require multiple interventions from health specialists, the housing department or social services, straining the already stretched city resources. Despite varied backgrounds, qualifications and skills levels, most refugees face multiple challenges entering the labour market. ***Self-employment is sometimes the best or only option for them to improve their quality of life.***

The EEP ***identifies barriers to self-employment and how to overcome these.*** Its ***primary aim is to boost business creation but more established entrepreneurs can also get advice.*** Free local awareness-raising events are regularly held, promoting self-employment and tackling perceived barriers. Two start-up advisers were appointed from within the target communities. They identify knowledge gaps, provide tailored training, drop-in services, one-to-one coaching, financial expertise, personal contact, signpost funding options, identify partner organisations and put a human face to the public sector support system. The start-up advisers are crucial to the entrepreneur's understanding of local and cultural issues. The advisers need to adapt to the needs of the entrepreneur. They take a low-tech approach and establish long-term goals while recognising that progress is made in small steps.

The programme is part of the city's business support network.

2.4.7. Gothenburg's entrepreneurial hub

http://nws.eurocities.eu/MediaShell/media/CitiesInAction_GothenburgsEntrepreneurialHub_Nov15.pdf

Gothenburg, Sweden

In the district of West Hisingen, low education levels and chaotic lives were stifling self-esteem and employability of immigrants and allowing gang culture to take hold. There was an urgent need to break the cycle of disengagement and poverty and help citizens develop the competence and confidence they need for life and employability.

The city designed an innovative initiative to achieve three things: stimulate start-ups, increase the survival rate and growth of existing businesses, and embed entrepreneurship education into schools. With the cooperation of Gothenburg's two universities, NGOs such as the Red Cross, housing company Poseidon, and local business organisations and public services, Entrepreneurial West Hisingen was born. The partners' shared goal was the creation of a new entrepreneurial identity for the district, new quality job opportunities and long term interest in entrepreneurship among young people.

The €1.9m project, funded primarily by the city of Gothenburg and the European Regional Development Fund, established a range of services available in different languages, such as workshops, courses and personal guidance. It also created The Greenhouse, **a 'business hotel' offering new entrepreneurs office and networking spaces**. This was also where **established entrepreneurs could attend a special business development programme and get advice from Master's students on issues like patents, agreements and public procurement**.

The most unusual - and controversial – aspect of the project was its work with schools. Recognising that providing a good education in traditional subjects was not working in terms of encouraging attendance or enabling employability, the project focused on developing the entrepreneurial competencies most likely to help young people thrive beyond school.

Persuading local politicians of the wisdom of prioritising subjects like chaos management over maths was one of the many challenges the project faced. Another was finding ways to reach women within the Muslim community. This was solved, in part, by inviting Muslim men to come along and bring female members of their family. There was also initial hostility to the predominantly white project team among some community groups, although this was eased with time and familiarity.

Over 4,500 people visited The Greenhouse. In total, 800 new businesses were established during the project. It is the project's influence in schools, however, that the team believes will have the greatest impact on the district's long term economic and social health. All local schools now understand how they can support the development of entrepreneurial competencies and many children have started developing vital life skills. Ten schools created plans for systematically working with entrepreneurship and got involved in 'The Young Storytellers' project. This saw 2,000 pupils write, publish and sell their own books. Summer entrepreneur programmes run by schools have proved very popular, with students being able to launch businesses that have a positive social impact.

2.4.8. Ireland: Building Better Futures programme for migrant women

(to be implemented)

<https://www.mrci.ie/press-centre/press-release-12-10-17-migrant-women-entrepreneurs-urged-to-apply-for-new-free-training-scheme/>; <https://ec.europa.eu/migrant-integration/news/ireland-building-better-futures-programme-for-migrant-women>

Ireland

To fight labour market discrimination and support more female entrepreneurship, the Migrant Rights Centre Ireland (MRCI) and the DCU Ryan Academy will be running the *Building Better Futures* programme in the spring 2018 and are currently accepting applications from future entrepreneurs. The **training, tailored for women who face extra barriers to entrepreneurship**, will take place over a series of weekends. Industry experts are on board to help mentor participants and encourage the success of their enterprise initiatives. 25 women will receive accredited bespoke training to support their entrepreneurial goals and ambitions. Fully funded through the European Social Fund, the programme will be free for all.

"There are significant barriers to entrepreneurship for all women in Ireland, but migrant women are doubly affected. A significant number of women in our own Domestic Workers Action Group were CEOs, directors, entrepreneurs and creators in their countries of origin, but in Ireland they can only work as childminders or carers. Due to discrimination and a dearth of supports, an enormous pool of talent and entrepreneurial potential is going untapped every day in Ireland. We can and must do better."

2.4.9. Centre for migrant business start-ups and enterprise

<https://ec.europa.eu/migrant-integration/intpract/centre-for-migrant-business-start-ups-and-enterprise-identified-by-a-study-undertaken-by-the-committee-of-the-regions>

Hamburg, Germany

UnternehmerohneGrenzen (UoG) operates in the city of Hamburg, Germany, which has one of the largest immigrant communities in the country. The project is an example of a successful bottom-up initiative: **immigrant entrepreneurs themselves came up with the idea to found an institution to support (potential) entrepreneurs with a migratory background.**

UoG starts from the assumption that third-country nationals and their descendants have a similar or even higher propensity to set up a business than native Germans. Unfortunately, however, third-country nationals generally have less knowledge of business regulations and the legal and organisational environment for self-employment. The UoG programme aims **to overcome the business disadvantages faced by third-country nationals by providing immigrant entrepreneurs with tailor-made counselling and networking services that match the specific business environment of Hamburg.**

The services that UoG provides include:

- Counselling services: Advice on all aspects of running a business.
- Business planning: Assistance in writing convincing business plans.
- Seminars and training on different business aspects.

- Special services: Exchange forums for female entrepreneurs, events bringing together entrepreneurs and other relevant groups.
- Business networks: UoG established business networks with mainstream business support organisations, local and regional business structures and other relevant institutions. For ethnic minority entrepreneurs, having access to these networks can be of high value in solving business problems.

In 2001–2005, 2,090 third-country nationals expressed interest in the project. Out of these, a total of 1,467 (potential) immigrant entrepreneurs actually made use of UoG's services. An estimated 800 business start-ups were established during this period. An evaluation undertaken by The Zentrum für Praxisentwicklung of the University of Applied Sciences of Hamburg (ZEPRA) showed that 90% of UoG's clients were satisfied with the programme's services. The strong results and large demand led UoG to set up the follow-up program, "Startchance".

2.4.10. Bulgaria: Business Incubator for Vulnerable Groups, by the Bulgarian Red Cross

<https://ec.europa.eu/migrant-integration/goodpractice/bulgaria-business-incubator-for-vulnerable-groups-by-the-bulgarian-red-cross>

Bulgaria

A business incubator was established at the Bulgarian Red Cross in 2012, accessible to all vulnerable groups, including migrants and refugees. The project ran in 2012 and 2013 with the objective to support vulnerable people interested in starting their own enterprise. The project aimed to help them enter the labour market through independent income strategies. Furthermore, the project facilitated dialogue and raised awareness on vulnerable communities amongst the public, through the involvement of student volunteers and private partners.

Pro bono staff conducted intensive workshops to train graduate volunteer students on how to advise and mentor beneficiaries willing to start their own business. Students and beneficiaries worked together to assess the proposed business ideas, to prepare professional documents and to conduct research for the start-ups. Consequently, the beneficiaries were to be able to register their business, to apply for state support and to receive microfinance support from a project partner. The project involved around 35 beneficiaries (30 migrants and 5 Roma), who were mainly men, 50 volunteer students (from Business Administration and Sociology), and 20 pro bono experts (business consultants, academics, etc.).

In the end, the project helped 5 beneficiaries out of the 35 to prepare business plans, budgets, market studies and other professional documents for their small start-ups. All these activities were conducted despite the fact that the project had no budget at all. All the people involved were volunteers: each of the 20 pro bono experts worked around between 1 and 2 days for the project, each of the 50 volunteer students worked 20 days, and 5 volunteers from the Red Cross worked 1-2 days each.

Volunteering⁸

2.4.11. Volunteering for Health, Heart and Work

http://citiesofmigration.ca/good_idea/volunteering-for-health-home-and-life/

Auckland, New Zealand

A volunteer program connects migrants to relevant work experience while fostering a caring intercultural environment for both workers and residents in a residential health facility

Like many migrants seeking to improve their skills and create a better life in New Zealand, Jatinder Talwar found his initial job search attempts frustrating. He had completed his training as a registered nurse in India, but employers in Auckland kept turning him down for work because he didn't have relevant New Zealand work experience. While improving his skills completing the Health and Service Management course at Ntec Tertiary Group in Auckland, a teacher connected him to the Elizabeth Knox Home and Hospital (EKHH) volunteer scheme. Working twice a week as a volunteer at EKHH has opened a whole world of new possibilities for Jatinder.

A key volunteer initiative at EKHH works **to help skilled migrant workers while they re-certify or gain the accreditation needed to practice in their chosen field**. A six part communication workshop **also supports migrants in their English skills, literacy and helps them develop interview and public speaking skills to get employment**.

Just by interacting day to day, a generational mix of residents is teaching newcomers all about New Zealand and its cultural values and supporting them with their English while the volunteers provide companionship and the opportunity for residents to give care as well as receive it.

The programme has expanded considerably since it started in 2013 and now has 853 registered volunteers. In 2014, the programme won the Cultural Celebration Award in the Equal Employment Opportunities Trust Diversity Awards.

2.5. Health care

2.5.1. Health Promotion for Migrant Women

(Gesundheitsförderung für Migrantinnen)

(Portugal et al., 2007, pp. 115-117; Hommes, 2009, p. 164)

Bonn, Germany

“The project's aim is to improve knowledge about sexual health and prevent unwanted pregnancy and sexually transmitted diseases (STDs). The main goal is to reach especially those women and girls who have no access to services and information. The objective is to strengthen these persons by improving their knowledge and self-determined action in the field of sexuality and sexual health. (...) The project is addressed to persons of different nationalities and cultures and especially to women and girls. In order to reach the women and girls, the project relies on close cooperation with other organisations working in the multicultural context and uses the 'setting approach'. For example, the health promotion measures take place within the context of language courses. Settings like schools,

⁸ Good practices 2.2.7 and 2.2.9 are also based on volunteering.

kindergarten, meeting points of migrant organisations or even private flats are used to conduct the health promotion courses. The project strives to enable women to communicate about health without the need for an interpreter. Consequently, twice a year, the women are taught German vocabulary about the body, pregnancy and birth, the symptoms of STD and contraceptive methods. The vocabulary is only the starting point to enable them to later receive further information about physiology, the female cycle, contraception, the prevention of STDs, the structure of the German social and health system, genital female mutilation and the (sexual) education of their children. The main subjects of the courses are chosen by each group” (Portugal et al., 2007, p. 115).

“The project can be used in urban areas. (...) The provider is a publicly funded private institution; public funding by the city of Bonn. (...)

Because of the participants' poor language skills, evaluation is difficult. Nevertheless, their positive reaction is a measure of the project's usefulness. For example, in context of the courses, the women used the opportunities offered for personal advice to rule out the possibility of STD. Over a period of one and an half years, there was an increase in the interest shown by migrant women. Women with no contact to public health services independently asked for training courses or other information events. (...) The access to health care services increased” (Portugal et al., 2007, p. 116).

2.5.2. Migrant Friendly Health Centres

(Portugal et al., 2007, pp. 170-176; Méndez, 2009, pp.192-193)

Catalonia, Spain

“Objectives:

- Improve general conditions for the provision of healthcare to the immigrant population.
- Increase the availability of culturally adapted services.
- Improve communication by breaking down language and cultural barriers between healthcare staff and immigrants.
- Reduce unnecessary burdens on workload through reduction of intercultural conflict.
- Increase appropriate use of services and the level of satisfaction among patients from the immigrant population” (Portugal et al., 2007, p. 170).

“Results:

- The activities carried out by the intercultural mediators -providing translation, information, support and intercultural mediation- have advanced rapidly. The variety of functions performed by the intercultural mediators has multiplied in tandem with an important rise in the number of immigrant patients attended to (38.350 people).
- The project is developed in 5 hospitals and 19 primary healthcare centres. The health staff members who use the intercultural mediation services with greatest frequency are doctors and nurses, followed quite far behind by the administrative staff working in patient reception and planning.
- The public healthcare system is adapting (interculturally) numerous information and health education material and it has initiated a revision process for procedures that generated intercultural conflict.

- There has been a notable increase in intercultural continued training for healthcare staff” (Portugal et al., 2007, p. 172).

“Conclusions:

The availability of permanent intercultural mediators within a stable “Migrant Friendly Health Centres” collaborative project offers immediate improvements in the care given to immigrant patients while simultaneously facilitating a specific and substantial development in staff members’ cultural competencies through daily exposure and continued intercultural training. So, intercultural organisational development has become part of public healthcare system agenda.

The factors which contribute most to staff’s use of intercultural mediation services are the presence of an active migrant friendly policy promoted by health centre management, the availability of stable intercultural mediators, and the external advisory sessions with the Asociación Salud y Familia which foster a process of continual improvement” (Portugal et al., 2007, p. 173).

2.5.3. Malta: Cultural mediators in health care

<https://ec.europa.eu/migrant-integration/intpract/malta-cultural-mediators-in-health-care>

Floria, Malta

The Migrant Health Liaison Office of the Primary Health Care Department was set up to assist migrants and health professionals. It also tried to identify and address the social determinants of the health of migrants arriving to the island unexpectedly and often in big numbers. Cultural Mediators in Health Care is a health care service ***aimed at facilitating communication between migrants coming from different backgrounds and health service providers***. It also raises awareness about challenges brought about by cultural and linguistic barriers encountered by both sides. Particular attention has been given to the ***training of cultural mediators and health professionals in how to work and collaborate*** in this relatively new way of working within a triadic context. The training which was developed by the Migrant Health Liaison Office within the Primary Health Care Department trained 12 groups of migrants over 6 years. The cultural mediator’s role goes beyond that of an interpreter; it seeks to convey the world of the migrant patient to the health professional through an explanation of cultural behaviours related to health and social care. This facilitates an understanding of the migrant’s situation within the social determinants of health. Furthermore, the trained cultural mediator’s role serves a tool for the facilitation of integration and inclusion both for the cultural mediator him/herself and also for the migrant patients who are being assisted. The latter are being guided on how to access the available health care services appropriately.

2.5.4. TAMPEP Austria: HIV/STI prevention and health promotion for migrant sex workers

<https://ec.europa.eu/migrant-integration/intpract/tampep-austria-hiv/sti-prevention-and-health-promotion-for-migrant-sex-workers>

Vienna, Austria

TAMPEP Austria is part of a European network of community-based service providers and sex workers’ organisations operating in 25 countries. The main objective is to reduce the HIV vulnerability of migrant and mobile sex workers through the development, exchange, promotion and implementation of appropriate policies and interventions, including: consolidation and further

development of HIV/STI prevention measures and health promotion interventions; mapping and analysis of the prostitution scene and the legal framework on migration, sex work and HIV; sharing of knowledge, experience and good practise among service providers and community-based organisations; promotion of human rights and equality in public health policies.

Results in 2009:

- Through outreach conducted by cultural mediators, the project established 1.355 contacts with migrant sex workers in five Austrian cities/regions (Vienna, Wiener Neustadt, Burgenland, border region Austria/Czech Republic, Graz). The majority of the women who were reached were from Romania, Bulgaria, Hungary, Nigeria and Slovakia.
- The project team provided information/advice in 720 cases (personal, via telephone or online).
- The team accompanied sex workers to other institutions (health service providers, police, court etc.) in 79 cases.
- Four information and training workshops for multipliers/peer educators were conducted.

2.5.5. MiMi - With Migrants for Migrants

<https://ec.europa.eu/migrant-integration/intpract/mimi---with-migrants-for-migrants>;
http://citiesofmigration.ca/good_idea/mimi-with-migrants-for-migrants-intercultural-health-in-germany/

35 cities in Germany

The “With Migrants for Migrants – Intercultural Health in Germany” (MiMi) programme **recruits, trains and supports individuals from within immigrant communities to become cultural mediators to teach the German health system and related health topics to their migrant communities.**

The majority of migrants living in Germany face language, social and cultural barriers within the health system. MiMi **aims at making the health system more accessible for immigrants, increasing health literacy and empowering them through participative processes.** The programme targets socially integrated immigrants as candidates for intercultural mediator training and then recruits recent immigrants to participate in the community group sessions that are led by MiMi mediators drawn from their own community. The programme uses an assets approach to health promotion. It sees migrants as experts in their own cause who have often developed positive coping strategies and resources from their personal histories, of which ideal use could be made. The aim of this training is **to reduce socio-cultural obstacles constricting migrants in using the German health system and keeping them from attending regular early diagnosis medical check-ups.** In addition to that, the program wants to reduce barriers between migrants and the municipal health services. Furthermore, the programme aims at a general opening of institutions to migrants. The MiMi programme involves two groups of people with migrant backgrounds: 1. socially integrated immigrants (aged 20-60) legally living in Germany, who are trained as intercultural mediators; and 2. immigrant population with lower level of social integration, who participate in community group sessions led by intercultural mediators. The multilingual and culturally sensitive information events for migrants promote the health of migrants living in Germany and enable them to make use of early diagnosis medical check-ups.

Developed by the Ethno-Medical Centre, the MiMi programme was launched in 2003 in cooperation with BKK Bundesverband (Federal Association of Company Health Insurance Funds) as a pilot in four cities of the federal states of Lower Saxony and North Rhine-Westphalia. It has expanded to 38 cities in Lower Saxony, Hessen, North-Rhine-Westphalia, Brandenburg, Baden-Württemberg, Rhineland-Palatinate, Bavaria, Hamburg, Bremen and Schleswig-Holstein. By 2008, more than 600 mediators have been trained who had carried out more than 900 events in 32 languages. Through information events more than 10.000 people with migration background could be reached, an additional 100.000 have received information leaflets or the Health Guide.

An unexpected success of the program has been the ability of MiMi to engage with immigrant women and to help them assume leadership roles in their communities. The majority of the intercultural mediators are women and evaluations of the program show their strong support for the training. For his innovative and entrepreneurial work in creating MiMi, in 2006, Ramazan Sulman was awarded with the Ashoka Fellowship as Social Entrepreneur of the Year. In December of 2008, he was named Germany's "Social Entrepreneur"

2.5.6. The views and experiences of health care professionals regarding good practice in health care for migrants

(not a practice, but information on the contents of good practice)

(Priebe et al., 2011)

Health care professionals identified eight **problem areas regarding health care for migrants**: language barriers, difficulties in arranging care for migrants without health care coverage, social deprivation and traumatic experiences, lack of familiarity with the health care system, cultural differences, different understandings of illness and treatment, negative attitudes among staff and patients, and lack of access to medical history.

The following **components of good practice to overcome these problems or limit their impact** were suggested:

- Organisational flexibility with sufficient time and resources and individualisation of care with more walk-in sessions, open appointment slots, and advocacy services; staff would first treat patients and then possibly consider issues of entitlement and insurance.
- Good interpreting services – "this could be achieved through professional interpreters; improved access to interpreting services recommended, including the availability of interpreters at the reception point and facilities for multiple languages. (...) Some interviewees preferred using relatives or friends as interpreters instead, because of their ability to provide more comprehensive information about the patient, as well as having the patient's trust. Respondents reported using the internet to assist in translation, by the use of search engines or web pages with medical advice and information from the patient's country of origin."
- Working with families and social services – "Central to this theme were good contacts with social services and the sharing of information. Interviewees explicitly mentioned engaging with community centres to connect migrant patients to the wider community. Some reported contacting religious leaders and non-statutory agencies to assist migrants in getting in touch with their local community. Concerns were also raised about migrants becoming

isolated. Respondents addressed attempts made by health care staff in some services to contact the patient's family or friends, even if they were in another country.

Participants raised concerns that in some cases the patient's living conditions maybe exacerbating an illness or limiting recovery and discussed instances where they had attempted to find solutions to the patient's personal and social problems. For example, some referred patients with housing problems to charities with housing facilities. Other health services have Citizens Advice Bureau advisors, physiotherapists, cultural welfare advisors, and family action advisors to assist immigrants with different needs in one service. Respondents discussed the benefits of dealing with health, administrative and legal issues in one place. They reported often to encourage migrant patients to get in touch with refugee organisations, projects for immigrant women, language learning centres and other training courses.”

- Cultural awareness of staff – “Some respondents viewed the training of staff in different cultural and religious practices as core to the delivery of satisfactory and respectful care to migrant patients. Some spoke of developing expertise in the treatment of migrant patients through experience and exposure, such as being located in a multicultural community, or being known as a culturally sensitive service.

Respondents made specific recommendations for topics on cultural sensitivity to be covered in practitioner training courses and university education. They further suggested that courses should include information on migrant specific diseases, cultural understandings of illness and treatment, and information pertaining to cultural and religious norms and taboos. (...)

According to the respondents, such knowledge enabled them to reach more accurate diagnoses and provide appropriate treatments, while meeting patient needs for cultural acceptance and understanding. The presence of migrant staff was also flagged up as increasing the awareness of migrant needs and assisting with understanding culture and language issues.”

- Educational programmes and information material for migrants – “Interviewees suggested that instructive programmes and information material be produced for migrants about the host country's health care system. Such information was viewed as helpful for migrants to access appropriate services and seeking effective treatment. Suggestions were made for community health projects, or evening meetings, where medical staff could explain and educate migrants about how the health care system works, and how to foster a healthy lifestyle. (...) As one way of providing such information respondents suggested the use of leaflets in multiple languages, explaining the health care system and avenues for accessing services. Some interviews felt this took some pressure off practitioners, so that they would spend less time explaining the system and more time providing direct patient care. In addition, interviewees purported that this would reduce patient disappointment, as awareness of what can be expected from each service and staff would be unambiguous. However, some respondents cautioned that, where literacy is an issue, more assistance would be required than just a leaflet.”
- Positive and stable relationships with staff – “Over a third of all respondents pointed towards positive relationships between staff and patients, and continuity of care as components of

good practice. They discussed the necessary features for a positive relationship, which included respect, warmth, being welcoming, listening and responding effectively. Some respondents spoke of having welcoming policies in place, which ensured that patients are given individual attention and eased processes for them where possible. The promotion of non-judgmental, open minded and equitable staff was also mentioned in responses under this theme.

Consistency of staff was seen as important for achieving familiarity and building a positive and trusting relationship. (...) seeing a different clinician at every appointment had a negative impact on patients' experience of the service, especially when they had to explain their medical history repeatedly in every consultation."

- Clear guidelines on the care entitlements of different migrant groups –“ Several respondents suggested clearer information and guidelines on what type of care different migrant groups are entitled to. They reported the benefits from courses on migrant health care rights and other legal issues. Included under this theme were suggestions for information on how to gain funding for treating undocumented migrants. Some governments legally allow practitioners to treat undocumented migrants if their condition was life threatening. However, respondents reported that transparency was needed on what was considered a life threatening condition.”

“The three most frequent components of good practice are: organisational flexibility with sufficient time and resources, good interpreting services, and working with families and social services”.

“Implementing all good practice components as identified in this study requires sufficient resources, organisational flexibility, positive attitudes, training for staff, and the provision of information. The provision of sufficient resources, e.g. for more practitioner time and good interpreting services, is a challenge for commissioners and funding agencies, and is likely to be influenced by political priorities. Organisational flexibility does not always depend on the provision of more resources and may partly be achieved through appropriate policies and protocols. Training of staff also absorbs resources, and needs both the availability of effective training programmes and the interest of the staff to be trained. Information material should not be too difficult and costly to produce, although more evidence is required for how best to design and disseminate such material. The most challenging aspect to influence is probably staff attitudes, which may be linked to personal experiences as much as the wider societal context.”

2.6. Housing

2.6.1. Immigration, Housing and Social Integration

<https://ec.europa.eu/migrant-integration/intpract/immigration-housing-and-social-integration>

Murcia, Spain

The Rasinet Federation is a Social Support Network for Immigrants that promotes their access to decent housing. They **seek rental housing** primarily **for** those **migrants** living in the Region of Murcia. Founded and developed at the initiative of the Municipality of Murcia and 13 social organizations, the Network tries to help migrants in finding habitable housing in good condition. It had become a regional program with the cooperation and support of the Directorate General of Immigration of the Region of Murcia.

It is easier for immigrants to find accommodation if another person, especially if native and fluent in the language, brings them into contact with the owner. Most owners prefer to rent through Rasinet, since it can mediate in any problems that may arise.

2.6.2. Housing and integration of migrants in Europe: Good practice guide

(not a practice, but recommendations for local policy makers that are the basis of possible good practice)

https://www.eurofound.europa.eu/sites/default/files/ef_files/pubdocs/2008/18/en/1/ef0818en.pdf
; <http://citiesofmigration.ca/elibrary/housing-and-integration-of-migrants-in-europe-good-practice-guide-resume/>

Dublin: European Foundation for the Improvement of Living and Working Conditions, 2007.

Recommendations for local policymakers: bring together specific experiences made in various cities, as well as innovative ideas put forward in several cities within the CLIP network. In general, these recommendations are applicable to every European city. For the actual implementation of a measure or policy, the appropriate adaptation to local characteristics is, of course, a precondition for the success of an initiative.

- Partnership and cross-departmental cooperation;
- Reliable and up-to-date information;
- Access to social housing;
- More efficient housing cooperatives;
- Access to local housing market;
- Measures against overcrowding;
- Public-private partnerships;
- Affordable home ownership;
- Better personal security;
- Soft urban renewal;
- Anti-segregation policy;
- Ethnic enclaves;
- Community relations and participation.

2.7. Family reunification

2.7.1. New Families, New City

http://citiesofmigration.ca/good_idea/new-families-new-city/

Barcelona, Spain

When an immigrant decides it's time to reunite with his or her family, they have reached certain stability. It is a very important moment in their migrant life. When they decide to bring their families, they will invest their efforts in the hosting society rather than in the country of origin. The path to successful immigrant integration depends on successful employment, a welcoming community,

creating social networks, and more. In 2007, Barcelona City Council's Immigration and Interculturality office started the New Families in Barcelona program. ***It provides orientation and support to families before, during and after the process of family reunification.*** It is important to provide welcome and support in a process through which immigrants gradually acquire social resources necessary to develop independently and with equal opportunities in the host society, in all areas of the city. The aim is to promote social inclusion and coexistence in the city. It is important for the cities to develop new welcome strategies considering the diversity of origins of newcomers, and the specific needs considering the difficulties that regrouped families have to face. Family reunification is complex, takes time, and there is no guarantee that an application will be accepted. The timing matters. The family members should be reached during their first month in the new country to give them a message of belonging to the city. "Later on it was much harder to get through to a depressed teenager who felt rejected by the new environment."

It is a true community network effort. Key components of the New Families program include:

- **Pre-arrival/reunification assistance.** A team of multidisciplinary professionals provides individual support to applicants to prepare and plan for their family reunification. Each family receives specific attention and support before and after the arrival of family members.
- **Navigating the system.** "It's very helpful, because often we don't even know how to take the first step for reunification, and we think it's easy, but it's actually quite difficult." The family reunification process can take from one year to as long as four or five years for citizens from some countries, such as Pakistan.

A Parents' Workshop helps parents to understand how to reconnect and re-establish relationships with teenage children they haven't seen since for years.

The Reunified Women Workshop arose because women can often be isolated in the reunification process. "We designed these group sessions to help them become more autonomous and self-confident, and participate in city life in Barcelona." At the same time, women are sometimes the first family members to immigrate, and reunification with spouses can be difficult. "Very often husbands experience unemployment when they initially arrive, and are dependent on their wives income. This can create some tensions in the family. Therefore, we can prepare women for all this and other potentially difficult scenarios."

Integrating youth into schools is also an important focus. "We noticed that without this help, they tend to leave school at 15 or 16, and have many problems," like in achieving higher education, finding employment and connecting with their families and new city.

2.7.2. CO-Nareis: Pre-departure cultural orientation for family reunification migrants to the Netherlands

<https://ec.europa.eu/migrant-integration/intpract/co-nareis-pre-departure-cultural-orientation-for-family-reunification-migrants-to-the-netherlands>; <http://www.iom-nederland.nl/en/integration/co-nareis>

The Hague, October 2013 – June 2015

The International Organization for Migration (IOM) offered CO-Nareis ***pre-departure cultural orientation to family members of asylum-status holders who had received approval*** from the Dutch Immigration Service ***to migrate*** to the Netherlands. The training aimed to provide participants, over

the age of 12, with factual **information about the Netherlands, practical skills for daily life and strategic tools to address culture shock and integration challenges**. IOM trainers around the world implement CO-Nareis in a culturally sensitive manner in the language of the participants. CO-Nareis is offered worldwide and can be provided in a basic 1-day or extended 4-day format. Participation is free of charge and each participant receives an mp3 player, training materials, meals, beverages, childcare, lodging and reimbursement of travel costs to and from the training location.

The project is based on longitudinal research which suggests that it is in the best interest of migrants to become self-sufficient as soon as possible and that governmental and societal reception impact migrant adaptation. All participants completed evaluations and nearly all evaluations demonstrated high levels of satisfaction.

3. BEST PRACTICE: EMIGRANTS

3.1. Inclusion

Inclusion, heritage

3.1.1. MASA – global best practice in engaging diaspora students

(Aikins and White, 2011, p. 114)

Israel

“MASA brings 9,000 Jews to Israel every year to study for a year in Israeli universities. Although not free this is highly subsidised”. (...) MASA’s mission is **to provide every young Jewish adult throughout the world, aged 18–30, with the opportunity to participate in a long-term Israel experience.**”⁹ Israel promotes MASA as an opportunity to spend time in a country which is not only the birthplace of the participants’ heritage but also an acknowledged leader in world technology and innovation. MASA programs run from 5 months to a year. (...) MASA is a project of the Government of Israel and Jewish communities around the world represented by the Jewish Agency for Israel and its partners, United Jewish Communities/the Federation of North America and Keren Hayesod – United Israel Appeal.” (Aikins and White, 2011, p. 114)

3.2. Education¹⁰

Prevention of potential emigration

3.2.1. Career-Information-Fair (Berufsinformationsmesse – BIM)

(Lietz, Tuschke and Nieher, 2011, pp. 8-15)

County of Burgenlandkreis, Germany

The county of Burgenlandkreis has been faced with a deep population decline and aging. Very low birth rates after 1990 result in the small number of young people. In addition to that, there is a huge emigration from the county, particularly of young women. There was thus a need “to create such economic, social and infrastructural framework conditions that young people are motivated ‘to stay’ in or return to the region” (Lietz, Tuschke and Nieher, 2011, p. 8).

⁹ Highlighted by IER.

¹⁰ Good practice 3.1.1 also belongs to this group.

“The career information fair is an annual event organized by the district administration (and supported by the Employment Office, economic chambers and numerous companies from the region) for the purpose of vocational orientation of pupils. The target group are especially students attending the 8th and 9th grade of secondary and special schools as well as high school students (the 10th and 11th grade). Through presentations of the companies and occupations, young people gain a deep insight in training opportunities in the region, job characteristics and practical requirements. The first career fair was held in 1998. The reasons had been the high rate of youth unemployment in the district and the migration of mostly young people towards the western areas of Germany. The statistical projections proved a future lack of qualified workers if the high rate of migration could not be stopped. The career fair has established itself as a central event at which every general secondary school from the county is participating and is visited by 950 pupils on average. It is a part of the regional youth strategy” (Lietz, Tuschke and Nieher, 2011, p. 9-10).

“The Career Information Fair "BIM" has become an integral part of vocational orientation of pupils in the district and an integral part of the curriculum of all public schools in the Burgenlandkreis. Ever more companies present and advertise themselves as potential employers, mostly due to the impact of demographic change and the associated rapid decline in the number of young skilled workers. This good practice is transferrable to any region” (Lietz, Tuschke and Nieher, 2011, p. 13).

Language skills, culture, heritage

3.2.2. NEPOMAK Discover Cyprus Programme (NDCP)

(Aikins and White, 2011, p. 182)

Cyprus

Established in 2004, NDCP is a 3 week cultural tour and language course hosted in Cyprus. Every year, 50 young Cypriots aged between 18 and 22 years, from around the world, participate in the programme. By 2011, over 400 individuals have participated in this inspiring programme that is helping many young people connect with their roots, as well as encouraging them to become involved in the Cypriot diaspora both locally and globally. The programme is delivered in partnership with the University of Cyprus and Youth Board of Cyprus.

3.3. Labour market inclusion¹¹

Entrepreneurship support¹²

3.3.1. WMIDA – Migrant Women for Development in Africa

(Keusch and Schuster, 2012, pp. 31-33)

Implemented by an international organisation; countries involved: Italy, sub-Saharan African countries.

The “overall objective of the MIDA framework is to support African governments in reaching their development goals through the formation and strengthening of sustainable links between migrants and their countries of origin. MIDA Italy started in 2002 and had a special focus on entrepreneurship

¹¹ Good practice 4.1.2 also belongs to this group.

¹² The two good practices in this group primarily/also benefit the sending community.

initiated by migrants in Italy, in other words on creating jobs in the countries of origin. (...) The WMIDA's aim was to empower the migrant women in Italy who were interested in the development of their countries of origin, promoting their efforts as well as mobilising their resources for entrepreneurial activities and the development of small and medium-sized enterprises in their countries of origin (Keusch and Schuster, 2012, p. 31).

"In the preparatory phase, an outreach campaign was launched to inform the relevant stakeholders about the WMIDA strategy. This included meetings and workshops with migrant women in four Italian regions, female migrant organisations, local authorities and other stakeholders. Moreover, research was conducted to identify the networks, interests, resources, financial behaviour and development-orientated initiatives of migrant African women in Italy. Based on the results of this research, the programme was developed and a call for proposals was begun (...).

Of the 38 submitted proposals, 12 projects were selected by two expert committees, one in Italy and one in a target country (Benin, Burkina Faso, Cameroon, Cape Verde, Gambia, Ghana, Guinea, Guinea Bissau, Ivory Coast, Liberia, Mali, Nigeria, Senegal, Sierra Leone and Togo). The selected projects were co-funded in amounts of up to 30 percent of their total cost, which led to grants of 3,700 and 20,000 EUR. Furthermore, training courses to promote and learn about business start-ups and administration were also offered (...).

To give an example, one project in Burkina Faso aimed at providing women with vocational training on soap-making, as well as creating a small unit for the production and sale of shea butter soap. A migrant woman from Tuscany initiated the project, which was implemented by the Association Samoussi from Burkina Faso in collaboration with two Italian associations. Another example is a social enterprise managed by women from three villages in the central Cavally region of the Ivory Coast. The project was initiated by the female co-founder of the association We Ivorians in Italy, promoting the participation of Ivorians in development projects in the Ivory Coast, in collaboration with the Ivorian organisation Adehin de Blao. About one hundred women now cultivate manioc for their own consumption and for sale on the cooperative's fields (...).

However, the WMIDA programme has never been evaluated. Thus, neither the sustainability nor the impact of the programme has been analysed" (Keusch and Schuster, 2012, p. 32).

3.3.2. Migrants' Supporting Tools for Economic Projects: S.T.E.P.

(EU-UN, p. 61)

Freeman (2013, p. 2) notes that »policy-makers working at the national and international levels have become increasingly aware of the potential contribution of local authorities and diaspora communities to development. Most notably the Joint Migration Development Initiative¹³ (JMDI) advocates a "bottom-up" approach to migration in which diaspora communities and local authorities work hand in hand to set up and implement development projects in migrants' countries of origin.«

This project sought to improve the quality of financial services available to migrants by introducing new tools, offering support for migrant business creation, and reinforcing information exchange about migrant entrepreneurship. The most innovative part of the project saw the **set up and**

¹³ More on this initiative can be found at <http://www.migration4development.org/en/content/about-jmdi> (comment by IER).

strengthening of a number of Centres for the Support of Migrant Initiatives (CAIM). Disseminated across Senegal, Belgium and Italy, these helpdesks follow the migrant from the initial development of a business idea (in Belgium/Italy) to implementation in the home country. Information about individual migrants supported by the desks is exchanged across countries through an online system. Twelve business coaches (many holding a migrant background) were trained to provide information, one-to-one assistance and training to migrant entrepreneurs. The project recognises that migrants are not naturally born ‘development agents’ and that they must be trained to overcome outdated knowledge of the local context and lack of education or management skills. All migrants with an interest in investing in Senegal are free to approach the helpdesks and access the services offered, which sparked considerable interest among the target population. Migrants are assigned to a business coach or to other expert staff who assist them during identification, elaboration, formalisation and enterprise creation. The project also mapped existing services that support migrant entrepreneurs, including sources of financial assistance and technical support. CAIM helpdesks are strategically linked with other key institutions (chambers of commerce and Agences Régionales de Développement in Senegal), therefore enhancing their visibility and favouring potential future buy-in.

Key lessons can be drawn from this project. It was enriched by the complementarities of all partners. In particular, partnering with organizations providing micro-credit facilitates access to funding for migrant entrepreneurs, and chances of buy-in. In addition, although their future depends on securing additional funding, the sustainability of CAIM desks benefitted from the project’s strong ‘training of trainers’ activity.

*Emigrants as investors*¹⁴

3.3.3. Promoting cooperation among migrant communities and local governments for local development

(EU-UN, p. 40)

Georgia and Latvia

Partners: National Association of Local Authorities of Georgia and Latvian Association of Local and Regional Governments.

The project aimed to develop the capacities of local authorities in the Georgian region of Imereti in order to effectively reach out to migrants and their families, and **to leverage migrant resources for local socioeconomic development**. This project benefited from a partnership between two organizations with a similar technical background on local governance issues, and who had previously worked together.

The project assessed needs of local communities in Georgia as well as the capacities and potential of Georgian migrants abroad. Most importantly, the project aimed at empowering local authorities by enhancing their knowledge about Migration and Development (M&D) and their capacity to operate in this field. In particular, Migration Offices were set up within the local authorities of four different towns (Kutaisi, Zestaphoni, Chiatura and Tkibuli). The project was successful in shifting local attitudes that largely perceived migration as a negative phenomenon to one that can yield positive effects, by setting up administrative means. The Georgian diaspora responded favourably, with many migrants

¹⁴ These good practices primarily/also benefit the sending community.

contacting the Migration Offices hotlines with enquiries or suggestions on support services that could be developed locally to assist them in channelling their resources towards home communities.

The project was supported by an excellent communication strategy, inclusive of participation in local radio and TV programs, articles in internationally distributed Georgian newspapers and the use of web resources to disseminate information within Georgia and among the Georgian diaspora. Communication with the latter was strengthened using indirect contact through migrant households in Georgia.

Additionally, migrant relatives were encouraged to set up organizations to engage in permanent dialogue with local authorities.

An important lesson from this project shows that alongside migrants, their families and civil society actors, **local authorities also play a key role in generating an enabling environment for migrant contributions to be beneficial to local development**. The project succeeded in setting up a structure within local authorities to establish direct contact with migrants' households and to act as a conduit of communication and information sharing between sending communities and migrants. Local authorities are better positioned to liaise directly with migrant sending communities, understand their citizens' needs and how migrants' potential can be better utilised for local development.

3.3.4. DEVINPRO Moldova 2009/2010: Strengthening the link between migration and development through developing and testing replicable migration-related products and services for migrants and their communities

(EU-UN, p. 50)

Moldova and Austria

Partners: Centre for Sociological, Political and Psychological Analysis and Investigations and International Agency for Source Country Information.

The project aimed at maximising the development impact of migration in Moldova, by improving available products and services **targeting the financial capital of migrants**. Through a pilot intervention, the project intended to shift the perception of migrants as a vulnerable social group to a successful business thinking category, and to move interest from migrant remittances to migrant savings and investment that are of greater relevance for the development of local economy. In particular, the project identified and proposed financial tools that enhance balanced and durable M&D initiatives, including micro-credit, small loans for housing, mutual investment funds, pension and child education savings schemes.

The most innovative aspect of this project is the rigorous research undertaken in the first phase of the action. Quantitative surveys were carried out in migrant and non-migrant households, investigating their investment propensity and behaviour. Research was also conducted among migrants themselves, who were contacted at border points, during entry into or departure from the country. This created a sufficiently safe and comfortable setting ensuring that migrants were willing to provide confidential information, in particular about remittance and financial behaviour. The findings of this research were disseminated among financial institutions and Government actors in order to reinforce the idea of migrants as a category of people carrying the potential to be successful business initiators, with the power to generate a positive impact on the social, human and economic development of the home country. The project team then assisted financial stakeholders to develop

and test the most promising products and services. The research allowed identifying clear and verifiable indicators to monitor the process.

In order to ensure that the research would be well received both at Government level and among financial institutions, these stakeholders were systematically approached before, during and after the research was carried out. This allowed consulting them on the hypotheses underlying the project as well as on research design and methodology.

This strategy enhanced the prospects for sustainability after the end of project funding. It was in fact expected that commercially viable services and interventions would be fully introduced on the market by the end of the project.

3.3.5. Enhancing the capacity of migrants as partners in economic development ¹⁵

(EU-UN, p. 56)

Philippines and Netherlands

Partners: Unlad Kabayan Migrant Services Foundation, Inc., Migrant Forum in Asia, Commission for Filipino Migrant Workers.

This project set out to build and enhance the capacity of Overseas Filipino Workers to contribute to the development of the economy in their home country, whilst harnessing their skills and resources acquired abroad and making return and reintegration in the Philippines a viable option.

At the core of the applied method is the fact that the value and practice of disciplined saving is encouraged among migrants through training and seminars. Savings groups (maximum 50 people) are organised on the basis of shared language or locality of origin to build capital and invest in local enterprises, to create jobs and increase the income of local communities. This method entails the management of investments while migrants are still abroad, therefore creating options for eventual return to the home country. The method therefore emphasises investment options in migrants' hometowns, ensuring that family members or town-mates are involved in running the businesses.

The involvement of local producers and local authorities in the Philippines is built into the methodology, in order to ensure institutional support. The method simultaneously mobilises diaspora organizations, local producer associations, rural banks and local government units to establish multi-stakeholder partnerships and to define mutually supportive engagements. In this way, migrants are given a strong voice in their local communities and have a power to influence local development policies and entrepreneurial initiatives. This strongly contributes to ensuring that migrants' willingness to participate can be more easily obtained.

The method has proved to be an interesting tool both for developing financial literacy and for mobilising migrants towards collective investments that are relevant for their home communities. Partners in this project have worked to encourage the exportation of the method. Progress has been made in this sense in Sri Lanka, Indonesia and Bangladesh.

¹⁵ This good practice primarily benefits the sending community.

3.3.6. Tres por Uno (3x1) Programme

(Agunias and Newland, 2012)

The state of Zacatecas, Mexico

According to Agunias and Newland (2012, p. 154),¹⁶ “an emphasis on building partnerships among the many stakeholders (governments in countries of origin and destination, multilateral agencies, diaspora communities, private businesses, and a wide range of civil society organizations) is good practice for development generally, and diaspora engagement in particular.»

“Among the best-known and popular approaches to diaspora engagement are matching funds — schemes wherein different levels of government allocate a dollar or more for every dollar that migrant organizations invest in their communities. The programme generates a relationship of trust between the government and the migrants. The most frequently cited examples come from Mexico (where matching programs were pioneered and popularized), among which, the state of Zacatecas’s Tres Por Uno or 3x1 programme” (started in the 1980s) is the most celebrated (Agunias and Newland, 2012, p. 43). “Considered by many observers as a best practice, the 3x1 program has been replicated across Mexico, throughout Latin America, and around the world.” The key challenge in replicating this programme is “cherry-picking specific elements of a program’s design and reconfiguring them in light of particular socioeconomic and political contexts.” (Agunias and Newland, 2012, p. 44).

The 3x1 program is a solidarity programme rather than a development programme. “The choice of projects follows the logic of collaboration and interconnection between diaspora and “hometown” communities rather than an economic logic¹⁷ (Agunias and Newland, 2012, p. 64).

3.3.7. Leveraging remittances for socioeconomic development in Sri Lanka

(EU-UN, p. 135)

Sri Lanka, France, Germany, Italy, and The Netherlands

This project set out **to improve financial literacy among remittance senders and recipients and expand formal financial services and products to channel and invest remittances**. To achieve this, the partners adopted a threefold approach addressing three sets of actors (remittance senders and recipients, financial institutions and central authorities). First, partners offered financial literacy

¹⁶ We recommend consulting this handbook in case of any programme/project involving diaspora. It »presents a carefully selected menu of viable policy and program options based on actual experiences from around the world. It aims to highlight good practices, challenges, lessons learned, and promising cases that can be refined and adapted to suit local contexts. The handbook focuses more specifically on policies and programs initiated by and with governments« (Agunias and Newland, 2012, p. 14). Also see Aikins and White (2011) for »global best practice and what countries can learn from each other« (p. v).

¹⁷ »“One of the problems that we face in channelling resources to these [poorest] municipalities is that, for instance, these communities don’t have potable water but migrants say that they want to fix the village square or they want to fix the church. They have problems of sewage but the migrants want to build a rodeo ring. We try to encourage them to fund projects that focus on immediate and basic needs but we can’t obligate them. . . . We let the [state-level] validation committee choose the projects with the highest merits to support with public funds.”« (Agunias and Newland, 2012, p. 64).

trainings to remittance senders in four countries of destination (France, Germany, Italy, and the Netherlands) and to remittance recipients in Sri Lanka. For this purpose, ad-hoc training materials were developed. Second, partners collaborated with mainstream financial institutions and Micro-finance Institutions (MFIs) to develop financial products for migrants and remittance recipients. Partner organizations also offered business trainings and development services to remittance beneficiaries, and linked them with mainstream financial institutions and MFIs. Thirdly, partners engaged key institutional actors, including the Central Bank of Sri Lanka, the Bank of Ceylon, the Sri Lanka Bureau for Foreign Employment (SLBFE), and the Ministry of Finance. They shared with these entities evidence and recommendations to improve existing remittance policy frameworks in Sri Lanka. In particular, partners documented the deficiencies of the financial sector, and proposed to the Central Bank of Sri Lanka innovative financial products for remittance recipients (e.g. rechargeable remittance cards). The SLBFE was also approached to incorporate a training module on financial literacy in its pre-departure orientation course for migrant workers.

The project was also in line with a recently launched government scheme targeting returnees and encouraging the productive use of their remittances. This allowed partner organizations to enhance their visibility and credibility vis-à-vis government institutions, and the likelihood to be involved in future developments of the remittance sector in Sri Lanka.

3.4. Health care

3.4.1. Migrants' capacities for the Moldovan health system development – a brain gain project"

(EU-UN, p. 104)

Moldova and Germany

The project aimed at ***strengthening the Moldovan health sector by linking Moldovan diaspora health professionals in Germany with medical institutions in Moldova***. The partners: a) mapped the Moldovan medical diaspora in Germany, built a database, and assessed the needs of the Moldovan health system; and b) fostered institutional cooperation between Moldovan professionals and specialised organizations in the home country in the fields of teaching, curriculum development and research, and the design of joint follow-up project proposals.

This project built on the technical and social advantages of a partnership between two institutions with academic background. In order to reach out to Moldovan professionals in Germany, the European partner relied mainly on the team's personal contacts. The latter proved to be an extremely efficient approach, but required intensive work on establishing a climate of trust. The Moldovan partner, the major medical higher education establishment in the country, fostered cooperation with national entities interested in taking part of a transnational network of collaboration in the health sector. Cooperation among Moldovan professionals in both countries was strengthened through networking workshops, a virtual communication platform, migrant expert visits, and support provided by partners to institutions willing to develop joint projects. Approximately 130 Moldovan professionals benefited from training courses in several medical fields, and two follow up projects were funded. Migrants were recognised as valuable partners in the development of the Moldovan health sector.

This project is exemplary of the effective matching of migrants' professional competences within the health sector, through the establishment of transnational institutional collaborations. In addition, the

partners' similar academic background and experience in the implementation of international projects allowed them to mobilise their individual social networks, and exploit their proximity to target populations (health professionals and institutions). The project also illustrates the positive impact that self-mobilisation had in the formation of this partnership, which emerged thanks to the initiative of a Moldovan professional who encouraged the collaboration between its German host institution and the Moldovan partner.

3.5. Emigrants' children in the country of origin

3.5.1. Support for children and parents in migration

(EU-UN, p. 83)

Moldova and France

This project aimed **to diminish the negative impact of parents' migration on children remaining** in Moldova. It adopted a twofold approach: Moldovan migrants were targeted by activities in France while their children and caregivers were assisted in Moldova. Information material was produced for all three sets of beneficiaries, providing them with better understanding of the consequences of migration on the psychosocial development of children left behind. Three books for the migrating parents, as well as a guide for professionals working with children left behind, were developed. In France, the book about developing parents' capacities to understand the needs of their children and to communicate with them more effectively during separation was received with enthusiasm. It was therefore translated into other languages and revised for distribution among other migrant nationalities.

The project involved close collaboration with key stakeholders. In Moldova this took the form of working with schools in five local communities, involving managers through workshops and designating a coordinator responsible for communication with the project. This ensured local ownership and participation in the planning of activities and in adapting them to local needs. In addition, specific activities enhanced the skills of professionals working with children whose parents have migrated, in order to teach them ways to cope with difficult situations and to become more resilient and socially included. In France the project relied on the assistance of a range of actors belonging to the national network Ac.Sé, which works with victims of trafficking and irregular migration. These organizations facilitated access to the most vulnerable migrants, many of whom have children left behind. Members of the network were consulted during the preparation of the guide for parents. The project also opened a counselling centre for migrant parents in France where they could learn how to contribute positively to their children's upbringing and access broader information about their own rights.

The project assessed migrant children's vulnerabilities and is an example of how an action can promote the rights of children, parents, and the family as a whole in the migration process. The close relationship established with stakeholders in France (Ac.Sé network) and Moldova (local schools) allowed this project to stretch the capacity of existing structures in providing support for the protection of rights within migrating families.

3.6. Philanthropy

3.6.1. Indian Diaspora Foundation

(Herzog and Siegel, 2013, pp. 75-99).

„The Indian Diaspora Foundation (IDF) was created to assist overseas Indians to contribute to social development causes in India. Its purpose is to channel diaspora philanthropy in a credible way...” It “forges partnerships between donors and non-governmental organizations working in the social sector in India” and “serves as one stop shop for building public-private partnerships and functions as a clearing house for all information related to philanthropy.” It has been envisaged that such partnerships would “lead to innovative projects, such as micro credit for rural entrepreneurs, self-help groups for economic empowerment of women or ‘best practice’ interventions in primary education” (Herzog and Siegel, 2013, p. 84).

4. BEST PRACTICE: RETURNEES

4. 1. Labour market inclusion

Employment support

4.1.1. Integration of Georgian migrants into the labour market

(EU-UN, p. 146)

The project sought to promote the **reintegration of qualified returnees** and internally displaced persons (IDPs) into the Georgian labour market. To achieve this goal, the partners mapped the competences of returnees, offered them vocational training, technical retraining and psychological support to adapt their competences to the local labour market needs, and offered them job placement and business development assistance. The partners also elaborated recommendations for employers and policymakers regarding the reintegration of qualified (return) migrants into the Georgian economy. Recent readmission agreements signed between Georgia and European Member States could further provide a supportive base for the project.

Reaching out to the target population proved to be a difficult task in view of the lack of information on which partners could draw upon to identify project beneficiaries. Instead, the involvement of employers was secured by drawing on the Georgian partner’s membership base. The project mapped the needs of these potential employers and highlighted the benefits the project could offer them by employing highly skilled returned migrants.

The German partner has extensive experience in vocational training, while the Georgian partner is an employer association whose membership allowed for the implementation of the project’s job placement component. Through the project, the capacity of the Georgian partner, in terms of training methodologies and job placement, was also enhanced thanks to study tours organised to Germany.

Overall, the project is exemplary of a good analysis of forces favourable to the project objectives, and good links with national and international actors who are likely to call upon partners to contribute to reintegration and migration policy debate in the country.

4.1.2. Bio Career Breakfast

(<http://www.lek.si/en/media-room/press-releases/920/bio-career-breakfast-at-leks-biopharmaceuticals-menges-creates-opportunities-for-slovenian-experts-at-home/>;
<http://www.lek.si/en/media-room/press-releases/934/bio-career-breakfast-from-lek-is-golden-practice-2016/>; <http://www.lek.si/en/media-room/press-releases/984/lek-receives-award-for-its-innovative-practice-of-preventing-brain-drain/>)

Slovenia

At the end of the festive season, when a considerable proportion of emigrants visit their relatives and friends in their home country (on 3 January 2017 for the second year in a row), Lek's business unit Biopharmaceuticals Mengeš invites Slovenian natural science experts working or studying abroad to an event presenting excellent career opportunities in the home environment. The event, called Bio Career Breakfast, is Lek's unique response to the modern migration trend among the highly educated workforce. It creates stimulating work opportunities, so that the Slovenian experts are happy to return home.

In March 2017, Lek was awarded the best Golden Practice 2016 Award (bestowed by the Slovenian media Dnevnik) for the uniqueness and excellence of Bio Career Breakfast project. In the reasoning of the award, the organiser emphasised: »In recent years, statistics in Slovenia show a growing trend in migration abroad as well as a brain drain. Lek challenged itself 'to bring the brains back' and enable the talents a professional development and the use of knowledge and skills they obtained abroad. Last year, more than 90 experts attended the event. Lek conducted interviews with more than 30 candidates and in the same year recruited ten experts. This year, the event attracted more than 70 new participants, of whom more than 30 became candidates in the interview process and some of them are now in the final stage of an employment agreement.«

In November 2017, at the HR&M conference, Lek received the best human resource practice award for the Bio Career Breakfast project as having the best human resource practice among large companies, with which they actively tackle the brain drain trend. "Experts who are either still studying or already working abroad, usually decide to return to their home environment when they find out that they will also be able to pursue their professional ambitions there", said Samo Roš, Head of Human Resources and Member of the Lek Board of Management.

4.2. Returnees as investors

See good practices 3.3.5 and 3.3.7.

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