Urban Academy on Integration
Background Reader

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Foreword

On 17th and 18th April 2018, the first edition of the Urban Academy on Integration was held in Brussels. The event was organised as an effort to bring together local policy makers from all over Europe who are involved in one way or another with the integration of migrants and refugees, either with a focus on education or on civil society engagement.

During the two days, local policy makers had the opportunity to discuss common challenges and learn from national policy makers from the European Integration Network, from members of the European Migrant Advisory Board, other integration experts and each other on issues related to integration of migrants and refugees on the local level.

This reader provides a general background, research insights and best practices related to the two themes of the 2018 edition of the Urban Academy on Integration and responds directly to the dilemmas and questions that were brought up by participants.

Our special thanks go out to Paola Piccinini of the European Commission’s Joint Research Centre for her research and for writing this reader, to Sue Lukes and Ceri Hutton of MigrationWork for their facilitation of the first edition of the Urban Academy on Integration, and to all other experts and participants involved.

The Urban Academy on Integration is an initiative of the EU Urban Agenda Partnership on Inclusion of Migrants and Refugees. The goal of the Partnership is for cities to be able to influence European legislation, funding and knowledge sharing. With more influence on these three themes cities would be able to deal much more efficiently with challenges concerning integration and inclusion of migrants and refugees.

We hope that this reader will be of good use to those who attended the first Urban Academy on Integration as well as contribute to knowledge sharing among others working on integration of migrants and refugees in cities.

Signed,

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1 Education in relation to integration

Definitions

Native students (native-born from two native-born parents)

Students with an immigrant background (students who are either foreign-born or who have at least one foreign-born parent)

Immigrant students (students, native- or foreign-born, who have two foreign-born parents)

First-generation immigrant students (foreign-born children of two foreign-born parents)

Second-generation immigrant students (native-born children of two foreign-born parents)

Native-born students with a mixed heritage (native-born students of one native- and one foreign-born parent)

Returning foreign-born students (foreign-born students of two native-born parents)

Recent arrivals (foreign-born students who had settled in the host country at or after the age of 12)

Third-country nationals (persons who are not citizens of an EU Member State)

Integration (dynamic two-way process of mutual accommodation by all immigrants and residents)

Students’ resilience (the capacity of students with an immigrant background to reach adequate levels of adjustment across multiple well-being dimensions, namely academic performance, sense of belonging at school, satisfaction with life, schoolwork-related anxiety and achievement motivation)

School segregation (means that the proportion of children in disadvantaged situation, such as students with an immigrant or minority ethnic backgrounds, tends to be higher in specific schools than their proportion in the population of their age group or their average proportion in the school system)

Mentoring (when an older or more experienced person takes interest in a younger person for an extended period, or through a particular phase of life)

Educational poverty (failure to reach minimum standards in education)

1.1 Introduction

The share of immigrants in OECD countries has grown by more than 30% since 2000 and has turned increasingly diverse. The integration of foreign-born populations has consequently become essential to maintain social cohesion. In this context, education is considered a key element of the integration process, not only for children to ensure they enjoy better opportunities, but also for adults to recognise or validate their skills in the receiving society. Its importance has grown due to five main drivers: the demographic, socioeconomic, political, structural-inequality and governance one. However, children with an immigrant background face multiple barriers in European education systems, linked to access, participation and performance. The conclusions of the recent report of the Migration Policy Institute Europe points at the need to rethink strategically the whole education system, taking into consideration policy lessons learnt, such as the necessity: to train the whole workforce for diversity; to respond to students’ diverse needs across the full education trajectory, including Early Childhood Education and Care (ECEC); to foster the role of schools as integration actors; to develop governance structures that can withstand crisis and give real-time response to emerging challenges; to adapt content and pedagogy for 21st century challenges, paying attention to the rapidly changing labour market (Aliyyah, 2018).

1.2 General background

Student population and performance

While Europe's population is ageing, in 2015 more than 80 % of the 1.25 million of first-time asylum seekers who entered the EU were below the age of 34. Recent data show that, in the age group 18-24, the share of early leavers from education is 10.1% and 19.0% for native- and foreign-born respectively. The participation of adults (25-64 year-olds) in lifelong learning remains low at 10.7%, with disparities shown for those with a disadvantaged status. On average, 94.3% and 28% of 4-5 and 0-2 year-old pupils, respectively, attend ECEC, but the shares are lower for immigrants. In the age group 30-
34 year-olds, the attainment of tertiary education is 38.7%, but with major disparities between native-born (39.4%) and foreign-born (36.4%) and among Member States (Directorate General for Education and Culture, 2016).

In 2012, on average in OECD countries 11% of students aged 15 were immigrants, either first- (5%) or second-generation (6%). According to PISA data, the OECD Programme for International Student Assessment, in 2015 almost 25% of 15-year-old students in OECD and EU countries had an immigrant background. Between 2003 and 2015, in the EU this share grew on average by 7%. Overall, in the EU an educational performance gap exist between immigrant and native students, which is larger for first- than for second-generation. Among 15-year-old students, the percentage of children performing at the lowest levels in mathematics, language and science is 36% per first-generation and 17% for native students. Immigrant children show vulnerability in most well-being outcomes too, with the exception of the motivation to achieve. On average across OECD countries, the following outcomes were observed among first-generation immigrant and native students, respectively: failure to reach baseline academic proficiency in reading, mathematics and science (51% and 28%), weak sense of belonging (41% and 33%), low life satisfaction (31% and 28%), high schoolwork-related anxiety (67% and 61%). The major obstacles to the successful integration of students with an immigrant background are socio-economic disadvantages (accounting for more than 20% of the educational gap) and language barriers (explaining 8% of it). According to this study, the resilience of students with an immigrant background could be enhanced by introducing early assessment of skills, providing targeted language training, building a diversity-aware teaching force, offering additional support to disadvantaged students and schools, implementing anti-bullying programmes, supporting and promoting extracurricular activities and engaging parents (OECD, 2018).

The educational outcomes for immigrants still mainly depend on their parents' social background. At the age of 15, their performance shows positive correlation with the time spent in the host country, showing also a progress across generations, as well as with the access to and quality of ECEC, parental involvement and hours spent at school; whereas it is negatively correlated with the classroom size, segregation in schools and discrimination (Huddleston, 2013) (OECD/European Union, 2015).

On average, immigrant students that arrived at the age of 12 or older score worse in reading proficiency than those who arrived at younger ages (late-arrival penalty). The unemployment level and the risk of poverty and social exclusion is directly correlated with a low educational level, which in 2014 in the EU was higher for immigrant adults aged 18-64 than for nationals (44% vs 25%). Data from 2012 show that, on average across OECD countries, the share of immigrant students that do not speak the host language at home is 64% and 41% for first- and second-generation, respectively. PISA data show that the attendance of pre-primary education by immigrant students has a significant positive effect on their score in reading assessment at the age of 15. Targeted support, such as intensive language and general induction programmes, should be offered to migrant children when they enter the school system. Individual support can take the form of: transitional classes within the school as transition to mainstream classes; outside not only academic measures; and (ethnic) mentoring (Katsarova, 2016) (OECD a, 2015) (OECD b, 2015).

According to the few data available, refugee children usually face many more obstacles than other children of immigrants (e.g. uncertainty about their status, understanding of the education system, high mobility, and segregation in disadvantaged schools). They are usually included in education by using three different models: the parallel school system (as in Turkey); the access to vocational school levels (e.g. in Germany, Flanders and the Netherlands); and the access to all school levels (e.g. in Sweden). The principal school arrangements that influence the educational outcome are six: availability of free of charge pre-school places; availability of sustained second language programs at all levels with especially developed materials and methods and well prepared teachers; access to adult education for 16+ and 18+ students; access to short welcome,
introductory or submersion classes connected to all secondary school levels before entering mainstream classes; presence of additional support teachers; direct access to English Master programs for students holding a bachelor degree (Crul, 2017).

Drivers to underperformance

Eurostat data from 2014 show that, in the EU, poverty and social exclusion is a much greater risk for non-EU citizens than for nationals (26.6% vs 7.2%), with large variation among Member States. The same is true for immigrant children aged 0-17 (36.4% vs 19%). Possible challenges experienced by students with an immigrant background in formal education systems are access (sometimes linked to migration or residence status), participation and performance. The access to quality education is difficult, mainly due to early tracking, which may disadvantage immigrant students, and school segregation, which is exacerbated by the phenomena of "white or native flight" and "Islamic flight" (Katsarova, 2016).

Students' academic performance can be prevented by many factors, such as low socioeconomic status, inadequate language and literacy skills, gaps in prior education, cultural differences, and inadequate access to social support networks. School leadership, teacher capacity and preparation, the availability of support structures, school climate and diversity, teachers' expectations and the promotion of parental involvement are features that have an impact on students' outcomes too. Evidence shows that they improve when immigrant students are mixed with native ones in classroom and the host language is taught by specialist teachers both as second language and integrated into content area instruction (McHugh, 2015).

The most significant determinants of immigrant students' educational performance, in descending order, are: 1) their parents' socio-economic and educational background; 2) their parents' host language skills, even though performances improve over years and generations; 3) the quality of the education system and the school environment (e.g. in terms of their social background and composition). The educational gap between immigrant and native students is also linked to a country’s political and social structure, as well as to the characteristics of the countries of origin of immigrant pupils (Bilgili, 2015).

Ethnic stratification in educational outcomes can be exacerbated by systemic factors, such as early tracking in secondary education, and can be tackled by: participation in high quality ECEC; postponement of tracking; provision of alternative educational routes to higher education and quality apprenticeship; as well as restriction of parental school choice and marketization of education to fight socio-ethnic school segregation (Nouwen, 2015).

Early school leaving

Eurostat data from 2014 show that, in the EU, the risk to leave prematurely school is much higher for non-EU citizens aged 18-24 than for nationals (25.5% vs 10.2%). The same is true for the risk of being both out of the education system and out of employment for young aged 15-24 (20.6% vs 12.0%), with an even worse situation for migrant women compared to migrant men (23.8% vs 17.6%).

In 2013, in the EU on average the rate of Early School Leaving (ESL) was 11.9%, however in many countries immigrant students showed ESL rate higher than native ones (in 2012, 25.4% vs 11.5%). In large part this difference can be explained by socioeconomic inequalities, the other risk factors being low educational expectations, often due to low quality school environment, and low school engagement, strongly linked to the absence or shortage of social support networks. Other systemic factors influencing ESL are the possibility of parental choice, the marketization of education and socio-ethnic school segregation. On the contrary, positive and supportive relationship with peers and teachers, better social mix in school composition and additional support networks and social capital represent protective factors (Nouwen, 2015).
Early Childhood Education and Care

In 2012 in the EU, children with immigrant background were weakly enrolled in childcare services (0-3 years) and strongly enrolled in public early education, but often in disadvantaged ECEC centres or schools. The main barriers to participation in ECEC services are: the low socio-economic status; living in poor neighbourhoods/rural areas/marginalised settlements; ethnic minority background; and the desirability of ECEC services by excluded groups. To increase attendance and outcome, the following elements are important: universal entitlement to publicly funded, affordable and high quality ECEC with parent support programmes; the integration of ECEC systems; well qualified and supported workforce; cooperation between ECEC centres, health and social services and local authorities; and political commitment. Research findings show that high quality ECEC programmes have long-lasting effects on children’s cognitive development, together with promotion of pro-social behaviour, self-regulation and learning disposition. Children from the most disadvantaged backgrounds are the most benefited by high quality ECEC. Best results are obtained when ECEC services are for all and closely linked to employment, health and social policies (Bennett, 2012).

Local context

Data from 26 European cities show that, in case they are responsible for the provision of education, children can attend schools regardless of their legal status. In many cities, the same is true for students interested in vocational training and apprenticeships. Instead, huge variations are present in the case of tertiary education. Cities, also in collaboration with Non-Government Organisations (NGOs) and volunteers, provide additional language classes for newcomers, as well as specific language programmes for entering into vocational training. The main challenges experienced are: finding funds and well-trained staff; expansion of services and infrastructure; managing diversity of backgrounds among immigrant students; recognition of existing skills; dealing with psychological trauma and specific health issues; inclusion of unaccompanied minors; avoiding segregation; linking young adults not in education with labour market inclusion programmes (Eurocities, 2017).

School segregation

Especially in primary schools, segregation at school is often higher than in the neighbourhoods. This phenomenon should be addressed by awareness-raising efforts among parents and housing and education policies to avoid residential segregation. Parents of immigrant students should be actively involved in school and local community life. EU instruments, such as Erasmus+ and the European Education and Training 2020 programme, could be used to foster more inclusive education that promotes diversity. Teacher should acquire adequate intercultural training, including on diversity and fundamental rights which should be part of curricula. General and specific job-related language courses should be offered free of charge (FRA, 2017).

Professional capacity of teachers

In Europe, the homogeneous teaching population (largely native, middle-class, female) does not reflect the increasing diversity of society and often is not trained to teach students from various socioeconomic, cultural and linguistic backgrounds. To face this challenge, teachers should acquire better understanding of cultural and linguistic diversity, develop communication and relationship competences, as well as relevant management and pedagogical skills. Teacher education should include training for diversity in all stages of a career-long learning process made of: initial teacher education (ITE), induction phase and continuing professional development. Specific training in intercultural education should be compulsory and supported by an integrated curriculum approach, which includes multilingualism, diversity, multicultural and multi-religious aspects (e.g. Hamburg model of teacher education). Diverse practical experiences should be part of effective initial teacher education, such as in the case of the Swiss mentoring project Nightingale. Induction programmes, involving additional preparation, personalised support and advice for newly qualified teachers, are recognised as effective, but not
systematically available across Europe. A good practice of professional development strategy for diversity is available at a secondary school in the Netherlands, where teachers participate in the Schools Academy that involves coaching, digital learning and lessons, in conjunction with establishing personal relationship with student and their families (Siarova, 2018).

School leaders can have a strong impact on creating inclusive school cultures, as well as teachers' motivation and commitment, which finally result in better children outcomes. Inclusive school culture can be promoted by: creating opportunities for celebrating and acknowledging diversity, inter-ethnic contacts and cooperation of students; ensuring a safe learning environment, fighting bullying and any form of discrimination; ensuring diversity of teaching and learning resources; involving others in decision making. The teaching and learning of immigrants can be supported by several strategies: welcoming courses; assessment of prior learning before enrolment and transition into mainstream classroom; informing parental choice on school system; mainstreaming of language learning, immigrant languages and cultures and intercultural education; supporting use of migrant teaching assistants and teachers; supporting the continuous professional development of teachers. Outreach to parents and communities is essential and can be achieved by setting up schools as information and welcoming points, providing psychological support to students and families and outreach to the receiving community (Jurko, 2017).

**Policies aimed at reducing the gap in school achievements**

To help young students with immigrant background succeed a deep cultural change within school systems is needed, which foresees to adopt a community approach, to shift into a systemic strategy and to move from integration to an inclusion framework. Several strategies can be useful, for example to set up a positive relationship between families and the education system, to train teachers, to work towards schools as learning communities, to reduce the early division of students into educational pathways, to address migrant needs according to their age, etc. Examples of successful initiatives in various Member States are reported in this study (Essomba, 2014).

The professional capacity of teachers should be improved to face the constantly increasing diversity in European schools. Among the various strategies available, three are considered successful: the formation of professional learning communities that focus on how to use diversity to further learning outcomes; the creation of networks of schools and centres of expertise; the development of dedicated teacher training programs that include diversity into the curricula of all courses (Severiens, 2014).

Policies aimed at reducing the gap in school achievements may exist both at national level (e.g. increases in resources allocated or specific support, such as language support classes or reception classes for newly arrived migrants) and at local level (e.g. extra-curricular support, establishment of additional neighbourhood schools or vocational schools, programmes to reduce the share of migrants in underperforming schools. Among the structural factors that may explain differences in (migrant) children's performance, there are features of the education system, resources allocated, legal framework for enrolment, integration policies and national discourses on migration and integration. The education system should be revised to be able to welcome and treat diversity as a positive characteristic of society. Good strategies consist in providing additional support to immigrant students by organising pre-school language tuition, compensatory programmes (e.g. universal nursery provision, better managed and fair admission systems and specific help for those migrant children who arrive with no effective prior experience of education at all) and facilitating access to tertiary education. Moreover, local school-based bridging and gap filling programmes should be organised to help overcome the educational gap of disadvantage students. Diversity mentors selected among older students with immigrant background are effective. Considering the huge importance of parent support in the successful educational attainment of children, it is necessary to recognise the pro-learning attitude of immigrant children's parents, to build relationships between schools, the children's parents and the local communities and to
provide language courses for parents at school and within the workplace to help children's linguistic continuity between school and home. Language and vocational training courses should be flexibly scheduled to allow access to all. Classes should be appropriately shaped to meet the needs of all migrants, regardless of age, gender and socio-economic status. Innovative approaches, such as language mentors or "buddying" systems should be supported (KING, 2015).

1.3 Research insights related to case studies/best practices

Teaching non-native speaking young people in schools to enable rapid integration and learning

Multilingualism is associated with cognitive, social, personal, academic and professional benefits; however, multilingual education is not yet a reality in most countries in Europe. Students need to be supported when moving from one country to another with different language. Parents' and community support, positive attitude towards all languages, appropriate training for teachers linked to linguistic awareness and teaching in super-diverse environment, inclusive school culture and inclusive multilingualism curricula, which integrate the language dimension comprehensively in all subjects, are necessary for the successful implementation of multilingual education. Non-dominant languages need to be included into school contexts, either through formal or non-formal learning, and cultural differences should be actively acknowledged and valued in and outside of the classroom. Moreover, both vertical (from ECEC up to entering the labour market) and horizontal (through formal and non-formal education) continuity need to be ensured for effective language learning (Herzog-Punzenberger, 2017).

Digital technologies can facilitate language learning and allow access to educational material in native languages. For 15 years old children, the perceived information and communication technology competence level is, overall, similar for immigrant and native students; therefore, digital technologies could be an important tool for fostering the integration and language learning of immigrant students (Rodrigues, 2018).

There is a lack of awareness of Massive Open Online Courses (MOOCs) and Free Digital Learning (FDL) offers for the integration, inclusion and further learning of migrants and refugees in Europe in the target population. Migrants/refugees would need to immediately access FDL, before the assessment of their status, and consider they should be a complement to face-to-face formal and informal/non-formal learning. FDL initiatives can be fully online or "blended" (a mix of online and face-to-face learning), targeted at migrants/refugees or general, and "facilitated" (providing support services and guidance to the learner) or non-facilitated. Targeted and blended approaches are often the most effective way to engage migrant/refugee learners. Purposes cover mainly online or digital language courses and civic integration-related online courses. Initiatives targeting higher education are also available. Mobile Apps represent the largest growth area for language learning and integration purposes (Colucci, 2017).

According to literature, mentoring shows many benefits for disadvantaged students with immigrant background and can be very useful at all education levels. When mentors are older immigrant students, they can play role models and boost the educational outcomes of the younger ones. To have the same ethnic, linguistic and social backgrounds between mentors and mentees help to succeed, gender is also important. Among the benefits and/or characteristics of such kind of programmes, there are the deep and personal motivation of pupils, the holistic way to address emotional, cognitive and social problems and the informal setting of learning. Results include higher marks and lower dropout rates, improved self-esteem, social and networking skills. The fact that mentoring is not only targeting cognitive gains, but also pupils' social and emotional development, makes its effects long-lasting. The success of such initiatives is also linked to the training mentors get, the presence of structured joint activities for mentors and mentees, the intensity of contacts, the involvement of families and clear goals (Crul, 2014).
Cities have developed innovative solutions to support the integration of newly arrived migrants through education. ECEC is very important for the future educational performance of pupils. To improve ECEC quality and accessibility, two approaches are successful: two-generational and co-located services; and tailoring services to the needs of the local community, through adaptation of curricula. Good practices have been established at local level, such as: "whole-place" approaches, which take into consideration the whole development from education to employment; recruiting and training teachers with intercultural skills also among immigrant communities; and planning for mid-year arrivals of students. Municipalities have supported adults and youth by: creating internships and apprenticeships possibilities; improving access to services via one-stop shops approaches; reducing the time to get a job supporting refugees with low host language proficiency to enter the work market; promoting distance and remote learning, MOOCs and establishing coding schools (Salant, 2017).

To support language development some Lithuanian schools organise a bridging year for new arrivals together with cultural week, supporting teachers with teacher mentoring programs, peer review sessions and lectures of professionals who teach Lithuanian as second language, whereas others propose bilingual programs. In Norway, some schools use introductory class up to two years, language learning differentiation and mother-tongue teachers. In Greece, interactive online program for teaching Greek as a second language are employed. In Estonia, in bilingual school interdisciplinary co-teaching foresees the collaboration of teachers of language and another subject speaking two different languages (Flaris, 2017).

To effectively support language proficiency various elements are necessary: adequate initial assessment of children's language skills; effective language support preferably via tailored support or via induction programmes with gradual participation in mainstream lessons; continuous language support; training all teachers to address the particular needs of second language learners; and valuing students' mother tongue. In Denmark, at ECEC level children are assessed at the age of 3 and in case of need language stimulation is offered; before entering primary and lower secondary education, they are again assessed, in case of difficulty depending on results they either follow welcoming classes up to six months and later join the mainstream education while receiving supplementary instruction in Danish as a second language or participate in reception classes up to two years. In France, French is taught to new arrivals using a methodology based on the structures and syntax of the student's mother tongue. In Sweden, mother-tongue instruction is organised in case of at least five eligible students. In Austria, immigrant children may learn their mother tongue either as an optional subject or by receiving optional instruction by a native speaker within mainstream class. Good practices related to the involvement of communities and migrant organisations are present in Germany with the Turkish parents' organisation, facilitating the dialogue with teachers, and several mentoring organisations (Siarova, 2014).

Four areas of improvement are key to increase the opportunities for immigrant students: 1) language diversity, good examples are the Latvian bilingual education and the German Language Training and German as a Second Language; 2) learning environment that should address diversity, as in the Belgian Broad School initiative or in the Austrian Interculturality and Multilingualism – An Opportunity project; 3) social psychology and acculturation; 4) parent and community connections. The Erasmus University of Rotterdam offers a four-year program expressly designed to prepare teachers capable to deal with diversity (Severiens, 2014).

At EU level, since summer 2016, 100000 Erasmus+ online linguistic support licences for language assessments, and 100000 online language courses licences are available to refugees for three years. The project Science4refugees matches refugees and asylum-seekers with scientific background with positions in universities and research institutions. The Commission compiled lists of existing initiatives to facilitate the integration of refugees in European schools and universities, meeting their basic needs, and recognising their skills (Katsarova, 2016).
Combating segregation and encouraging integration

From 2003 and 2012, data highlight that the share of immigrants has increased in most European schools and with it also the school segregation. This phenomenon is due to the fact that migrants are often spatially concentrated in certain areas (residential segregation) and natives tend to move away from schools with high immigrant presence. Desegregation has a positive impact on average school performance and efficiency. A number of de-segregation policies, such as admission lotteries, bussing, additional resources to schools with a high share of immigrants, parental information and the introduction of ceilings to the share of immigrants in classes and schools, have been implemented in the USA and in Europe. Unfortunately, however, only few impact evaluations exist (Brunello, 2017).

A guidance to support cities in addressing educational segregation in their Sustainable Urban Development Strategies (SUDS) has been recently prepared by the Partnership on Inclusion of Migrants and Refugees. Even though integration and education policies are primarily the responsibility of Member States, cities have a major role in the implementation of such policies. They have the opportunity to receive EU funds for development projects that include addressing education problems, particularly school segregation, provided that it is described in comprehensive SUDS. School segregation affecting disadvantaged groups particularly affects children with a migrant and/or ethnic minority background. This phenomenon is linked to residential segregation, high inactivity and unemployment rate, low status employment, measures related to social and health services and weak cohesion in local communities. The guidance provides suggestions of measures to tackle school segregation and quality of education in both centralised and decentralised education systems (Eszter Somogyi, 2018).

Promising preventive and intervention measures to reduce the risk of ESL among migrant youth are: the Danish programme "We Need All Youngsters", which facilitates better-informed educational choices, offers extra educational resources, raise aspirations thanks to role models selected within the migrant community; the French Parent's Tool Box initiative, which improves parents' engagement in their children's education via regular meetings focused on very important moment in the educational pathway as transition between school levels. Finally, compensatory measures can reach early school leavers and bringing them back into training or employment (Nouwen, 2015).

Creating plans and strategies to engage multiple players in providing effective education

Both immigrant student performance and graduation rates show improvements in the presence of parental and community involvement. It is very important to establish partnership with local communities, offer target support addressing the learning needs of both pupils and parents considering their expectations and respecting their cultural heritage. Good examples of involving parents and communities in schools are the Belgium Pupil Guidance Centres and the British Inspire Workshops, which offer spaces for family-school interaction, including translation and social services, and dedicated classes involving parents, respectively. Good practices of bringing formal education into migrant homes are: the German, Dutch and other non-EU-countries Home Interaction Program for Parents and Youngsters (HIPPY) and the Lithuanian e-system Your School, which involve home visits by tutors from the community and electronic exchange of information with teachers, respectively. To promote diversity and awareness among school staff, successful experiences are: the Portuguese Programa Escholhas programme that makes use of community facilitators in classroom and promotes the employment of educators from immigrant background; and the Spanish and Icelander SPICE project that supports the involvement of families and the assessment of newly arrived pupils via dedicated guides. Helping students to form balanced multicultural identities is extremely important and the Norwegian Flex-ID courses represent a successful experience (Sacramento, 2015).
Qualifications, skills and employment issues

Training course to help teachers becoming intercultural coordinators is available in Hamburg. It focuses on intercultural sensitivity and anti-bias training, the application of intercultural competences to school systems and change management. Professional network, such as the Network of Teachers of a migrant Background available in Germany, aims to increase the number of teachers with migrant background and to support their work as cultural intermediaries (McHugh, 2015).

Some programmes aim to encourage talented migrant students, such as the German Start projects that supports the professional development of talented students with immigrant background. To help integration, the assessment of skills and the recognition of formal (school, university), non-formal (courses) and informal (family) learning of arriving migrants should be carried out as soon as possible. At EU level the network of National Academic Recognition Information Centres (ENIC/NARIC) coordinates the recognition of qualifications held by displaced persons and refugees (Katsarova, 2016).

1.4 Further resources

- Platform of resources and references for plurilingual and intercultural education, https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/home
2 Integration and working effectively with civil society

Definitions

Civil society (in the context of migration, it may mean a diverse range of non-state actors who may influence formal and informal migration-related rules, practices and processes and which may include: migrant-run nongovernmental organisations, professional associations, religious or faith-based institutions, women's associations, advocacy groups and many more) (Banulescu-Bogdan, 2011)

Governance networks (networks that contribute significantly, permanently and independently to the promotion of the common good in a legitimised way)

2.1 Introduction

In Europe, despite the legislation in place, still many migrants suffer from the violation of fundamental rights, such as the right to education or to health. As confirmed by the second edition of the EU Minorities and Discrimination Survey (EU MIDIS II), migrants also regularly experience discrimination. Consequently, they have a high risk of being socially excluded (Le Noach, 2018).

Sixteen Member States do not protect migrants against discrimination on the basis of their nationality or migrant, refugee or foreigner status. The national strategies and action plans for migrant integration differ widely across the EU. According to the European Union Agency for Fundamental Rights (FRA), national integration policies should mention the fundamental rights, including the right to equal treatment and non-discrimination, and should further raise awareness about fundamental rights and the EU's values and principles among both the host society and migrants. National action plans should promote measures to improve mutual understanding, participation and trust between immigrants and the host society, as well as those designed to foster women equal participation in society. Best practices of local integration initiatives should be shared. Local and regional authorities should promote the participation of representative organisations of migrants in the design and implementation of integration measures. Integration policies should be regularly evaluated by using the Zaragoza indicators and should address first and second-generation immigrants to avoid social exclusion. Migrants should be encouraged to participate in trade unions and to work in the public sector, e.g. in education and healthcare, thus better reflecting the population composition and diversity. Voting and/or election rights at regional or local elections should be adopted in all Member States (only 15 so far). Acquiring citizenship and naturalisation should be easier for descendants of migrants born and/or educated in the country. The participation of people with immigrant background in decision-making concerning their lives should at least foresee the participation in public consultations (FRA, 2017).

The importance of consulting and involving civil society, migrants’ organisations, local and regional authorities in the preparation, implementation and evaluation of EU migration policies is largely acknowledged by all actors, as confirmed by the participants to the first meeting of the European Migration Forum. Civil society, which is already providing access to services, justice and information, could/should play a key role: in controlling the compliance with EU laws, e.g. on the fundamental rights violation at land and sea borders; in EU policy making; and in the evaluation of funding use and effectiveness. The respective roles of institutions and civil society must be made clear. Civil society organisations' (CSOs) role in raising migrants' awareness of their rights should be reinforced, as it is key to achieve migrants' empowerment, as well as the knowledge-sharing of best practices. Considering that migrant support needs to be customised at local level, the role of CSOs is central, as due to their presence in the territory they can take into consideration the necessities of local communities. Integration can only be achieved with the support of all four actors: volunteers, local communities, local authorities and migrants. Developing an integrated approach to service provision among all providers and stakeholders is indispensable to be effective. The same is true for the quality of the services, ensured by the specific knowledge that staff should possess. To improve the outcome, it is also very important to involve migrants in the provision and planning of services. A number of NGOs work on procedural...
issues linked to status resolution, in particular for children, and they created helpdesks and helpline services to provide (legal) assistance and information. Others offer health care services. Many CSOs also provide ECEC and day care for migrant children, thus supporting families and single mothers to be able to work, which are the only ones available to children with irregular status. A number of networks and programmes are available that promote cooperation and/or experience sharing among different authorities, such as the European Network of Cities for Local Integration Policies for Migrants, Intercultural Cities and Eurocities (Carrera, 2015) (Lixi, 2016) (Lixi, 2017).

2.2 General background

Integration

Statistics continue to show large inequalities between migrants and natives, in terms of employment rate, risk of poverty and social exclusion, payment level and over-qualification, exacerbated when gender is taken into consideration. Migrants are very rarely part of decision-making processes, even at local level, and may face obstacles and long procedures to obtain citizenship (Fantasia, 2016).

Many factors have an impact on integration, such as time of residence (the longer the better), gender (women and mothers more vulnerable), origin country (non-EU immigrants face greater challenges), socio-economic background (the lower the worse), quality (of job, housing, education), discrimination (with consequent unequal treatment), context (in terms of society structures) and policy. Speaking about social inclusion, on average immigrants have lower incomes, higher poverty risk, higher in-work poverty and worse housing conditions than native. They are more likely to live in bigger families and overcrowded housing. At the same time, some data support the fact that they actually are less likely to use social benefits compared to native. Active citizenship includes citizenship, long-term residence, political and civic involvement. Generally naturalisation brings better integration outcomes; however, in many EU countries, a large number of immigrants have not naturalised even after long residence times. They tend to become citizens in countries where dual citizenship is accepted in both the country of origin and destination (Huddleston, 2013).

Statistics from 2009 show that the longer the residence the greater the involvement of immigrants in trade union, political parties, volunteering organisations and symbolic actions. After twenty years of residence, immigrants' participation rates similar or higher than those of natives are registered. Often they join immigrant-run activities on small scale and are under-represented in main integration projects, but change is ongoing and should be encouraged (EWSI, 2016).

Long standing and new initiatives

Since 2015, thousands of Europeans have provided emergency humanitarian assistance to refugees and many voluntary new initiatives have been developed with no links with the main integration experts from governmental agencies and NGOs. The European Web Site on Integration (EWSI) includes an overview of these voluntary activities with links to the various projects. Long-standing initiatives have contributed also in the past to humanitarian crisis by developing immigrants' skills and personal network, and by taking care of aspects not (enough) addressed by state services. The voluntary organisations concerned are active in several Member States and are mainly humanitarian and religious charities networks, such as Caritas, Doctors of the World and Red Cross, specific refugee councils and immigrant-lead NGOs. They often operate or are present at reception and integration centres. Their activities include, for example: one-to-one mentoring, people-to-people learning and leisure initiatives and awareness-raising through immigrant volunteering and civic engagement. On the one hand, long-standing initiatives are in majority local based, small scale and suffer from lack of resources. On the other hand, their people-to-people approach, which for instance makes use of the knowledge of retired people and takes place in free time, constitutes an innovative and flexible way to foster integration, compared to classical integration schemes. Compared to long-standing
ones, the **new initiatives** involve a younger, larger and more diverse population of volunteers that includes migrants, spread all over Europe, mainly working on reception, recruited by digital channels and using new platforms. This new engagement of civil society shows high level of commitment, in terms of dedicated time, and new activities, among which: the provision of accessible multi-lingual information and translation through mobile Apps and online magazine; short-term private housing and longer-term accommodation, combined with individual social support and orientation; matching volunteers' activities with refugees' needs initially through social media and then via websites and databases; awareness-raising initiatives to foster a welcoming and inclusive culture e.g. via demonstration, petitions and cultural events; additional training opportunities for refugees focused on language, professional skills and higher education, including distance and e-learning; business and tech start-up initiatives to support refugee entrepreneurs. New volunteered-based activities show more innovative characteristics than the long-standing ones, such as their large diverse volunteer population, transnational character, quick, flexible and collaborative "start-up" structures, solutions preferably based on citizens’ participation and crowdsourcing, use of private social networks and new technology; greater visibility and reach. New initiatives are rapid, interactive emergency responses. The majority of these spontaneous initiatives are not linked to the mainstream integration actions carried out by governments or NGOs. They are often small-scale and sometimes in contact with local authorities and lack of coordination with already established integration activities was experienced. In the future they should develop both organisationally and professionally, transforming into sustainable governance structures. Policy-makers will have to face the challenge of coordination among volunteers and practitioners (EWSI, 2016).

**Local dimension**

Despite the fact that immigration has a huge impact at local level, integration and employment policy are essentially the competences of national government. There is therefore a necessity for better multilevel governance of migration, which gives local authorities a say in the discussion, establishes models for national-local cooperation and private sector and civil society engagement, profits about lessons learnt and scales up successful initiatives, develops rapid-response schemes and funds for emergency, unexpected and concentrated challenges deriving from macroeconomic or geopolitical shifts. At European level, the Union provides soft law instruments, funding and knowledge exchange mechanisms. At the same time, municipalities have to provide a large number of essential services to help the integration of newcomers, try to bring civil society and private sector on board and tailor services to satisfy the local needs. In doing so, cities often experience difficulties linked to funding scarcity, integration priorities which are sometimes different from those at national level, lack of time and resources to plan fund allocation on the basis of the evaluation of current initiatives. To overcome these problems: cities, employers and civil society players should have access to key information, resources and best practices; migrant entrepreneurship should be supported; cities should be supported in the evaluation of current activities and scale up of the successful ones; the European Union should promote multilevel governance by encouraging networks and forum where all actors are represented; EU funds should be easier accessible to cities; new destination municipalities should participate in knowledge exchange networks and learn from other municipalities. Well-managed immigration can be an added value for local economies, but these benefits require some efforts. Immigration can satisfy human capital needs, especially when demand-driven and employer-led systems are in place and can help directing migrants to areas where job opportunities are available. Conditions that favour entrepreneurship should be created; services should be accessible and fit the needs of the increasingly diverse and mobile population; the workforce in administration and institutions should represent the entire population to enhance the sense of belonging of minorities and migrants; spaces for people interaction and means to access opportunities should be available to everybody to help fighting the possible negative consequence of residential segregation (Hooper, 2017) (Papademetriou, 2014).
**Role of civil society**

With the recent refugee flow Europe has assisted, as never before, to a number of creative involvements by local level networks, NGOs and shareholders. It would be good to develop such networks into stable and legitimised governance networks, as features of local democracy. Civil engagement in helping refugees has touched upon many needs, such as accommodation, employment, legal advice, healthcare, integration in the workplace and language courses. Both already existing socially or socio-politically active networks and new integration networks have been involved. The majority of integration networks are NGOs. Policy approaches can reach only in part goals such as ensuring successful intercultural interaction, family friendliness or urban planning, as a number of life aspects influenced by many stakeholders should change. To succeed in these changes different expertise and resources have to come together from many parts of the society and work together for the common good. There are various types of integration networks: information networks; project-related networks; area of action related networks; and location-related networks. The last two, if they have a large reach, should be encouraged to transform into governance networks, by mean of a democratic legitimation that can take place if the aims of the network are in good line with those of the local government. Networks' motivations can vary from humanity or solidarity to social credo, pragmatism and solution-orientation. Governance networks could become the place for democratic discourse, if attention is paid to critical aspects, such as the equal participation rights of all stakeholders and the present of large representation. They could allow citizens to be involved in decisions that concern them. There are two preconditions for the establishment of governance networks: 1) their long-term functionality, based on strategic capacity, structural stability and active culture of innovation; and 2) their legitimation based on working practices, such as discourse-based development of achievement goals, transparency and open working methods. A further step in legitimation, not obligatory, could be the acquisition of a legal basis in local democracy, for example by co-determination concessions or establishing legal equity with expert committees (Schröder, 2017).

**2.3 Research insights related to case studies/best practice**

**Securing and promoting effective migrant involvement and/or participation**

**Working with migrant organisations**

Civic education has been used in several countries to face societal challenges, such as perceived civic deficit, sense of declining community cohesion, alienation, radicalisation and populism, and shape personal efficacy, political participation and tolerance. Civic curricula widely vary across countries as they include several dimensions, like values, virtues and identity, which are intended differently in various states. Moreover civic education can be organised as a separate subject or as themes that cut across subjects. However, it is difficult to judge what programme models or teaching methods work best and flexibility should be left to schools and educators to adapt to the local context (Mouritsen, 2018).

Among the successful initiatives to promote social cohesion and migrant participation there are: the Dutch Days of Dialogue; the German Intercultural Week, the "Islamic communities as local actors" and the Young, Muslim, Active (YUMA) projects; and the Finnish Multicultural Education Services (HELMO). Some programmes encourage the participation of immigrant and/or refugee women, such as: the Irish African and Migrant Women’s Network (AkiDwA); the Swedish Muslim Women’s Sports Association; the British Women’s World support group and the Active Citizenship and English (ACE) project. The Danish Stemplet App and the Belgian text message-based discrimination reporting system encourage the reporting of discrimination and hate crimes. The societal and political participation of young people with migrant backgrounds has for instance been promoted with: the Austrian Vienna needs you recruiting initiative; the Danish Youth Council; the Greek Generation 2.0 for Rights, Equality and Diversity (G2RED).
NGO; and the Italian G2 Network – Second Generations organisation. The Finnish iCount project aims to strengthen migrants’ participation in the political process. The Irish initiative Citizen Application Support Service (CASS) helps migrants with their applications. Integration and diversity in European cities is promoted via the Intercultural Cities’ Programme (ICC) and network, the Eurocities network and the European Cities Against Racism (ECCAR) project.

Among the various mentoring schemes: the one-to-one mentoring are developed for work, education and social orientation for diverse targets, such as refugees, youth, mothers and professionals; peer-to-peer mentoring is often used in education; family mentoring targets separated family and/or unaccompanied minors. People-to-people learning and leisure initiatives are targeting either children or adults and usually involve unidirectional informal or non-formal learning of the host language and general-culture issues of the host country. Leisure activities can cover diverse fields, like sports, arts, crafts, cooking, etc., and aim to build relationship and networks in an intercultural environment and to provide orientation both to migrants and to the native population facilitating exchanges. Not many activities targeting immigrant volunteers are devoted to influence public opinion and encouraging participation in elections. There is an increasing number of immigrant-run organisations as well (EWSI, 2016).

Promoting, developing and securing volunteer involvement in migrant settlement and integration

The settlement of refugees by mean of community-based or private sponsorship is a phenomenon that has various advantages, for example the possible establishment of strong relationships between refugees and receiving communities which can facilitate integration. Community or private sponsorship can: support during government-led reception process, e.g. by providing housing and mentorship; be part of a government-run resettlement scheme; or be an additional resettlement channel. When planning refugee sponsorship initiatives, the following features are important: to find a good balance between favouring quick action, to profit about public engagement, and spending time to well plan the activity; to assess the need of oversight by government; how to manage the relationships among the various actors. The elements essential for successful sponsorship are: trust between governments and civil society, agreed and defined goals; clear responsibilities and communication; flexibility; incremental approach, i.e. start from small-scale and then widen the scope; when planning activities consider capacity and constraints (Fratzke, 2017).

Some best practices point at: facilitating access housing through mediation with landlords; changing narrative through organising reception and welcoming campaign; addressing school underperformance by involving university students in mentoring projects. Good way to help building bridges between migrants and local communities include: to create a network for cooperation and exchange of experiences among CSOs; to help creating acquaintance and trust by organising sport and multicultural events, as well as awareness raising campaigns empowering migrant-run organisations; to celebrate diversity through the organisation of platforms and recurrent events for kids and families; to support mentorship programs, such as the one in Barcelona were "buddies" are volunteers that help newcomers to access services and to complete bureaucratic procedures. Private sponsorship is emerging in Europe, for instance in Ireland the Syrian Humanitarian Admission Programme, in Germany the humanitarian admission programmes, in Italy the Humanitarian Corridor scheme and in UK the Community Sponsorship programme. A good example of integrated approach is the “one stop shop" of the city of Barcelona, which provides to all migrants, irrespective of their status, information on accessing all available services in seven different languages. Some best practices of good cooperation between different authorities, levels of governance and civil society are: the Italian government's 'Protection System for Refugees and Asylum Seekers' (SPRAR) that promotes integration, ensuring access to services such as language courses, education, labour market integration and psycho-social support; and
the Welcome Centre for migrants in Stuttgart, in which support for different services is centralised and easily accessible (Carrera, 2015) (Lixi, 2016) (Lixi, 2017).

**The role/s of civil society organisations in migrant settlement and integration**

Some documents review the role of NGOs in EU and Member States’ migration policy debate. The influence of NGOs in influencing policy-making has in general been limited so far, even if policy makers acknowledge that civil society could provide useful input in terms of credible evidence, ideas and legitimacy. Some traditional welfare service providers and international organisations are usually not engaging to a great extent in influencing migration policy. Civil society includes a variety of organisations with different functions, roles, perspectives and aims, for example: service provision, advocacy, policy formulation, monitoring of law implementation, giving voice to a network. Some organisations have engaged to some extent in influencing policy, while some others have not tried for various reasons, such as lack of resources, interest, advocacy skills, knowledge and timely information about policy processes, as well as fear of being perceived as elite. At the EU level, the European Migration Forum is a platform for dialogue between civil society and the European institutions on issues relating to migration, asylum and the integration of third-country nationals. Its aim is to improve coordination and cooperation between key players involved in the multilevel European governance of migration. The following elements can help NGOs being heard and have an influence on migration policy: the extent of agreement between NGOs’ and governments’ agendas; their credibility and knowledge of the policy making processes; the strategy selected and tactics used; the added value and trust ability of evidence presented; the attitude of their approach; the trust they benefit from; their capacity and ability to coordinate among NGOs. To increase NGOs impact on policy it is important: to foster the engagement of NGOs; to build personal relationships and trust between policy makers and NGOs; to encourage model of regular and continuous engagement and cooperation on both sides; to boost cooperation among NGOs; to acquire advocacy skills and develop professional staff; to reinforce the evidence base; to support the voice of migrant base organisations; to resource NGOs to engage in advocacy and to exchange experiences; and to engage also at the local level with municipality and regional authorities (Spencer, 2017) (Banulescu-Bogdan, 2011).

The social inclusion of migrants can be facilitated by promoting their participation in local communities at both political and societal levels. The recent Red Cross red booklet collects useful ideas on how to translate legal entitlements to rights into practice, thus promoting integration of migrants and refugees on host society. It also highlights the important contribution of the CSOs to this process. The Red Cross has long-standing and recognised expertise in supporting the social inclusion of migrants. Activities range from basic material assistance, to advice regarding family, health, or legal issues, and support to access employment, housing or social services, as well as vocational training and language courses. These services are needs-oriented and available to all, without discrimination. In their integration process, migrants face several obstacles, such as discriminatory attitudes, stereotypes and xenophobia. The National Red Cross Societies work to establish links and build ties at the community level to overcome them. In their activities they also target the local population with the objective of changing attitudes among host societies (Le Noach, 2018).

Migrants have very diverse profiles and needs, as exemplified by the following three examples of National Red Cross projects: the Swedish healing the body and mind initiative, with treatment centres for people who have been affected by war and torture; the French reuniting families that traces, restores and maintains contact among separated family members; and the Bulgarian children first and foremost, with psychological support and activities addressed to children. The path from reception towards inclusion is a long way. In the EU, several National Red Cross Societies have the responsibility to manage accommodation centres for asylum seekers and have developed activities to support the social inclusion of migrants, such as: the Belgian initiative to increase exchanges between asylum seekers and their neighbours, where volunteers
manages donations, run second-hand shops, provide basic health care, language courses, cultural and sport activities; the Danish fast track to employment project aimed at shortening the time to find a job and focused on assessing migrants' soft skills and academic and/or professional qualifications; the Austrian IWORA initiative that helps migrants to find housing after they have been granted the status of refugees and to integrate into the new neighbourhood. The levels of discrimination, racism and xenophobia against migrants are increasing in Europe and there is the need to foster positive narratives around diversity that will help building a more tolerant and inclusive society. With this aim, the following activities have been carried out: in Italy, from words to understanding, an awareness-raising campaign that promotes humanitarian values; in the United Kingdom, the get the story straight that provides current information about migration and the reasons behind in a neutral way; in Croatia, the promotion of tolerance among young people by helping them to counter xenophobic and racist attitudes (a training manual on migration for youth workers has been prepared); in Lithuania, the celebration of diversity during festivals. Networking is important to develop social ties and move towards inclusion, increasing the chances to get a job, examples of activities with this focus are: in Germany, the organisation of vocational and language training for asylum seekers below the age of 25 and reinforcing existing skills and building a network with civil society for those over the age of 25; in Spain, adolescents are supported in this transition through personalised psychosocial, labour-related, educational, and legal guidance; in Finland, the creation of group of volunteers, including both natives and immigrants; in Norway, the creation of centres where women can find resources and support to enter the job market through a mentorship programme; in Portugal, support to the relocation of asylum seekers in collaboration with local public services, encouraging migrants to become volunteers; in Switzerland, the organisation of activities for elderly migrants that promote active ageing and social inclusion (Le Noach, 2018).

Caritas activities in support of migrants' integration include for instance helping them in their educational and employment paths, family reunification and long-term integration. One of the focuses is to build trusting relationships with the people in need, the local community and key stakeholders to create cohesive societies. Newcomers face first immediate barriers and at a later stage cultural, structural and economic barriers linked to high levels of inequality, discrimination and limited access to rights. Integration is a two-ways process and should not be confounded with assimilation. Mutual understanding, fighting stereotypes and fears of the unknown, as well as discrimination are essential steps in addressing cultural and religious barriers that inhibit migrants to be integral part of society and hamper a welcoming attitude of receiving communities. Negative narratives, often based on misinformation and spread by some mass media, social media and political movements, complicate even more the context and can create tensions between the economic interests of migrants and vulnerable residents. A holistic approach is essential to reach effective integration, as it includes several aspects, such as the economic, labour-market, social, educational and spatial ones. A failure in integrating one dimension can have multiple consequences (Fantasia, 2016).

Caritas good practices aimed to address cultural barriers promote full participation and non-discrimination. Some examples are: the Spanish "Be careful don't be stuck" initiative, which fights stereotypes against migrants through awareness-raising training targeted to both migrants and residents, the mutual understanding and Christian-Muslim dialogue group who fosters interfaith dialogue and the Baraka Intercultural Centre that promotes the dialogue among different cultures combined with provision of services; the German "Refuge Welcome" labs, which provide opportunities for youth to help refugees and fighting stereotypes; the Swedish Centre for Encounter and Action, which empowers migrants and offers services and spaces for meeting between migrants and local community; the Austrian Peppa Girls' Centre that provides support to women and girls; the French cooking atelier promotes socialisation among migrants and residents and the holidays for migrants' families initiatives. Structural barriers can hinder migrants' possibility to access basic rights and services, such as housing, healthcare and education, as well as regular employment, banking services and residence rights. Very often barriers
are linked to the lack of or limited legal status and the consequent absence of personal documents, such as residence permit, which condemn migrants to remain in limbo and to be particularly at risk of abuse and exploitation. The following practices show good results in addressing structural barriers and improving access to basic rights and services: in Belgium, the special housing for women and mothers seeking asylum project provides home and various support services and another project supports the transition to housing and autonomy of newly recognised refugees with vulnerabilities; in Italy, “a refugee in my home” initiative promotes the temporary welcoming of migrants families by resident families or individuals, the “Invisible wounds” initiative offers psychological support and counselling to migrants who experienced violence, torture and traumas and the Presidio project wants to protect agricultural migrant workers against exploitation offering them counselling, medical and legal assistance; in Greece, the Day Centre for refugee families delivers counselling and welcoming services, which includes also psycho-social interventions. Concerning the socio-economic barriers, migrants quite often cannot enter the labour market at an early stage, as in the case of asylum seekers who have to wait for a certain period of time or until the final decision on their application is taken. Irregular employments sometimes become the obliged way out, which exposes migrants to risks of exploitation, also sexual, and human trafficking. Finding a job does not automatically imply neither integration nor social participation and civic engagement. The existing migrant associations frequently lack the strength needed to make their voices heard. NGOs, church-based bodies and trade unions help ensuring migrants' rights and promoting their political representation. Among the successful projects we found: in the Netherlands, Cordaid’s cooperative entrepreneurship programme, which helps people finding a job and creating social cooperatives in collaboration with local governments and welfare organisations; in Austria, Magdas Hotel is a social business where trained refugees run hotel together with experienced hotel staff; in Portugal, PAR is a network of CSOs that supports migrants though hosting, fundraising, welcoming and training initiatives; the Czech Helpline provides orientation support to specific groups of migrants through migrant operators; the Swedish Refugees Lund programme promotes social participation and better access to services through the involvement of students and networks of local institutions; in Bulgaria, the Programme for Accelerating Progress in the Social and Educational Integration of Children Asylum Seekers and Refugees supports migrant children and adults in their educational and professional training, using a mentoring approach with volunteers both local and migrants, and organises leisure activities as well; in Lithuania, the projects Hospitable Lithuania for newly arrived migrants provides language and general knowledge. The initiatives mentioned are funded by public and/or private sponsorship (Fantasia, 2016).

2.4 Further resources

References


Fratzke S., *Engaging communities in refugee protection. The potential of private sponsorship in Europe*, Migration Policy Institute Europe, Brussels, 2017. [https://reliefweb.int/sites/reliefweb.int/files/resources/PrivateSponsorshipEurope-Fratzke_FINALWEB.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/PrivateSponsorshipEurope-Fratzke_FINALWEB.pdf)


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