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# ***NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS***

## **Work Package 2: Development of *Newcomers@Work* Curriculum**

### ***Newcomers@Work* Curriculum Guide**



**PRISM**  
Impresa Sociale



**FRAME**  
Fundacja Rozwoju Aktywności  
Międzynarodowej i Edukacyjnej



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**More information** about the **Newcomers@Work** project can be found at:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-PL01-KA220-YOU-000089667>



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## CHAPTER 1: GUIDE SUMMARY

The *Newcomers@Work Guide* is a comprehensive resource designed to support youth workers in empowering refugee and migrant NEET (Not in Education, Employment, or Training) youth toward successful integration into the labour market. Developed as part of the broader *Newcomers@Curriculum*, this Guide provides a practical and theoretical framework for professionals working with vulnerable youth populations across Europe.

Grounded in a participatory and inclusive methodology, the Guide aims to:

- a)** Equip youth professionals with the knowledge, tools, and strategies necessary to deliver targeted, effective training;
- b)** Enable young migrants and refugees to take an active role in shaping their own learning and employability journeys;
- c)** Ultimately foster the social and economic inclusion of these young people in their host communities.

Structured across eight chapters, the Guide combines evidence-based theory, detailed curriculum modules, and real-world examples. It begins with a comprehensive introduction to the project's background, partner organizations, and the design of the curriculum. It continues with insights into the theoretical foundations of youth work with migrants, followed by a robust exploration of methodologies tailored to specific sub-groups such as unaccompanied minors or youth with trauma.

Special emphasis is placed on practical implementation: chapters outline the step-by-step delivery of training modules, offer extensive exercises and tools, and include facilitator tips, good practices, and self-assessment instruments. Additionally, it highlights success stories and cross-sector collaboration models to inspire adaptability and innovation in youth work practice.

By blending pedagogical rigor with hands-on application, the *Newcomers@Work Guide* serves both as a training manual and a call to action—urging professionals, organizations, and communities to invest in inclusive, youth-centred approaches for building equitable futures.

## CHAPTER 2: GENERAL INTRODUCTION TO THE CURRICULUM AND GUIDE

This chapter provides a comprehensive introduction to the *Newcomers@Work Curriculum and Guide*. It begins with an overview of the project's background, objectives, and scope, followed by a detailed presentation of the consortium partners. The chapter then outlines the structure and content of the curriculum, setting the stage for a deeper understanding of the modules designed to support young refugee and migrant NEETs in their journey toward employability and social inclusion.

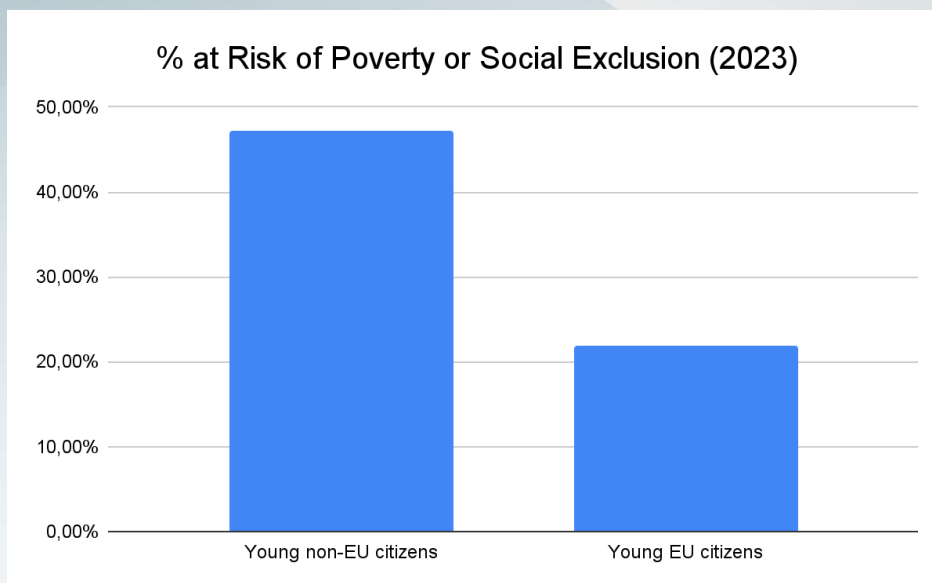
### 2.1 About the Project

*Newcomers@Work* is a three-year project (2022–2025) co-funded by the Erasmus+ Programme, dedicated to **promoting the social inclusion and employability of young NEETs** (Not in Employment, Education, or Training) aged 18–25 with refugee or migrant backgrounds, that have been living in the host country less than five years. The project directly addresses the growing challenge in Europe of integrating young people who face multiple barriers to entering the labour market and participating fully in society.

#### Background and rationale

Across the European Union, the proportion of young people classified as NEETs—particularly those with a migrant or refugee background—remains a pressing concern. These young people are at a significantly higher risk of unemployment, social exclusion, and poverty. According to recent EU data, more than 47% of migrants aged 16–29 are at risk of poverty or social exclusion, compared to 22% of their native peers. Barriers such as language difficulties, limited digital skills, legal uncertainties, and a lack of supportive networks compound these challenges.

Erasmus+, provides the framework for *Newcomers@Work*, under Key Action 2 (Cooperation Partnerships), which aims to strengthen the quality and relevance of youth work, as well as international collaboration to address common challenges.



## Objectives

The overarching goal of *Newcomers@Work* is to empower young refugee and migrant NEETs by improving their employability and supporting their integration into both the labor market and local communities. The project pursues this through a holistic, multi-stakeholder approach that includes:

- **Creating safe and supportive environments** where NEETs can express their needs and aspirations.
- **Delivering training** to address gaps in language, digital, and soft skills.
- **Establishing career pathways and providing mentoring** during the initial stages of labour market integration.
- Upskilling youth workers with innovative tools and methodologies to better support migrant and refugee youth.
- **Engaging employers** and building **cross-sectoral partnerships** to ensure sustainable support and real opportunities for NEETs.

## Main activities and outputs

*Newcomers@Work* is structured around several key activities:

- Development of the **Newcomers@Work Curriculum**: A flexible, modular training program for youth workers, designed to be delivered in non-formal learning settings and adaptable to diverse local contexts.
- Creation of a **Digital Toolbox for Employers**: Practical tools and resources to help employers support the integration of young NEETs with migrant backgrounds.
- **Implementation Guide**: A comprehensive manual for organizations and practitioners, offering step-by-step guidance on supporting young migrants and refugees in their transition to work.





- **Piloting and Evaluation:** Testing the curriculum and tools with youth workers and NEETs across partner countries, followed by evaluation and refinement.

### Expected impact

By the end of its implementation period (October 2025), *Newcomers@Work* aims to:

- Enhance the employability and social inclusion of hundreds of young refugee and migrant NEETs across Europe.
- Build the capacity of youth workers and organizations to deliver high-quality, inclusive support.
- Promote stronger cross-sectoral cooperation, engaging employers, educational institutions, and civil society.
- Provide a replicable model and set of resources that can be adopted by

## 2.2 About the Partners

The *Newcomers@Work* project's strength lies in its diverse consortium, a collaborative of seven organizations across Europe. Each partner brings unique expertise and experience, ensuring a comprehensive and innovative approach to supporting young refugee and migrant NEETs. This collaboration weaves together academic rigor, social innovation, practical training, and real community engagement.



### Project leadership and academic rigor: Gdańsk University of Technology (Poland)

Leading the project is Gdańsk University of Technology (GdanskTech), a technical university in Poland renowned for its research excellence and its strong connections to both industry and public institutions. As the project coordinator, GdanskTech provides strategic leadership, ensuring the curriculum development process is scientifically robust. Their extensive experience in managing large-scale European projects guarantees effective coordination and maintains a high standard of quality throughout the project's life cycle.



## Expertise in social innovation: Social Impact Development Centre (SIDECE, Luxembourg)

Complementing GdanskTech's academic strength is SIDECE, an organization dedicated to social innovation and inclusion. SIDECE specializes in designing and evaluating programs for vulnerable groups, including migrants and refugees. Their expertise enriches the project's capacity to measure its impact, ensuring that all interventions are effective and evidence-based.

## Commitment to adult education: Athens Lifelong Learning Institute (ALLI, Greece)

From Greece, ALLI contributes a wealth of knowledge in adult education and non-formal learning methodologies. ALLI is deeply focused on social inclusion and intercultural methodologies, which is vital for adapting the curriculum to meet the diverse backgrounds and needs of young migrants and refugees. Their involvement ensures that the training provided is accessible, relevant, and empowering for all participants.

## Innovative training approaches: PRISM (Italy)

The Italian social enterprise PRISM adds further value with its focus on participatory training, entrepreneurship, and the creation of cross-sectoral partnerships. PRISM's experience in managing transnational projects centred on youth and migration aligns with the objectives of *Newcomers@Work*, particularly in promoting employability and social integration.

## Community-based solutions: Amadora Inova (Portugal)

From Portugal, Amadora Inova stands out as a municipal company dedicated to social innovation and the empowerment of youth. Amadora Inova operates through three strategic pillars: entrepreneurship (Amadora TECH), combating school dropout (Amadora Sorri), and social innovation (Amadora Cuida). This structure enables them to bring practical experience in community-based solutions and build sustainable support networks for NEETs.

## Grassroots advocacy: Bucovina Institute (Romania)

The Bucovina Institute in Romania contributes robust expertise in social inclusion, community development, and advocacy. Their work with marginalized groups, including migrants and youth, ensures that the project remains grounded in real-world challenges and benefits from a grassroots perspective.

## Focus on digital skills: FRAME (Poland)

Finally, the Polish organization FRAME specializes in digital skills training and youth empowerment. Their innovative use of technology to engage young people complements the consortium's focus on digital literacy and language skills, both vital components of the curriculum aimed at enhancing employability.

## Combining expertise across partners

Together, these partners create a consortium whose combined strengths span the full spectrum of challenges faced by young refugee and migrant NEETs. The academic and research excellence of GdanskTech is balanced by the practical, community-oriented approaches of Amadora Inova and the Bucovina Institute. Meanwhile, the digital expertise of FRAME and the social innovation focus of SIDECE ensure that the project's



tools and methodologies are both cutting-edge and socially responsive. This synergistic partnership is what positions the *Newcomers@Work* project to deliver a high-quality, adaptable, and impactful curriculum, empowering youth workers and, ultimately, the young migrants and refugees they support.

## 2.3 Description of the Curriculum contents

The *Newcomers@Work* Curriculum is a **comprehensive, modular training program** designed to **empower youth workers** and **support** the social and labour market **integration of NEETs** aged 18–25 with refugee or migrant backgrounds. Developed through a collaborative, evidence-based process, the curriculum responds directly to the identified needs of both youth workers and the young people they serve, aiming to bridge gaps in employability skills, social inclusion, and access to opportunities.

### Purpose and approach

At its core, the curriculum is built to:

- **Equip youth workers** with the means (skills, tools and methodologies) necessary to effectively support young migrants and refugees.
- Facilitate the **delivery of learning activities** in non-formal settings, making training accessible and adaptable to diverse local contexts.
- **Create safe, supportive environments** where NEETs can articulate their aspirations, build confidence, and develop practical skills for the labour market.

The curriculum adopts a learner-centred, holistic approach, recognizing that employability for young migrants and refugees involves technical skills, language proficiency, digital literacy and soft skills. By integrating these elements, the curriculum seeks to address both immediate barriers to employment and longer-term personal development.

### Structure and key components

The curriculum is organized into **four interlinked modules**, each targeting a critical area of employability and integration, summarized on the following table, and further examined below:

Module	Main Focus
<b>1. Understanding the Needs of NEETs</b>	Identifying the backgrounds, barriers, and aspirations of young refugee and migrant NEETs
<b>2. Language and Digital Skills for Employability</b>	Building language proficiency and digital literacy for job search and workplace integration
<b>3. Soft/Life Skills for Employability</b>	Developing interpersonal, intrapersonal,



	and workplace skills
<b>4. Creating Synergies</b>	Promoting collaboration with stakeholders and building support networks

### Module 1: Needs of NEETs

Focuses on understanding the unique challenges faced by young migrants and refugees, including social, psychological, and practical barriers. This module lays the foundation for the curriculum by helping youth workers and participants identify needs, set goals, and develop strategies for personal growth.

### Module 2: Language and digital skills for employability

Addresses the dual challenge of language acquisition and digital literacy, both essential for participation in the modern labour market. The module provides practical workshops and tools for improving communication, job search skills, and safe technology use.

### Module 3: Soft/life skills for employability

Develops core soft skills such as communication, teamwork, leadership, time management, and conflict resolution. These skills are critical for workplace success and social integration, and the module offers hands-on activities to build them in a supportive and interactive environment.

### Module 4: Creating synergies

Equips youth workers with strategies to build partnerships and collaborations with stakeholders—such as schools, community organizations, and employers—creating a supportive ecosystem for young NEETs.

Each module is designed to be adaptable, with ready-to-use workshop outlines, reflection activities, and self-learning resources for trainers and youth workers. The curriculum encourages participatory learning, peer support, and individualized pathways, catering to the diverse backgrounds and aspirations of participants.

## Supporting tools and resources

Beyond the core modules, the curriculum is complemented by two additional project outputs:

- **The *Newcomers@Work* Digital Toolbox:** A suite of practical tools for employers to facilitate the integration of young NEETs with migrant backgrounds into the workplace.
- **The *Newcomers@Work* Implementation Guide:** A manual for organizations and practitioners, offering step-by-step guidance on delivering the curriculum and supporting young people through their journey to employment.





## Flexibility and adaptability

A key feature of the curriculum is its adaptability: modules can be delivered in sequence or as standalone workshops, allowing youth workers to tailor the learning experience to the specific needs of their groups. Guidance for individualized support is also provided, ensuring that even those facing additional barriers—such as unaccompanied minors or young people with very low language proficiency—are not left behind.

This structure allows for a deeper exploration of each module's objectives, content, and practical applications, as outlined in the following section.

## 2.4 Description of Modules

The Curriculum is thoughtfully structured into four interconnected modules, each addressing a vital aspect of supporting young refugee and migrant NEETs on their path to employment and social inclusion. Together, these modules form a cohesive learning journey for youth workers, equipping them with the knowledge, skills, and tools necessary to meet the complex and varied needs of their participants.

### Laying the groundwork: Understanding the needs of NEETs (Module 1)

The curriculum begins by equipping youth workers with a deep understanding of the target group's realities. Module 1 lays this foundation by exploring the multifaceted challenges faced by young migrants and refugees. Recognizing that NEETs are not a homogeneous group but individuals with diverse backgrounds, aspirations, and barriers, this module invites youth workers to engage with both the practical and psychological dimensions of employability.

Through a combination of reflective activities and participatory workshops, youth workers learn how to help young people map their current situations, identify obstacles, and set achievable goals. This approach fosters empowerment from the outset, ensuring that the curriculum is responsive to the unique needs of each participant.

### Building essential skills: Language and digital competencies (Module 2)

Building on this foundation, Module 2 addresses two critical competencies that often serve as gatekeepers to the labour market: language proficiency and digital literacy. This module is designed to be highly practical, offering youth workers a toolkit of interactive workshops that help participants develop communication skills tailored to job search and workplace contexts, alongside essential digital skills.

Recognizing the intertwined nature of language and technology, the module encourages blended learning approaches. This allows young people to harness digital tools to enhance their language acquisition, and vice versa. By focusing on real-life scenarios such as job applications, interviews, and online networking, this module bridges the gap between classroom learning and everyday employability needs.

### Developing Personal and Professional Attributes: Soft Skills for Success (Module 3)

While technical competencies are essential, the project acknowledges that success in the labour market also depends heavily on soft skills. Module 3 delves into this dimension by



nurturing interpersonal and intrapersonal abilities such as communication, teamwork, leadership, time management, and conflict resolution.

Through dynamic, culturally sensitive workshops, youth workers are equipped to foster these skills in young migrants and refugees, helping them build confidence, adaptability, and resilience. Emphasizing experiential learning, the module uses role-plays, group discussions, and reflective exercises to create a safe space where participants can practice and internalize these vital competencies.

### Creating a Supportive Ecosystem: Fostering Collaboration and Partnerships (Module 4)

The curriculum culminates with Module 4, which expands the focus from individual skills to the broader ecosystem of support. Recognizing that sustainable integration requires collaboration, this module empowers youth workers to build effective partnerships with schools, community organizations, employers, and other stakeholders.

It guides them through stakeholder mapping, partnership development, and community engagement strategies, emphasizing the creation of supportive networks that enhance opportunities for young NEETs. Storytelling and advocacy are also key components, enabling youth workers to amplify the voices of young migrants and foster greater understanding and inclusion within their communities.

### How the Modules Work in Practice

Together, these modules offer a comprehensive and adaptable framework that addresses the full spectrum of challenges faced by young refugee and migrant NEETs. The curriculum's design encourages flexibility, allowing youth workers to tailor the learning pathway to the specific needs of their participants and local contexts. By integrating foundational knowledge, practical skills, and collaborative strategies, the *Newcomers@Work* Curriculum equips youth workers not only to support young people in overcoming barriers but also to foster environments where they can thrive.

## CHAPTER 3: THEORETICAL FOUNDATIONS AND APPROACH

### 3.1 Our approach

The *Newcomers@Work* Curriculum is grounded in a solid methodological framework that combines non-formal education, youth work principles, and an inclusive, learner-centred approach. At its heart lies the belief that integration is not merely about acquiring technical skills or securing employment but about enabling young migrants and refugees to take active, meaningful roles in the societies in which they live. This requires fostering empowerment, participation, and resilience through educational processes that are flexible, context-sensitive, and deeply human-centred.

#### Methodological Framework

Our methodology draws from the intersection of non-formal education, social pedagogy, and participatory youth work. It embraces a **holistic model** of learning, recognising that young people's personal, social, and professional development are interlinked and must be addressed simultaneously. The curriculum is designed to create safe, inclusive spaces where young migrants—many of whom face legal uncertainty, social isolation, or trauma—can express themselves freely, explore their identities, and strengthen their capacities.

The framework is structured around **four key pedagogical pillars**:

- **Experiential learning:** Participants learn through doing, reflecting, and applying knowledge in real-life scenarios.
- **Individualised learning pathways:** The curriculum adapts to the evolving needs, pace, and starting points of each participant.
- **Participatory methods:** Young people are co-creators of their learning experience, with agency in shaping content and activities.
- **Community and peer learning:** Social interaction and collaboration are essential to the learning process, reinforcing belonging and mutual support.

These pillars guide the design and delivery of all modules and workshops, supporting not just knowledge transfer, but personal transformation.

#### Principles of Non-Formal Education in Youth Work

Non-formal education (NFE) is central to our approach. It refers to structured learning that happens outside formal institutions, in voluntary and flexible settings, and with active involvement of learners. It is particularly suited to working with young migrants, as it allows for creativity, inclusiveness, and adaptability—especially when participation is inconsistent or when young people carry complex emotional or legal burdens.

The *Newcomers@Work* Curriculum aligns with the core principles of non-formal education as recognised by the Council of Europe and other European youth policy frameworks:

- **Voluntary participation:** Engagement is based on free choice, which builds motivation and ownership.
- **Learner-centredness:** Activities are tailored to the needs, interests, and life contexts of young people.



- **Holistic development:** NFE supports not only cognitive learning, but emotional, social, and ethical growth.
- **Democratic and participatory methods:** Youth have a voice in decisions, content, and processes.
- **Process orientation:** Focus is placed not only on outcomes but on the learning journey itself.
- **Flexibility and adaptability:** Sessions can be restructured in real time to respond to group dynamics or emerging needs.
- **Recognition of learning:** Even without formal certificates, NFE values learning as meaningful and transferable.

Within the Curriculum, these principles are operationalised through diverse methods: storytelling, role-play, collaborative projects, visual expression, reflection exercises, and mentoring. This not only fosters engagement, but helps youth develop key competences for life and work—such as communication, initiative, problem-solving, and cultural awareness.

### Towards Empowerment and Integration

Our approach positions young migrants as subjects—not objects—of educational intervention. The goal is to **empower them to navigate and shape their social environments** with confidence and dignity. The Curriculum thus goes beyond preparing youth for employment: it supports their full inclusion in the civic, cultural, and economic life of their communities.

Youth workers play a pivotal role in this approach—not just as facilitators, but as **trusted adults**, cultural mediators, and connectors between the young person and a complex system of services, opportunities, and social norms. This relationship-based model ensures that the educational process is both emotionally safe and developmentally responsive.

In conclusion, the *Newcomers@Work* methodological approach:

- Bridges the gap between education and social inclusion;
- Respects the agency, potential, and diversity of each participant;
- Offers practical, ready-to-use tools for youth workers;
- Promotes long-term empowerment through experiential, participatory, and non-formal learning pathways.

This is the foundation upon which the entire Curriculum is built.





## 3.2 Key Terms and Concepts

A shared understanding of key terms and concepts is essential for the coherent implementation of the *Newcomers@Work* Curriculum. This section provides clear and accessible definitions of the foundational vocabulary used throughout the project. These definitions are not purely academic but are framed in relation to their practical significance within youth work, non-formal education, and migrant integration contexts.

### NEETs (Not in Employment, Education, or Training)

NEET is an acronym commonly used in European policy frameworks to refer to young people, typically aged 15–29, who are not engaged in any form of formal employment, education, or training. Within *Newcomers@Work*, the NEET category is specifically focused on **young people aged 18–25 with migrant or refugee backgrounds**, who have been residing in the host country for less than five years. These young people often face **multiple and intersecting barriers** to inclusion, including legal uncertainty, trauma, limited language proficiency, and disrupted education histories. Understanding NEET status not as an individual failure, but as a structural condition, is essential to designing supportive, inclusive interventions.

### Youth Work

Youth work refers to a **social and educational practice** that supports the personal, social, and civic development of young people. It is based on voluntary participation, non-formal learning, and youth-adult partnerships. According to the Council of Europe, youth work includes a wide variety of activities—cultural, political, educational, and social—delivered in diverse settings such as youth centres, schools, public spaces, or online platforms.

In the context of *Newcomers@Work*, youth work is a **relational and empowering process** where young migrants and youth workers engage in mutual learning, trust-building, and co-creation of pathways toward integration and autonomy.

### Non-Formal Education (NFE)

Non-formal education refers to **structured learning that takes place outside of the formal school system**, typically in community-based or project-based settings. It is learner-centred, participatory, and focused on practical competences and life skills. NFE is particularly suitable for migrant and refugee youth because it:

- Adapts to diverse educational backgrounds and needs;
- Fosters active engagement without academic pressure;
- Values lived experience and peer learning;
- Encourages reflection and personal growth.

The *Newcomers@Work* Curriculum is firmly grounded in non-formal education, offering flexible, inclusive, and experience-based workshops that are responsive to the realities of NEET youth with migrant backgrounds.

### Integration vs. Inclusion

While often used interchangeably, these terms carry distinct meanings in the context of migrant youth support.

- **Integration** generally refers to the process through which newcomers become part of the host society—economically, socially, and culturally. It can sometimes imply adaptation to **pre-existing systems** without necessarily changing them.
- **Inclusion**, in contrast, emphasises mutual transformation: both migrants and host societies **learn, adapt, and grow together**. Inclusion requires dismantling structural barriers and ensuring equal access, participation, and recognition for all.

*Newcomers@Work* adopts an inclusion-oriented perspective, aiming not just to “insert” young people into existing structures, but to build spaces **where diversity is welcomed and valued**.

## Empowerment

Empowerment is the process through which individuals gain control over their lives, develop critical awareness, and build the confidence and competences needed to act effectively in their environment. For young migrants, empowerment means:

- Being able to voice their needs and aspirations;
- Making informed decisions;
- Accessing rights and opportunities;
- Building trust in themselves and the society around them.

Empowerment is both a goal and a method in this curriculum. Activities are designed to increase autonomy and self-efficacy, while youth workers act as facilitators rather than authorities.

## Trauma-Informed Approach

Many young refugees and migrants have experienced trauma related to conflict, displacement, violence, or family separation. A trauma-informed approach recognises the **psychological and emotional impact** of these experiences and emphasises safety, trust, and emotional regulation. This approach avoids re-traumatisation by:

- Providing predictable, respectful environments;
- Offering choices and respecting boundaries;
- Prioritising emotional safety alongside educational goals.

Within *Newcomers@Work*, youth workers are encouraged to apply trauma-informed practices and to seek professional support where needed.

## Intersectionality

Intersectionality refers to the way in which different aspects of a person’s identity—such as **migration status, gender, ethnicity, disability, religion, and class**—interact to create unique experiences of discrimination or privilege. Young migrants are not a homogeneous group: for example, an unaccompanied minor girl with a disability will face different challenges than a male asylum seeker from a higher education background.

An intersectional approach in youth **work recognises these layers** and avoids assumptions or generalisations, offering **tailored and inclusive support**.

### Lifelong Learning and Employability

Lifelong learning is the ongoing, voluntary pursuit of knowledge and skills throughout a person's life, beyond formal education. For young migrants, opportunities for learning—whether formal, non-formal, or informal—are crucial for **social mobility and resilience**. Employability, in this context, is not only about finding a job, but about acquiring:

- Soft skills (e.g., communication, teamwork, time management);
- Language and digital competences;
- Understanding of workplace culture;
- Confidence to engage with employers and institutions.

The curriculum strengthens employability by embedding these elements across all modules.

### Host Society and Cultural Mediation

The term “host society” refers to the community, country, or socio-cultural environment in which migrants settle. In our approach, the host society is **not static or superior**, but a dynamic, evolving environment shaped by both newcomers and locals. **Cultural mediation** is the practice of bridging differences in language, norms, expectations, and values between migrants and the host society. Youth workers, in many cases, act as cultural mediators—helping both sides understand each other and fostering mutual respect.

This shared vocabulary offers a conceptual foundation for the *Newcomers@Work* Curriculum. It ensures that all stakeholders—youth workers, educators, employers, and young people themselves—operate with a **common language and clear understanding** of the project's objectives, methods, and ethical commitments.

## 3.3 Values and principles of working with young migrants

Working with young migrants is an educational, social, and ethical responsibility. It means responding to the needs and aspirations of young people whose life paths have been shaped by displacement, transition, and transformation. The *Newcomers@Work* Curriculum acknowledges that meaningful learning can only occur in environments that are grounded in respect, care, and a strong value-based foundation. These values are not abstract—they guide decisions, shape methodologies, and define the relationships between youth workers and young participants.

At the heart of this framework is an unwavering commitment to **human dignity**. Every young person—regardless of their migration status, language ability, gender identity, or legal background—is treated as a full individual, with rights, potential, and lived





experience that matters. Respecting human dignity means taking the time to listen, to understand stories without judgement, and to create spaces where youth feel seen and valued. This principle is especially vital when working with those who have faced institutional exclusion or social marginalisation.

Closely tied to dignity is the principle of **active participation**. The *Newcomers@Work* methodology is not designed for top-down instruction or passive absorption of knowledge. Instead, it invites young migrants to take ownership of their learning, co-design activities, and reflect critically on their life experiences and aspirations. Participation is not just an educational method—it is a form of empowerment. When youth are given space to speak, choose, lead, and reflect, they begin to trust not only the process, but also themselves.

Another cornerstone of the approach is **inclusion**. True inclusion goes beyond access—it involves dismantling the social, linguistic, legal, and cultural barriers that prevent equal participation. The curriculum is intentionally designed to accommodate a wide range of learners: those with interrupted education, those still acquiring language skills, those with trauma histories, and those balancing precarious housing or legal uncertainty. Inclusion here is not simply about bringing people into existing structures but about adapting those structures to welcome and sustain diverse experiences and capacities.

Because many young migrants carry experiences of discrimination, racism, and exclusion, the curriculum also embraces the values of **social justice and anti-discrimination**. This means that youth workers must not only create safe spaces but also be prepared to challenge discriminatory behaviours, address microaggressions, and name inequalities when they arise. Youth work, in this context, becomes both a support and a stance: a way of acting in solidarity with those who face structural disadvantage, and a tool for promoting more equitable communities.

This vision of youth work is inherently **transformative**. It does not seek to “fix” young migrants or assimilate them into rigid norms. Instead, it views education as a space for mutual learning and social change. Through collective reflection, dialogue, and action, both participants and facilitators grow. This is what we mean by **transformative education**: a process that not only develops competences, but also fosters agency, belonging, and civic participation.

One of the tools that makes this transformation possible is an **intercultural approach**. Youth work with migrants cannot be culturally neutral. It must actively recognise and engage with the diverse cultural references, norms, and identities that participants bring. In *Newcomers@Work*, this means using methods that honour multiple languages and cultural expressions, as well as supporting young people in exploring how they navigate between different value systems. It also means challenging stereotypes—both those that society projects onto migrants, and those that migrants may carry about themselves or others.

These values are not separate ideals, but **interconnected principles** that reinforce one another in practice. Together, they create the ethical and educational foundation for effective work with young migrants.

To summarise, the guiding values of *Newcomers@Work* include:

- **Respect and human dignity**: recognising each participant as a whole person with rights and potential;
- **Active participation**: involving youth in shaping their learning journey;



- **Inclusion and accessibility:** removing systemic and individual barriers to full engagement;
- **Justice and anti-discrimination:** standing against exclusion, racism, and inequality;
- **Transformative education:** aiming for social and personal change, not just technical training;
- **Interculturality:** embracing diversity and dialogue as resources for growth.

These values are translated into the everyday practice of youth work through a series of professional principles. These include confidentiality, informed consent, the voluntary nature of participation, transparency, accountability, and the need for constant reflection and supervision. Youth workers must recognise the **power dynamics** that exist in any educational setting and be intentional about creating horizontal relationships based on trust, empathy, and mutual respect.

In addition to guiding practice, these principles also bring **concrete benefits** for both youth workers and participants.

For youth work professionals, they offer:

- A strong ethical compass in complex and emotionally demanding situations;
- A relational approach that prioritises connection over control;
- Greater professional satisfaction and motivation through meaningful engagement;
- A framework for reflection, supervision, and ongoing learning;
- Tools to advocate for their participants within institutional settings.

For young participants, a values-based approach:

- Increases their willingness to engage and their sense of emotional safety;
- Supports the rebuilding of trust in adults, institutions, and themselves;
- Creates opportunities for real connection and community with peers;
- Helps them articulate their needs, goals, and boundaries;
- Encourages ownership over their learning and personal development.

The values also influence the **design and facilitation** of activities. In a *Newcomers@Work* workshop, the choice of method is never neutral. Activities are chosen for their ability to foster voice, respect diversity, and build confidence. For example, instead of only frontal teaching, youth workers are encouraged to use storytelling, group dialogue, artistic expression, and role-play. These methods support self-exploration and interaction, and allow participants to express themselves in ways that feel safe and authentic.

Even in evaluation, values matter. Feedback sessions are not treated as tests, but as reflective opportunities to learn about how participants feel, what they take away, and what could be improved. This approach makes the process dynamic and dialogical rather than fixed or hierarchical.

It is also important to note that these values must extend beyond the sessions themselves. They should inform how youth workers **prepare**, how they relate to institutions, how they connect with families or communities, and how they advocate for systemic change. Ethical youth work with migrants does not stop at the workshop door—



it calls for a broader engagement with the social and political realities that shape young people's lives.

In closing, the values and principles of *Newcomers@Work* are not add-ons or ideals to be referenced occasionally. They are the backbone of the curriculum—defining its goals, shaping its methods, and guiding its impact. By embracing these values, youth workers become not only educators, but **allies, facilitators of transformation, and agents of inclusion**. And for the young people involved, this can mark the beginning of a journey—not just into employment, but into confidence, belonging, and agency in a new society.

### 3.4 Target audience

The *Newcomers@Work* Curriculum has been developed to respond to the needs of a specific and diverse group of young people who face structural, social, and personal challenges in accessing education, employment, and full participation in society. Understanding who this target audience is—and what unique conditions shape their lives—is essential for adapting training activities and ensuring meaningful inclusion.

The core beneficiaries of the curriculum are **young migrants and refugees** aged approximately **18 to 25**, with particular emphasis on those who have arrived in the host country within the past five years. Many are in transitional life stages, navigating unfamiliar systems and new cultural norms, often without stable support networks. Their legal status may vary—some hold refugee or subsidiary protection status, others may still be in the asylum process or have undocumented status. As a result, their access to housing, education, healthcare, and employment opportunities is often fragile or conditional.

In many cases, these young people are categorised as **NEETs**—Not in Employment, Education, or Training. The NEET designation refers to young individuals who are disconnected from formal systems of learning and work, and who may lack access to consistent support structures. NEET status is often misunderstood as a consequence of disinterest or lack of motivation. In reality, for migrant youth, it is more often the result of systemic barriers such as:

- Language difficulties and lack of accessible information;
- Non-recognition of previous qualifications or learning;
- Legal and bureaucratic restrictions on employment or study;
- Experiences of trauma or mental health struggles;
- Racial and ethnic discrimination;
- Housing instability or lack of transportation.

Youth with this profile often carry a **double or triple vulnerability**—as migrants, as NEETs, and in many cases, as members of other marginalised groups.

To ensure inclusivity and relevance, the *Newcomers@Work* Curriculum also addresses the needs of specific sub-groups within the broader target population. These include:

- **Unaccompanied minors who have reached adulthood**, often lacking family support and transitioning from state care with limited resources or preparation for independence;
- **Young refugees and asylum seekers**, whose futures are often shaped by the outcomes of complex and lengthy legal procedures;

- **Young women and LGBTQI+ migrants**, who may face gender-based violence, exclusion from cultural or religious communities, or multiple layers of discrimination;
- **Youth with disabilities**, including visible and invisible conditions, who encounter both physical and attitudinal barriers to participation;
- **Young people from racialised or minority backgrounds**, who may face systemic and interpersonal racism even after formal “integration” into the host society;
- **NEET youth born in the host country to migrant parents**, who experience inherited marginalisation and exclusion despite local upbringing.

Each of these sub-groups brings **distinct challenges and strengths** to the learning environment. Recognising these differences is critical for effective planning, facilitation, and follow-up. For example, an unaccompanied young person who recently exited a reception centre may have high levels of independence but little emotional support, while a young woman from a tightly-knit migrant community may have strong relational networks but face cultural constraints on mobility or voice.

In working with such a diverse group, **special considerations must be made** to ensure equitable access and meaningful engagement. This includes:

- Linguistic accessibility: using simple, clear language in both oral and written communication, offering interpretation when possible, and integrating visual or interactive tools that support comprehension;
- Flexible scheduling and modular learning: accommodating irregular attendance due to legal appointments, work shifts, or family obligations;
- Gender-sensitive facilitation: being aware of gender dynamics in group activities and ensuring safe spaces for all gender identities;
- Trauma-informed approaches: recognising behavioural responses that may be linked to past trauma, and avoiding triggers or re-traumatisation;
- Disability inclusion: preparing accessible materials, checking physical space for mobility access, and being open to individual adaptation needs;
- Cultural mediation: addressing intercultural misunderstandings and fostering a respectful environment where multiple worldviews can co-exist.

Beyond addressing vulnerability, however, the curriculum is also designed **to identify and activate the capacities** that migrant youth bring. Many have experience navigating complex systems, managing cross-cultural communication, or supporting family members—skills that, when recognised and nurtured, become valuable assets in training and employment contexts.

It is also important to note that the *Newcomers@Work* Curriculum does not operate in isolation. Its ultimate goal is to support young people not only in acquiring competences, but in **building pathways into broader systems**—schools, vocational programmes, community initiatives, and the labour market. This requires youth workers and facilitators to understand the institutional landscape and be ready to provide referrals, mentorship, and longer-term guidance.

In sum, the target audience of *Newcomers@Work* is highly diverse in background, capacity, and need. Designing for this diversity means going beyond uniformity—it means embracing flexibility, responsiveness, and equity as guiding principles of practice.





By doing so, the curriculum ensures that every participant has a real opportunity to learn, to contribute, and to build a future in their new society.

### 3.5 Key challenges and obstacles faced by youth migrants

Young migrants and refugees often face a wide range of challenges that go far beyond the visible aspects of language acquisition or access to work. Their pathways toward integration are shaped by a combination of personal circumstances, structural inequalities, and contextual factors that interact in complex and often compounding ways. Recognising these obstacles is essential for designing youth work interventions that are not only responsive, but truly effective in supporting their development.

A major challenge for many is **legal and administrative uncertainty**. Depending on their status—asylum seekers, refugees, undocumented migrants, or those with temporary protection—young people may experience prolonged periods without legal clarity or access to stable services. Uncertainty can delay or block access to education, housing, healthcare, and formal employment. It often contributes to chronic stress and makes long-term planning virtually impossible.

**Language barriers** are also among the most cited and visible difficulties. Without adequate knowledge of the host country's language, young migrants are excluded from formal education, vocational training, and much of everyday social life. Language difficulties often go hand in hand with **lack of digital literacy**, which further limits access to online services, public information, and employment platforms. These barriers are particularly pronounced among those who have experienced disrupted education or have not been formally schooled in their countries of origin.

Many young migrants also face **non-recognition of previous qualifications or work experience**, which prevents them from continuing studies or accessing jobs that match their skills. Combined with unfamiliarity with the host country's education and employment systems, this leads to significant underemployment or discouragement.

A less visible but equally impactful set of challenges lies in the **psychosocial domain**. Many young refugees and migrants carry experiences of trauma—related to war, violence, family separation, or dangerous journeys. These experiences can manifest in anxiety, depression, mistrust, and other emotional responses that affect participation in group settings. When these are not addressed with sensitivity and care, educational spaces risk becoming alienating or even re-traumatising.

Social isolation is another common issue. Many young migrants lack strong social networks in the host country, especially when they are unaccompanied or living in temporary accommodation. The absence of a support system makes it difficult to access information, receive encouragement, or build trust in new relationships. For some, feelings of not belonging are intensified by experiences of **discrimination and racism**, whether overt or subtle.

Another key obstacle is **economic precarity**. Young migrants often live in low-income households or depend on unstable sources of income. This has immediate effects on their ability to attend courses, access transport, buy necessary materials, or take unpaid internships or training placements. Economic stress also contributes to mental health strain and limits future choices.





In many cases, these challenges are not experienced in isolation but **intersect and reinforce each other**. For example, a young woman with a temporary legal status and limited language skills may also face gender-based violence, cultural restrictions, and family obligations that hinder her participation in training or employment. Such **intersectional vulnerabilities** require tailored responses that go beyond standardised approaches.

Youth work with migrants does not take place in a vacuum. It is deeply influenced by **contextual factors** that shape both the opportunities available and the strategies that are possible. These include national and local policies on migration, the structure and accessibility of public services, and prevailing social attitudes toward newcomers. In some contexts, political discourse may reinforce exclusion and limit funding for integration programmes. In others, decentralised service provision may mean that young migrants fall between administrative cracks.

Local factors also matter. The availability of safe meeting spaces, public transport, reliable interpretation services, or inclusive schools can significantly impact the success of youth work initiatives. In rural or remote areas, these resources may be particularly limited, and youth workers may need to act as connectors, advocates, and informal service providers in addition to their educational roles.

At the same time, **youth work itself is not immune to challenges**. Practitioners may struggle with limited time, burnout, lack of institutional support, or insufficient training in intercultural and trauma-informed methods. Additionally, many youth work programmes depend on short-term funding, making long-term engagement with participants difficult to sustain. These institutional and systemic barriers can undermine even the most well-designed interventions.

Despite these difficulties, youth work has a unique potential to address many of the challenges young migrants face. By providing **trust-based relationships**, flexible learning environments, and spaces of recognition, youth workers can act as bridges between young people and the systems they are navigating. However, for this to be effective, programmes must be **realistic about the challenges** and intentional in how they adapt to them.

Addressing these obstacles begins with listening—really listening—to young people’s experiences and recognising the invisible burdens they may carry. It also involves building partnerships across sectors: with schools, social services, housing providers, legal support networks, and mental health professionals. Most of all, it requires a commitment to **seeing young migrants not through the lens of their challenges**, but as individuals with potential, resilience, and the capacity to thrive—when given the right support, opportunities, and trust.

### 3.6 Preparing for work with youth Migrants

Working effectively with young migrants requires more than goodwill and empathy. It demands preparation, reflection, and the ongoing development of professional competences. Youth workers, educators, and facilitators who engage with migrant youth are entering a highly dynamic and sensitive space—where individual biographies, cultural complexity, legal precarity, and systemic exclusion all converge. Preparing for this work

means not only acquiring knowledge, but cultivating the attitudes, skills, and ethical awareness necessary to accompany young people in meaningful and empowering ways.

One of the key pillars of preparation is understanding the **context** in which young migrants live. This includes being familiar with the national and local migration policies, the structure of the asylum and protection system, and the main legal statuses that young people may hold. Knowing whether a participant has access to employment, healthcare, housing, or education is fundamental to understanding their needs and limitations—and to avoiding unintentional frustration or unrealistic expectations.

Youth workers should also gain an overview of the **services, institutions, and networks** available in their area. This includes organisations that provide legal aid, mental health support, language courses, housing assistance, or employment advice. Being able to provide accurate information or referrals is often as valuable as delivering a good workshop.

However, preparation is not only about technical or institutional knowledge. It also involves deep **self-reflection**. Youth workers must consider their own assumptions, cultural frameworks, and power dynamics. They should be aware of how their position, background, and communication style may be perceived—and how to adapt in order to build trust. This process is not a one-time exercise, but a continuous practice of learning and unlearning.

Before facilitating any activity with migrant youth, it is essential to assess one's own **training and professional development needs**. Many practitioners come to this field from backgrounds that may not have included formal education on migration, intercultural communication, or trauma-informed care. Therefore, organisations should invest in pre-service and in-service training that helps youth workers build foundational knowledge and competencies.

These may include introductory sessions on:

- The legal framework of asylum and migration;
- Cultural and religious diversity in the target population;
- Basic psychological first aid and trauma-sensitive facilitation;
- The principles of non-formal education and participatory methods;
- Working with interpreters or multilingual groups;
- Safeguarding and protection protocols.

Professional development should also encourage **peer exchange and supervision**. Working with migrant youth can be emotionally demanding. Having spaces to reflect, share challenges, and receive feedback is essential to prevent burnout and promote ethical practice. Mentoring, intervision groups, and communities of practice can serve as valuable support structures.

Beyond training, there are certain **core competencies** that all youth workers engaging with young migrants should cultivate. These competencies are not only technical—they are social, emotional, and ethical.

Among the most essential are:

- **Empathy and active listening:** the ability to listen without judgment, to be present, and to show genuine interest in the person behind the label of “migrant” or “refugee”;

- **Cultural humility:** rather than claiming cultural competence, youth workers should remain curious, open, and aware that learning about others is a lifelong process;
- **Adaptability and flexibility:** working with migrant youth often means adjusting plans, responding to unexpected situations, or improvising based on participants' availability or needs;
- **Communication skills:** being able to convey ideas clearly in simple language, and to use non-verbal methods when needed (visuals, gestures, examples, storytelling);
- **Trauma sensitivity:** recognising signs of emotional distress, avoiding re-traumatisation, and maintaining boundaries without detachment;
- **Facilitation and group management:** creating inclusive, safe spaces where all participants feel respected and able to contribute, especially in culturally and linguistically diverse groups;
- **Networking and referral:** knowing when and how to connect youth to specialised services beyond the scope of youth work;
- **Ethical responsibility:** understanding issues of confidentiality, informed consent, and professional boundaries, especially in the context of vulnerable populations.

It is also crucial to remember that working with migrant youth often involves **managing asymmetry**—in language, legal status, access to resources, and power. Youth workers must strive to reduce these imbalances wherever possible, by using horizontal communication, involving participants in decision-making, and validating their agency.

Finally, good preparation includes **logistical planning and environmental awareness**. Youth workers should consider the physical and emotional space where the activity will take place: Is the venue welcoming? Is it accessible for those with reduced mobility? Will interpretation be needed? Is there a risk of participants being stigmatised by attending? All of these details matter, because they communicate something fundamental: that the young person is expected, respected, and supported.

In conclusion, preparing to work with young migrants is not a checklist to complete, but a **commitment to continuous growth**. It means approaching each interaction with humility, each workshop as a learning opportunity, and each participant as a person with unique potential. When youth workers are equipped—emotionally, ethically, and professionally—they are not only more effective facilitators. They become reliable allies in the long and often difficult process of building a new life in a new country.

### 3.7 Labour market integration of migrants

Labour market integration is one of the most complex and essential dimensions of migrants' successful inclusion in host societies. Beyond providing financial stability, employment is a key vehicle through which migrants can build **meaningful social connections, improve language skills, develop professional identities, and foster a sense of belonging and dignity**. The ability to work in a role that matches one's qualifications and aspirations not only empowers migrants but also contributes to the social cohesion and economic vitality of the entire community.

However, achieving sustainable labour market integration is far from straightforward. Migrants face a myriad of barriers that are often **interrelated and cumulative**. One of





the most significant challenges is the non-recognition or undervaluation of skills and qualifications obtained abroad. Many migrants possess **valuable expertise and professional experience**, yet the host country's labour market systems and employers frequently fail to acknowledge these competences adequately. This mismatch can lead to deskilling, underemployment, or employment in sectors unrelated to migrants' actual qualifications, which in turn affects motivation and long-term career prospects.

Language proficiency is another crucial factor. Limited language skills not only restrict access to jobs but also hinder effective communication in the workplace and participation in training or professional development activities. This creates a cycle where migrants struggle to improve their employability due to language barriers, while the lack of work experience in the host country hampers their language acquisition in a professional context.

In addition, migrants **often lack access to informal networks and local knowledge about labour market dynamics**, which are vital for job searching and career advancement. The absence of established professional connections can limit awareness of opportunities and reduce chances of referrals. Moreover, migrants sometimes encounter **direct or indirect discrimination, stereotyping, or bias** from employers or colleagues, which can negatively impact hiring decisions, workplace integration, and job retention.

Given these challenges, supporting labour market integration demands a holistic, tailored, and coordinated approach. It requires interventions that address not only the individual skills and experiences of migrants but also structural and systemic barriers within the labour market. A person-centred strategy, which takes into account the unique background, needs, and aspirations of each migrant, is essential for effective support.

**Career guidance** plays a central role in this process. Through personalised counselling, migrants can better understand the labour market, identify realistic and fulfilling career pathways, and receive practical advice on job search techniques, CV writing, interview preparation, and workplace culture. This personalised support helps migrants build confidence and set achievable goals.

Education and training form the backbone of employability enhancement. Language courses tailored to professional settings, vocational training, and technical upskilling are critical to increasing migrants' qualifications and competitiveness. Equally important is the recognition and validation of prior learning and work experience, which can accelerate access to employment and prevent unnecessary repetition of training.

Practical experience through internships, apprenticeships, and work placements provides migrants with opportunities to gain local work experience, build networks, and demonstrate their skills to potential employers. These real-life work experiences are invaluable for both skill development and cultural acclimatisation.

The engagement of employers and local communities is fundamental. Establishing partnerships between public institutions, private companies, training providers, and civil society organisations fosters an inclusive ecosystem where migrants can access a range of support services and employment opportunities. Employer awareness and commitment to **diversity and inclusion initiatives** are key to creating welcoming workplaces that value the unique contributions of migrant employees.

Moreover, professionals working with migrants must be equipped **with intercultural competence, knowledge of labour market policies, and strong communication and counselling skills**. Their role is to act as facilitators, advocates, and mediators,





helping migrants navigate complex bureaucratic systems and labour market challenges while fostering empowerment and self-efficacy.

Continuous monitoring and evaluation are necessary to ensure that integration programmes remain relevant, effective, and responsive to emerging needs. Collecting **qualitative and quantitative data** helps identify best practices, gaps, and areas for improvement. Including migrants' perspectives in feedback loops ensures that programmes reflect their realities and adapt accordingly.

In closing, labour market integration is a dynamic and ongoing process that benefits not only migrants but society as a whole. Successful integration promotes social cohesion, economic development, and mutual understanding. The Newcomers at Work Curriculum Guide is designed to equip practitioners with the knowledge, tools, and methodologies needed to support migrants in overcoming barriers and achieving meaningful, sustainable employment.

By adopting a comprehensive, **person-centred approach** and fostering collaboration among all stakeholders, we can transform labour market integration from a challenge into a powerful opportunity. An opportunity that enriches communities, strengthens economies, and empowers migrants to contribute fully as **active, valued members of society**.



## CHAPTER 4: YOUTH WORK PROCESS AND METHODOLOGIES

### 4.1 Overview of the youth work process

The Council of Europe describes youth work as: a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making.

European youth work conventions and other expert forums have contributed to further refining the definitions of "youth worker" and "youth work practice".

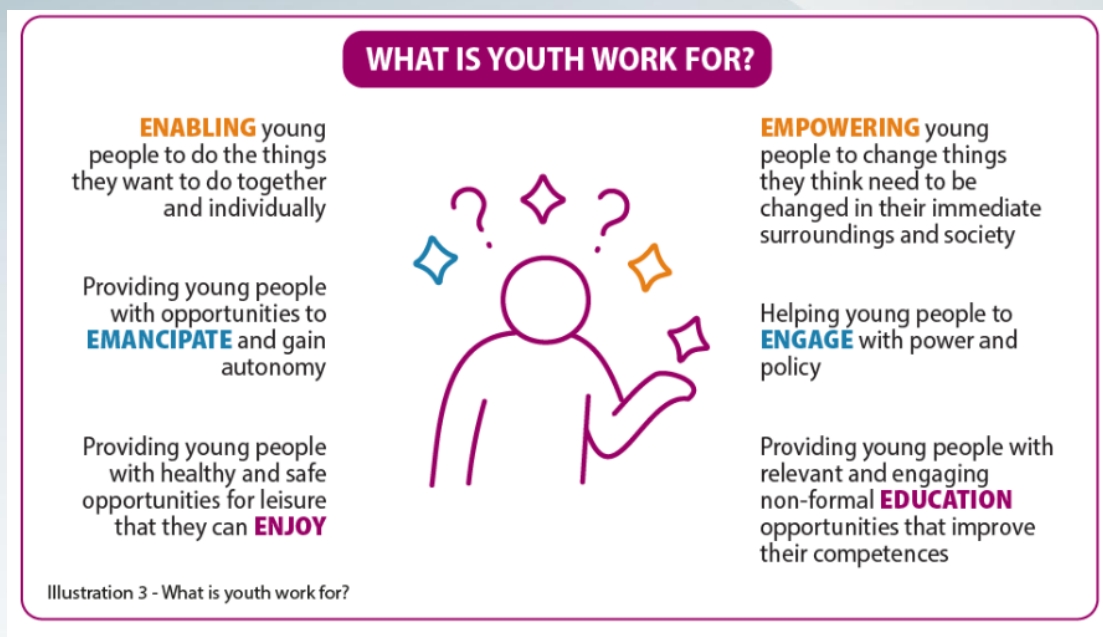
Some countries in Europe also have their own legal or policy-based definitions of youth work. The terms in the word cloud below are often used to describe youth work:

According to the European Union, youth work has three essential features:

- Young people choose to participate;
- The work takes place where the young people are;
- It recognises that the young person and the youth worker are partners in a learning process.

The range of forms that youth work can take is just as diverse as the types of people and organisations involved in it. Youth work happens where young people are, and on their terms. Participation is voluntary. The content or thematic orientation of youth work is highly diverse. It takes place in more or less structured settings – ranging from youth clubs, cafes, or one-stop shops to the street, juvenile prison, or refugee camps. Ever increasingly, it is taking place online. Youth work can take place at any level, in any space or interactive environment through direct face-to-face and in-presence contact (as it has traditionally), as well as virtually in the digital space. It can be a single, one-off activity or a regular programme of activities in which young people interact with each other over a longer period of time. It can take place in the context of membership of a youth or other form of organisation, and it can take place on a drop-in basis without the ties of membership. Political activism, street work, sports activities, social enterprise, online meet-ups, video content-making, and even certain kinds of leisure-time activities, can all be termed 'youth work'.

**Figure: Overview of what is youth work for (Council of Europe Youth Work Portfolio)**



Source: <https://www.coe.int/en/web/youth-portfolio>

## Youth work characteristics

Youth work usually has the following characteristics:

- Value-driven: youth work tries to serve the higher purpose of human dignity, respect, peace and democracy.
- Youth-centric: youth work serves key needs and aspirations of youth, identified by young people themselves
- Voluntary: youth work is not obligatory, and relies on the voluntary participation of young people
- Developmental: youth work aims at the personal, social and value development of young people
- Self-reflective and critical: youth work tries to make sure it is doing its best to live up to its mission
- Relational: youth work seeks authentic interaction and communication with young people, as a basis for sustaining viable communities.
- Inclusive: youth work creates opportunities for social cohesion and youth inclusion.



- Adaptable: youth work attempts to assess implications of societal changes, trends and developments on young people and to adapt to be able to support young people accordingly

**Figure: Overview of what is youth work (Council of Europe Youth Work**



## Portfolio)

Source: <https://www.coe.int/en/web/youth-portfolio>

## Initial Engagement

The youth work process begins with initial engagement, where youth workers proactively reach out to young people in their environments—schools, communities, and digital spaces. Effective engagement requires authenticity, genuine interest, and culturally sensitive communication. Methods may include street work, community events, school visits, and digital outreach via social media platforms. The goal is to create entry points into meaningful conversations, establishing connections that encourage young people to participate in further activities.

## Benefits of participation in youth work

The perceived benefits of participation in youth work are many and varied and can include the creation of spaces for young people and “bridges” in their lives. The bridge-building role of youth work has a particularly strong impact on the lives of young people who are experiencing inequalities, disadvantages and discrimination.



## Relationship Building

At the heart of youth work lies relationship building. Establishing trust and rapport is essential for meaningful interactions, and youth workers dedicate substantial time to fostering these relationships. This involves active listening, consistent availability, and demonstrating genuine empathy. Youth workers must balance professional boundaries while providing emotional support and encouragement. Strong, trust-based relationships empower youth to openly share their concerns, aspirations, and challenges, enabling tailored interventions.

## Needs Assessment

Following relationship building, a comprehensive needs assessment is conducted to identify the specific strengths, challenges, aspirations, and barriers faced by young individuals. Needs assessments can include structured surveys, interviews, group discussions, and informal observations. They consider various factors such as socioeconomic status, family background, educational attainment, health and mental well-being, and social inclusion levels. By clearly understanding these factors, youth workers can design targeted, impactful interventions.

## Planning and Implementation

Armed with the insights from needs assessments, youth workers move into the planning and implementation phase. They develop customized action plans that address identified needs, utilizing non-formal education methodologies such as workshops, experiential learning activities, mentorship programs, and skill-building sessions. Youth work programs often encompass diverse areas including leadership development, employability skills, conflict resolution, health education, and cultural competence. Activities are planned collaboratively with youth participants to foster ownership, commitment, and engagement.

Implementation also requires youth workers to be adaptive and flexible, continuously responding to dynamic circumstances and feedback from participants. Effective implementation involves collaboration with other stakeholders including schools, families, community organizations, and employers to provide a holistic support system.

## Evaluation and Follow-up

The youth work process concludes with rigorous evaluation and continuous follow-up. Evaluation methods typically include feedback sessions, qualitative interviews, pre-and post-intervention assessments, and observational analyses. These evaluations assess the effectiveness of the interventions in meeting established goals, while also providing insights into areas requiring improvement. Regular follow-up ensures sustained support for young people, allowing youth workers to monitor progress, reinforce positive outcomes, and adjust strategies as necessary. Follow-up activities can involve ongoing mentorship, counselling, or supplementary interventions designed to support long-term personal and professional development.

## Framing Youth Work in a Broader Context

In addition to the practical stages of engagement, assessment, implementation, and evaluation, the Council of Europe provides a holistic framework that structures youth work into three interconnected focus areas. These are: supporting young people's personal and social development, advancing reflective and evidence-informed youth work practice, and contributing to systemic transformation within communities and society.

This model reinforces the dual role of youth work — as both a relational practice centered on young individuals and a strategic contributor to broader social change. The diagram below illustrates this triadic structure and offers a visual synthesis of the diverse functions and competences that define modern youth work practice.

**Figure: Overview of youth work functions and competences (Council of Europe Youth Work Portfolio)**



Source: <https://www.coe.int/en/web/youth-portfolio>

Overall, the youth work process is cyclical and iterative, continuously adapting to the evolving needs, experiences, and aspirations of young people. It requires a dedicated, empathetic approach and a strong commitment to youth empowerment and development, aiming to equip young individuals with the confidence, skills, and resilience needed to thrive in their communities and beyond. This cyclical and adaptive nature of youth work aligns closely with the Council of Europe's multidimensional framework, which underscores youth work's impact not only on young people themselves but also on the wider social and institutional ecosystems in which they live.



## 4.2 Youth work with young migrants

Young migrants in Europe continue to face significant challenges: in 2022, there were over 2 million first-time asylum applicants in the EU and EFTA—a 30% increase from 2020—and approximately 1.2 million recognized young refugees aged 16–25 according to Eurostat. Youth work plays a vital role in supporting their integration by bridging gaps in education, employment, and social well-being. Because they face many difficulties, the most important of them are:

- **Legal and administrative uncertainty:** Many youths await asylum decisions or visas, hampering long-term planning and stability.
- **Language and cultural barriers:** Limited proficiency in the host country's language and unfamiliarity with local norms restrict access to services and social participation.
- **Trauma and mental-health issues:** Past experiences of displacement, conflict, or separation from family may lead to anxiety, depression, or PTSD.
- **Barriers to education and employment:** Unrecognized qualifications, lack of work experience, and systemic discrimination often impede entry into school, training, or jobs.

Youth work with young migrants operates in an inherently fluid and complex environment. Migration is rarely a linear process—it is shaped by periods of movement, waiting, transition, and at times, sudden disruption. These dynamics present unique challenges for both young people and youth workers. Therefore, adapting youth work methodologies to reflect the lived realities of migrant youth is not optional—it is essential.

Many young migrants live in a state of legal limbo. Some are asylum seekers awaiting decisions; others may have temporary protection status or be in the process of regularising their stay. This legal uncertainty affects nearly every aspect of their lives—from housing and employment to healthcare and access to education.

Youth workers must recognise how this affects engagement and participation. For instance, planning long-term learning pathways or multi-phase youth projects may be unrealistic for those who fear deportation or sudden relocation. In such cases, youth work must prioritise flexibility. Modular programme design, where each session offers stand-alone value, ensures that young people benefit even from brief periods of participation. Rather than assuming continuity, youth workers should structure activities around the idea that every encounter could be the last—making each interaction meaningful, empowering, and self-contained.

Beyond legal barriers, the psychological toll of migration often results in disengagement, low motivation, or mistrust in institutions. Many migrant youth experience trauma from conflict, persecution, family separation, or dangerous journeys. Others face discrimination or social isolation in host countries. This emotional landscape significantly impacts how, when, and to what extent a young person is ready or able to participate in youth work activities.

Adapting youth work here means more than offering support—it means redesigning methods to centre empathy, trauma-informed approaches, and emotional safety. For example, instead of group-based competitive activities that may trigger anxiety or comparison, workers might favour reflective or creative sessions (like storytelling or art)



that allow for self-expression without performance pressure. Offering consistency, a warm physical environment, and predictable scheduling helps establish stability amidst otherwise volatile life conditions.

Young migrants may work irregular hours, attend language courses, or be engaged in administrative processes. This requires youth workers to step outside traditional formats and schedules. Evening or weekend sessions, mobile outreach, or online engagement may be more effective than fixed-location programmes.

Moreover, the locations where youth work is delivered must also be reconsidered. Youth work does not always happen in youth centres—it may occur in shelters, refugee camps, legal clinics, language schools, or in digital spaces. Digital youth work, in particular, offers valuable opportunities for migrants with mobility or access limitations, enabling them to connect with support networks or educational resources remotely. WhatsApp groups, Telegram channels, or dedicated online platforms can serve as entry points to youth work, especially when physical participation is not possible.

A key tension in youth work with migrants lies in balancing immediate, tangible support with long-term developmental goals. While short-term activities—such as legal information sessions, CV workshops, or cultural orientation meetings—meet urgent needs, youth work must also remain a space for building critical life competencies, personal growth, and civic awareness.

One approach to balancing this is to embed empowerment within every activity. For example, a workshop on accessing healthcare can also include components on self-advocacy, rights awareness, and emotional resilience. A creative arts programme may incorporate soft skills like collaboration, public speaking, or conflict resolution. In this way, even if young people participate for a limited time, they leave with transferable knowledge and increased self-confidence.

In contrast to mainstream youth programmes that rely on steady attendance, migrant youth may drop out and rejoin unpredictably. Rather than viewing this as a failure, youth workers should design systems that welcome re-entry. This could include maintaining light-touch contact (e.g., via messaging platforms), offering periodic orientation for new joiners, or providing materials for self-paced engagement.

Additionally, working with mixed-status groups requires sensitivity to differing legal and personal situations. Programmes should not expose individuals or force disclosure but instead create spaces where all participants, regardless of status, feel safe and included.

Finally, youth work must embrace uncertainty as a defining feature—not a challenge to overcome but a context to work within. This involves developing adaptive leadership skills, reflective practices, and ongoing professional learning. Youth workers benefit from training in legal frameworks, intercultural mediation, and trauma-informed care, but also from peer learning spaces where they can share strategies and adapt in real-time to the shifting needs of their participants.

Integrating young migrants into their new social, cultural, and educational environments is not a linear process. It requires a dynamic and multidimensional strategy that addresses both immediate and long-term needs, taking into account the diversity of individual backgrounds, experiences, and legal statuses. Youth workers play a pivotal role in enabling this integration through tailored, inclusive, and participatory approaches that build bridges between young migrants and the host society.





## Emotional and Psychosocial Support

Integration begins with recognition of the human experience behind the migration journey. Many young migrants arrive with deep emotional burdens related to trauma, loss, family separation, or prolonged instability. Before they can engage in social or educational processes, youth must feel emotionally safe and supported.

Youth workers can provide psychosocial support through structured activities that encourage emotional expression, such as storytelling, creative arts, or peer dialogue circles. Developing trauma-informed practices is key—these include building predictability into routines, offering choices to restore a sense of agency, and avoiding triggers associated with displacement or conflict.

Moreover, regular contact with a consistent youth worker builds trust over time. Emotional security is often the foundation from which migrant youth can begin exploring opportunities, taking risks, and forming new social bonds.

## Linguistic Integration and Multilingual Accessibility

Language acquisition is not only a technical skill but also a gateway to belonging. It enables access to education, employment, social interaction, and cultural understanding. For migrant youth, especially recent arrivals or unaccompanied minors, linguistic support should be embedded in all areas of youth work—not treated as a separate track.

Youth workers can support language development through informal settings like conversation clubs, language games, or thematic workshops where participants learn in context. Multilingual signage, translated materials, and interpreters during key sessions increase accessibility and show respect for participants' backgrounds. Youth workers themselves do not need to be language experts, but they must ensure their interventions are understandable, inclusive, and supportive of multilingual expression.

Linguistic integration also involves validating the mother tongue. Encouraging bilingualism or mother-tongue pride can boost self-esteem and cultural identity—crucial elements for long-term integration.

## Non-formal Education and Skill Development

Youth work's foundation in non-formal education makes it uniquely suited to support the integration of migrant youth. Activities that develop life skills, digital literacy, critical thinking, collaboration, and problem-solving prepare young people for school, work, and civic life.

Programmes should be tailored to participants' interests and existing capacities. Some youth may need basic orientation to systems (transport, healthcare, education), while others are ready for career-focused training or leadership development. Workshops on communication, intercultural competence, or understanding rights and responsibilities in the host country are especially relevant for migrant youth navigating new systems.

Additionally, non-formal education spaces offer flexibility not always available in formal settings. They allow room for experimentation, failure, and growth without academic pressure or assessment—a safe space where learning is holistic and person-centred.



## Social Inclusion through Community Participation

Building meaningful relationships within the host society is central to integration. Social inclusion strategies should focus on creating opportunities for young migrants to contribute, be seen, and be valued within their communities.

This includes organising intercultural events, volunteering opportunities, youth-led projects, and collaborative initiatives with local peers. Such activities reduce isolation, challenge xenophobic narratives, and promote mutual understanding.

Intergenerational and intercommunity dialogue are also effective tools. When migrant youth share experiences with members of the host society—teachers, employers, local youth, or community leaders—perceptions evolve and inclusive practices are reinforced.

Inclusion is not assimilation. It involves mutual adaptation where both migrant youth and host communities learn and change through interaction.

## Navigating Systems: Legal, Educational, and Institutional Support

One of the most important roles of youth workers is to serve as connectors between young migrants and the systems that affect their lives—education, legal protection, health, housing, and employment. Many migrant youth face bureaucratic barriers they cannot navigate alone. Here, youth workers act as cultural mediators and advocates.

They help demystify application processes, prepare for interviews or appointments, accompany youth to institutions, and liaise with service providers. In some cases, youth workers may also support family reunification efforts or assist in gathering documentation.

To do this effectively, youth workers must remain informed about national migration policies, youth entitlements, and available community resources. Partnerships with legal advisors, NGOs, and public institutions are essential to create referral pathways that are timely and reliable.

## Fostering Identity, Belonging, and Agency

Integration is not only about adaptation to a new system, but also about maintaining a sense of self and building a coherent personal identity. Young migrants are in a process of renegotiating who they are—often caught between cultures, languages, expectations, and roles.

Youth work should create spaces where multiple identities are accepted and nurtured. This includes celebrating cultural heritage, enabling self-expression, and fostering migrant-led initiatives. A youth centre that allows for cultural cooking nights, dual-language publications, or storytelling about migration journeys gives young people the message that their experiences matter.

Moreover, supporting youth to take active roles in planning, leading, or co-facilitating activities strengthens their sense of ownership and personal agency. When youth become actors in their own integration process, they build resilience, confidence, and long-term motivation.

## Ensuring Continuity and Sustainable Engagement

While some young migrants may remain in a host country for only a limited time, others will become long-term residents or citizens. For all youth, sustainable integration requires consistent opportunities to learn, grow, and engage. Youth work should not remain in the “emergency” or “temporary” response phase.

Sustainability comes through building inclusive structures—e.g., long-term mentorship programmes, leadership pathways for migrant youth, or institutional links with schools and employers. Youth workers can also support former participants to return as peer mentors, trainers, or project staff, creating cycles of inclusion and inspiration.

In conclusion, effective integration strategies in youth work go far beyond providing basic support. They involve recognising the whole young person—their background, potential, challenges, and goals—and building a structured yet flexible environment in which they can thrive. These strategies must be interlinked and holistic, involving emotional, social, legal, educational, and cultural dimensions. As a result, youth work becomes a key driver of social cohesion, civic participation, and personal empowerment for young migrants.

## 4.3 Working with specific youth migrant groups

While the strategies outlined above provide a general framework for supporting young migrants in their integration journey, it is essential to recognize that the migrant youth population is far from homogeneous. Within this broader group exist subgroups with highly specific needs, vulnerabilities, and lived experiences that require more targeted and specialized youth work approaches.

Factors such as legal status, age, unaccompanied status, history of trauma, physical or cognitive disabilities, and prolonged exclusion from education or employment systems significantly influence how young people interact with their environments and what forms of support are most effective. For example, an unaccompanied minor facing an asylum procedure may require a different type of intervention than a local-born NEET youth from a migrant background struggling with long-term unemployment and social marginalization.

Youth workers must therefore go beyond one-size-fits-all approaches and develop context-sensitive strategies tailored to each group’s unique circumstances. The next subchapter explores these dimensions in detail by focusing on five key vulnerable groups among young migrants:

- those who have experienced **trauma**,
- **unaccompanied minors**,
- **refugees and asylum seekers**,
- **NEETs** with migrant backgrounds,
- **youth with disabilities**.

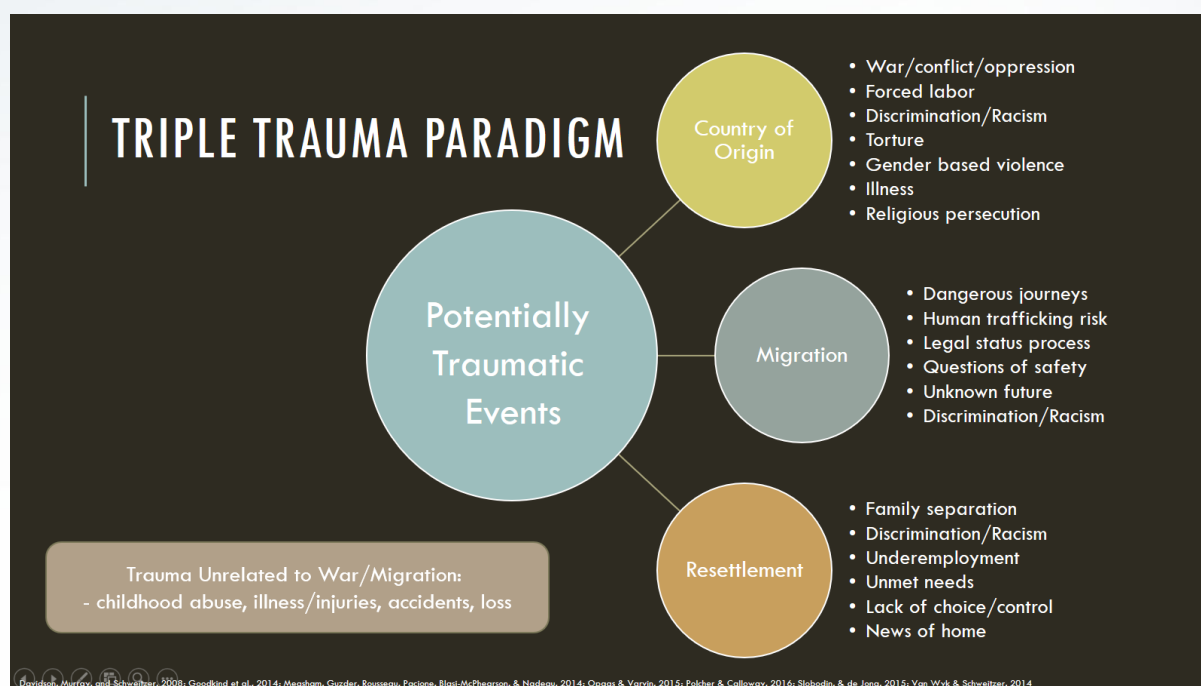
Each section outlines specific challenges and appropriate youth work responses to ensure inclusive, equitable, and effective support.



## Youth with Trauma

Trauma, in the context of youth migration, is a complex and layered experience that often unfolds over time and across multiple environments. It can occur before displacement, during the migration journey, and after arrival in the host country. This is captured in what scholars refer to as the *Triple Trauma Paradigm*, which conceptualizes three overlapping stages of potentially traumatic events: the country of origin, the process of migration, and the resettlement phase. Young people may experience war, oppression, discrimination, or persecution in their home country; they may then face significant risks such as dangerous travel routes, trafficking, and legal uncertainty during transit; and even upon arrival, they may confront social isolation, economic hardship, or continued instability. These phases are not discrete but interact and compound over time, leading to cumulative emotional burdens.

**Figure: Triple Trauma Paradigm – Potentially Traumatic Events Before, During and After Migration**



Source: [UNC School of Social Work – Jordan Institute for Families](#)

In addition to trauma directly related to migration, some young people carry pre-existing traumatic experiences from childhood, including abuse, neglect, or sudden loss. Regardless of the cause, trauma profoundly impacts the psychological and emotional development of youth. It can affect memory, attention, emotional regulation, interpersonal trust, and a young person's ability to feel safe or present in a group setting. In the youth work context, these effects may present as anxiety, withdrawal, aggression, dissociation, or low self-confidence. Without a trauma-informed lens, these behaviours risk being misunderstood or mislabelled as defiance, apathy, or disinterest—when, in fact, they are protective responses to overwhelming past events.



Effective youth work must respond with care, flexibility, and a deep understanding of trauma's impact on behaviour and participation. This does not mean delivering therapy or attempting to diagnose, but rather creating environments where healing and connection become possible. Youth workers must prioritize emotional and physical safety, build trust through consistent and transparent communication, and offer young people a sense of control by enabling choice and respecting boundaries. Providing clear expectations, predictable routines, and space for breaks or withdrawal are small yet powerful actions that help youth regain a sense of stability.

Engagement methods should be adapted to be both gentle and inclusive. Activities such as drawing, music, photography, or creative writing allow young people to express themselves non-verbally and without pressure. Facilitating group sharing in a way that does not demand personal disclosure can still foster solidarity and connection. One-to-one mentoring can create an anchor relationship where young people feel seen, heard, and valued—often a critical step in rebuilding trust after trauma.

Youth workers should also be equipped to recognize when a participant may need specialized care. Although they do not replace psychologists or social workers, they are often the first point of stable, supportive contact. Being able to identify signs of distress and refer young people to appropriate mental health or legal services is a central responsibility. Collaboration with external professionals should be based on informed consent, confidentiality, and a youth-centred approach.

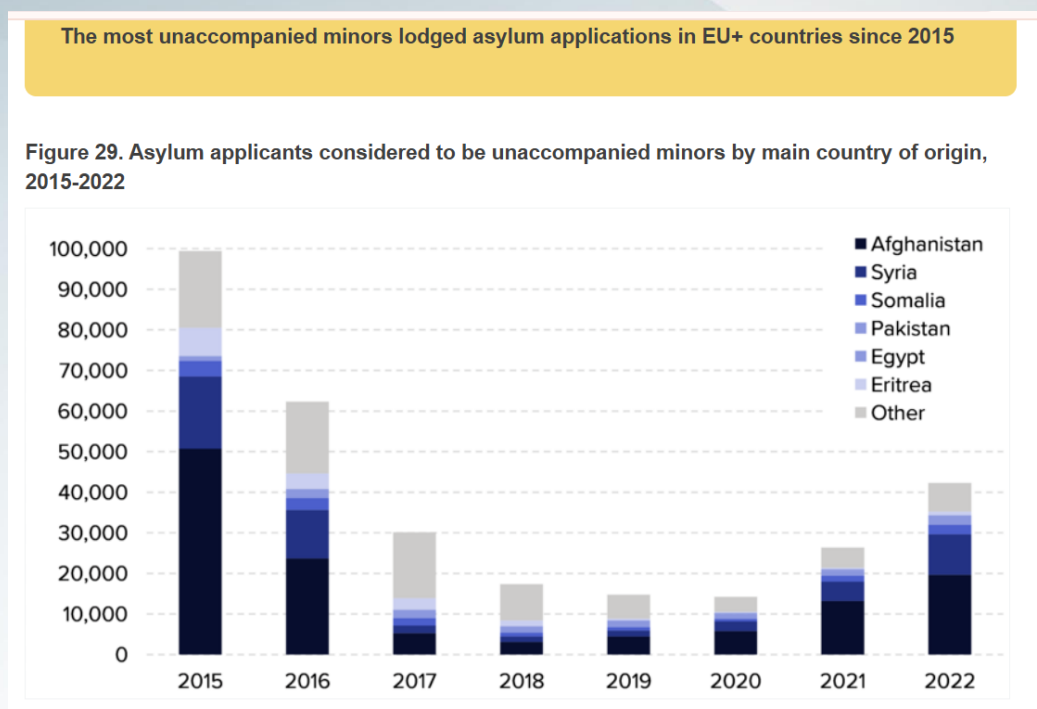
It is equally important for youth workers to be attentive to their own well-being. Working with trauma-exposed populations can be emotionally taxing and may lead to vicarious trauma or burnout. Regular supervision, reflective practice, and peer support networks are essential to maintain professional resilience and ethical boundaries. Youth workers must also avoid inadvertently re-traumatizing participants by creating environments that are overly directive, demanding, or emotionally unpredictable.

Ultimately, young people who have experienced trauma are not defined by their past. With the right support, they can demonstrate profound resilience, creativity, and leadership. Youth work, when trauma-informed and relational, can be a key component in fostering recovery, re-establishing a sense of control and identity, and enabling young people to move from survival toward active participation and empowerment in their communities. Rather than treating trauma as a barrier, youth work should position itself as a pathway—helping young migrants reclaim their agency and build meaningful, connected lives.

## Unaccompanied Minors

Unaccompanied minors—young people who arrive in a destination country without legal guardians—represent one of the most vulnerable migrant populations. According to Eurostat, in 2022 approximately 42,000 asylum applications were submitted by unaccompanied children across the EU+, marking the highest figure since 2016. This increase occurred despite their proportion of total asylum seekers remaining relatively stable at around 4%. Afghanistan and Syria emerged as the predominant countries of origin, together accounting for two-thirds of these applications, and over 90% of applicants were aged 14–17, with girls constituting only 7%.

**Figure: Asylum applications by unaccompanied minors in the EU (2022)**



Source: [Eurostat – Asylum statistics](#)

These statistics underscore two fundamental truths about youth work with unaccompanied minors: their numbers are significant, and their demographic profile is predominantly older adolescent boys. Nevertheless, their vulnerability remains profound, as these individuals simultaneously struggle with developmental, emotional, legal, and social challenges.

First, the mere fact of their arrival without adult protection triggers complex bureaucratic procedures—application of asylum protocols, age assessments, appointment of legal guardians, and entry into child protection systems. Youth workers must be prepared to act as intermediaries in these systems. They accompany young people to appointments, simplify procedural complexities, and establish continuity in environments that are otherwise fragmented and unstable. This liaisons role is indispensable for ensuring that unaccompanied minors are seen and supported within broader protection mechanisms.

Second, emotional and developmental instability often accompany legal uncertainty. Many unaccompanied minors experience deep separation from family and familiar environments just as they enter a developmental phase defined by identity formation, autonomy seeking, and peer connection. Without parental support, they frequently face obstacles in accessing education, language training, vocational activities, or mental health care. Youth workers must therefore design programs that respect their psycho-emotional state, creating low-threshold entry points—such as non-formal workshops, youth mentoring, or sports and creative initiatives—that can accommodate irregular attendance and deliver real-time social benefits.

Third, the aftermath of migration journeys—often characterized by perilous routes, exposure to exploitation, or temporary detention—can lead to complex forms of trauma. Although not all unaccompanied minors have formal medical diagnoses, youth workers should be trained to apply trauma-informed principles: ensuring physical and emotional





safety, establishing predictable routines, validating feelings, and offering opportunities for self-expression. These practices foster trust and support emotional bearing capacity without exceeding the youth worker’s professional scope.

Fourth, safeguarding children’s "best interests" is both a child-rights principle and a legal requirement under the UN Convention on the Rights of the Child (Article 3). This principle mandates that all decisions—from placement to education, from medical care to return—should prioritize the young person’s well-being. In youth work practice, this means centring the minor’s voice in decision-making, ensuring informed consent, and coordinating with guardians, legal advocates, and mental-health professionals to preserve the child's agency and protect their welfare.

### Refugees and Asylum Seekers

Refugees and asylum seekers—young people who have fled their home countries due to conflict, persecution, or human rights violations—face unique and often prolonged challenges in their resettlement processes. Between 2008 and 2023, annual asylum applications in Europe ranged from 0.6 to 2.8 million, with recent years averaging approximately 2.5 million applications annually, of which just over 600,000 were granted refugee status in 2023. Notably, around 40 % of forcibly displaced people in 2024 were children under 18, highlighting the scale of youth needing targeted integration support.

During the asylum process, youth may face extended periods of uncertainty due to complex legal systems and bureaucratic delays. Studies show that the "legal journey" can last anywhere from two to nine months depending on origin, with Afghan nationals sometimes waiting up to 20 months. Such prolonged legal limbo exacerbates instability, complicates access to services such as education and employment, and prevents meaningful social inclusion.

Youth work thus becomes a strategic tool for rebuilding hope and capacity in the face of uncertainty. A recent scoping review spanning EU programs observed that successful interventions often integrate refugees through holistic support in education, health, housing, and employment—resulting in improvements across all domains. Youth workers play a pivotal role in connecting young refugees to these multifaceted systems, offering psychosocial support and guidance while advocating for their rights.

Effective youth work with refugees and asylum seekers is founded on three interrelated principles: first, resilience-oriented approaches that prioritize safety, trust, and participation; second, cross-sectoral collaboration that ensures continuity and avoids duplication; and third, cultural mediation that honors the lived experiences and identities of young people. These principles align with EU-level frameworks emphasizing non-formal learning, intercultural dialogue, and youth agency.

The following table synthesizes key youth work methods commonly used for refugee integration:

Method	Purpose	Examples
<b>Legal &amp; rights education</b>	Demystify legal procedures and empower through information	Workshops explaining asylum rights; Q&A sessions with trained legal advisors
<b>Psycho-social and trauma-informed work</b>	Provide emotional safety and promote coping skills	Art and drama therapy; stress relief exercises; peer-sharing circles



<b>Language &amp; intercultural exchange</b>	Enhance communication skills and foster mutual understanding	Conversational language cafés; bilingual peer mentoring; cultural exchange nights
<b>Non-formal education &amp; skill-building</b>	Build practical and transferable skills	Technology workshops; CV and job-search training; entrepreneurship modules
<b>Community volunteering &amp; engagement</b>	Strengthen inclusion and social capital	Participation in youth councils, local community projects, or environmental volunteering
<b>Peer support and mentoring schemes</b>	Foster solidarity and reduce isolation	Pairing refugee youth with settled peer buddies or youth worker mentors; structured follow-up over time
<b>Cross-sectoral partnership networks</b>	Ensure holistic support across systems	Collaboration with schools, health services, employment agencies; multi-agency coordination meetings; referral pathways

Working with refugees and asylum seekers requires a multifaceted, rights-based, and collaborative approach; one that balances immediate relief with sustained integration, centers youth participation, and uses education and social engagement to build resilience and agency. This tailored methodology paves the way for deeper inclusion as we turn to specific needs of other vulnerable groups in the next sub-sections.

NEETs (Not in Education, Employment, or Training)

Young people who fall into the NEET (Not in Education, Employment, or Training) category form a diverse group, and those from migrant backgrounds face unique and compounded challenges. NEET rates in the EU for individuals aged 15–29 stood at approximately 11.0 % in 2024, with peaks in Romania, Italy, Greece, and Lithuania—each exceeding 14 %. Young migrants and refugees are disproportionately represented within these figures due to barriers such as legal restrictions, language deficits, low recognition of qualifications, and social exclusion.

Many young people who have migrated, whether through forced displacement or economic necessity, find themselves disengaged from education and employment. In addition to post-migration trauma, they often must confront administrative hurdles, limited social networks, and systemic discrimination—conditions which increase the risk of prolonged NEET status. Eurostat data further highlight the importance of education levels in NEET prevalence: in 2024, NEET rates among those with low educational attainment were 12.6 %, compared to 7.9 % for those with tertiary education . For migrant youth, formal education is often interrupted or unrecognized, pushing them into this high-risk category.





**Core Approaches for Youth Work with NEET Migrants**

**Holistic Needs Assessment:**

Youth workers must begin with a comprehensive evaluation that addresses personal aspirations, educational background, legal status, health, language abilities, financial situation, and existing support networks. This helps create tailored support plans rather than one-size-fits-all interventions.

**Bridging to Education and Training:**

Reengagement in education often requires alternative learning frameworks. Non-formal education modules, equivalency exams, or bridge programmes can ease migrant NEETs back into structured learning. Language support, vocational guidance, and mentorship are crucial in this phase.

**Facilitating Legal and Bureaucratic Navigation:**

Many young migrants face uncertainties in residence status or work eligibility. Youth workers can play an advocacy role—assisting with documentation, liaising with education and employment authorities, and connecting youth to specialised legal aid services.

**Building Soft and Technical Skills:**

Bridging programmes should integrate soft skills—communication, problem-solving, digital literacy—with hands-on training such as apprenticeships, internships, and micro-credential opportunities. This ‘dual’ approach enhances both personal growth and employability.

**Fostering Mentorship and Peer-Support Systems:**

Mentoring schemes pairing NEET migrants with trained adults or peers help build social capital and trust. Regular contact and culturally responsive mentoring can significantly elevate engagement and retention.

**Connecting to Local Opportunities:**

Linking with local employers, community organisations, and training providers creates pathways into internships, voluntary roles, and part-time positions. Placing youth in real-world settings fosters belonging and practical growth.

**Continuous Monitoring and Adaptation:**

The progression of NEET youth is often non-linear. Continuous progress monitoring—through individual goal reviews, self-assessment tools, and feedback loops—allows interventions to remain adaptive and responsive to changing circumstances.

**Methods and Tools for Practice**

Intervention	Objective	Example Practice
Individual Action Plans	Targeted re-engagement	Co-created multi-step plans incorporating education, work, legal and psychosocial goals
Peer-Led Learning Groups	Motivation through shared identity	Migrant youth co-facilitating skills workshops or language cafés
Modular Training	Flexibility for unstable	Short modules on digital skills, intercultural



	contexts	competence, entrepreneurship or
<b>Mentorship Matching</b>	Trust and role modelling	Pairing NEETs with mentors from similar migrant backgrounds
<b>Workshop Series</b>	Addressing intersectional barriers	Sessions on understanding rights, overcoming discrimination, balancing family and work roles
<b>Collaboration with EURES, VET etc.</b>	Creating pathways into employment/training	Joint events with career advisors, trainee fairs, or local businesses

There is growing evidence across Europe that integrated youth support programmes—those combining non-formal education, mentoring, and practical skills training—have a meaningful impact on the re-engagement of NEET youth with migrant backgrounds. European initiatives such as the ALMA Programme (Aim, Learn, Master, Achieve), launched by the European Commission, have demonstrated the effectiveness of combining supervised work placements abroad with individualised coaching and mentoring. Such models, when adapted locally and supported by youth workers, have proven especially valuable in increasing self-confidence, employment readiness, and social participation among hard-to-reach groups.

## Youth with Disabilities

Young migrants with disabilities occupy a highly marginalized position at the intersection of two vulnerable identities—being both persons with disabilities (PWDs) and young migrants. This dual marginalization places them at elevated risk of social exclusion, educational interruption, unemployment, and lack of access to healthcare or personal assistance services.

According to the World Health Organization (WHO), roughly 15% of the global population lives with some form of disability. Within refugee and forcibly displaced populations, the prevalence is estimated to be even higher, ranging from 20% to 25% depending on the context and the ability of systems to identify and register persons with disabilities. For young people in migration contexts, disabilities—especially intellectual, psychosocial, and sensory impairments—often go unrecognized due to stigma, inconsistent access to medical care, and weak administrative coordination between host country services and migration agencies.

Youth work with disabled migrant youth must therefore begin with recognition and visibility. Many face challenges that are both structural and attitudinal: inaccessible infrastructure, language barriers that compound communication difficulties, and societal stigma which may discourage participation in public or group spaces. In this context, inclusive youth work becomes not only a question of rights—but also one of practical adaptation and relational commitment.



At the centre of effective youth work is the principle of universal design: creating spaces, programs, and communication that are accessible to all by default, not only through individual accommodations. This includes ensuring physical accessibility in youth centres; using multiple formats (visual, auditory, tactile) for materials; and facilitating participation through assistive technologies or support staff when necessary.

The European Youth Forum and Council of Europe both advocate for the application of inclusive non-formal education practices. This means adapting workshops, training, or recreational activities so that they are flexible in pacing, allow for diverse modes of expression, and incorporate personalized support when appropriate. For example, a leadership workshop could include visual storytelling tools for youth with intellectual disabilities, or a music activity could be designed to accommodate young people with hearing loss through rhythm and vibration.

Equally important is the need for emotional and psychosocial safety. Many young migrants with disabilities have experienced discrimination both in their countries of origin and in host communities. Youth workers must be particularly attentive to signs of internalized stigma, social withdrawal, or past trauma related to institutionalization. Facilitating peer-to-peer support, inclusive group bonding activities, and platforms where youth with disabilities can lead or co-design content contributes to restoring dignity, confidence, and agency.

Cross-sector collaboration is critical. Youth workers should actively coordinate with disability rights organizations, inclusive schools, interpreters (including sign language professionals), social workers, and medical professionals. They must also be aware of the legal frameworks that protect the rights of youth with disabilities, such as the UN Convention on the Rights of Persons with Disabilities (CRPD), and understand how to advocate for these rights at a local level.

Finally, data collection and monitoring must also be inclusive. Many migration-focused programs do not disaggregate data on disability, leading to underrepresentation and gaps in service delivery. Youth workers and organizations should ensure that disability is not rendered invisible in reporting and evaluation processes.

Working with migrant youth with disabilities requires a deep commitment to inclusion, equity, and intersectionality. It demands both structural adjustments and a relational ethic rooted in dignity, trust, and empowerment. When youth work is genuinely inclusive, it not only improves outcomes for young people with disabilities—but enriches the entire learning and social environment for all.

Working with youth from migrant backgrounds requires far more than a generalized approach. The diversity within this population—encompassing young people with trauma, unaccompanied minors, asylum seekers, NEETs, and individuals with disabilities—necessitates tailored, nuanced, and ethically grounded youth work practices. Each subgroup faces distinct challenges and possesses specific strengths and needs that must be acknowledged and addressed in meaningful ways.

Across all cases, a consistent set of values underpins effective practice: trust-building, cultural sensitivity, youth agency, non-formal education, trauma-informed care, and a commitment to inclusion. These principles must be adapted in flexible and context-specific ways, informed by both lived experiences and evidence-based frameworks.

Youth workers are not only facilitators of learning or social inclusion—they are advocates, connectors, and often the first stable point of contact in a young migrant's integration journey. Their capacity to work cross-sectorally, to respect intersecting identities, and to



create safe, empowering environments is vital for enabling migrant youth to move from marginalization to active participation.

## 4.4 Working with mixed groups and inclusion principles

Youth work with mixed groups—comprising young migrants, NEETs, local youth, and individuals with disabilities—requires not only a commitment to inclusion but also the application of adaptive, reflective, and learner-centred methodologies. In the context of the *Newcomers@Work* curriculum, this means going beyond access and representation to create spaces where all participants feel respected, safe, and engaged in meaningful learning processes.

At the core of inclusive youth work lies the principle that diversity is not a challenge to be managed but a resource for learning. Working inclusively involves recognizing and embracing the different experiences, identities, and capacities that young people bring to a shared space. These differences enrich group dynamics, but also require intentional facilitation, thoughtful structure, and flexible methods.

The pedagogical foundation for this work is non-formal education (NFE), which is participatory, experiential, and tailored to learners' needs. This approach is particularly suited for mixed groups, where linguistic, cultural, educational, and social differences might otherwise hinder traditional or linear teaching models. In youth work, learning happens through doing, reflecting, interacting, and creating—and inclusive practice ensures that all young people can participate in these processes, regardless of their starting point.

To support this, activities should be designed to accommodate multiple learning styles and levels of engagement. For instance, in a session on intercultural dialogue, youth workers might combine visual mapping, storytelling, and role-play to allow participants with different communication preferences or language abilities to contribute equally. Materials should be multilingual where possible, and instructions simplified and clarified through visual aids or peer support.

Crucially, inclusive methodologies are grounded in principles of **scaffolded participation**—gradually increasing the complexity of activities while providing continuous emotional and structural support. This allows youth who may feel uncertain or marginalized to gain confidence over time. Starting with icebreakers or small group work, then moving toward co-creation or leadership roles, gives each participant a pathway to active involvement.

Another essential strategy is **co-creation of content**. Mixed groups thrive when young people are involved not only as recipients of learning, but as contributors and decision-makers. Co-designing activities, negotiating group norms, or setting personal learning goals encourages ownership and strengthens a sense of belonging—particularly for youth who may have experienced disempowerment in formal institutions.

Equally, **relational work** is fundamental. Youth workers must actively cultivate a group climate based on empathy, respect, and emotional safety. This involves building trust through consistency, offering clear expectations, and making space for feedback and adaptation. Reflection should be embedded into the process—not just as a learning tool, but as a way of monitoring inclusion and adjusting practice accordingly.

The **physical and digital learning environments** must also reflect inclusive values. Youth centres should be accessible to individuals with mobility or sensory impairments;





digital platforms should be user-friendly, mobile-accessible, and considerate of digital literacy disparities. Facilitators must ensure that each young person can engage meaningfully, without being limited by infrastructure or format.

Ultimately, the goal of inclusive youth work with mixed groups is not uniformity, but equity—giving each young person the support, freedom, and responsibility to participate on their own terms. The *Newcomers@Work* curriculum is designed to be flexible, modular, and adaptable precisely for this reason. Youth workers applying it should do so with an awareness of context, a commitment to ongoing reflection, and a readiness to listen, learn, and evolve with the young people they support.

## 4.5 Cooperating and networking with youth organisations

Collaboration and networking are essential components of high-impact youth work. No single actor—be it an NGO, public institution, school, or youth center—can meet the complex and interconnected needs of migrant and NEET youth alone. Effective cooperation between youth organizations enhances service delivery, expands access to resources, and fosters innovation in both practice and policy.

In the context of the *Newcomers@Work* curriculum, building strong and strategic networks is vital for successful implementation. Youth organizations must work together to ensure continuity in the support pathways offered to young people—from initial engagement and mentoring, to skill development, job orientation, and long-term inclusion. Such collaboration also enables peer learning and capacity-building among professionals, supporting the development of consistent and quality-based youth work standards.

Networking at local level strengthens referral systems and helps organizations offer more holistic support. For instance, partnerships with schools and universities can support educational inclusion, while links with employment services or chambers of commerce can facilitate access to apprenticeships or internships. Collaborating with refugee support NGOs, housing services, and mental health providers ensures that the diverse and intersecting needs of young migrants are not addressed in isolation.

On a national and European level, youth organizations benefit from being part of broader alliances and platforms, such as the European Youth Forum, SALTO-YOUTH Inclusion and Diversity Resource Centre, or national youth councils. These networks allow for the exchange of good practices, access to funding opportunities, and participation in policy development processes. They also amplify the voice of young people in public debate, making it more likely that their lived experiences influence future programming and legislation.

Methodologically, cooperation should be based on transparency, complementarity, and mutual trust. Shared planning tools, co-created monitoring frameworks, and regular feedback mechanisms are key for ensuring that partnerships remain effective and accountable. Successful collaborations often formalize roles and commitments through memoranda of understanding (MoUs) or joint strategies aligned with common goals.

Moreover, networking must include young people themselves—not only as beneficiaries, but as active contributors. Youth-led organizations or informal groups play a central role in outreach, community engagement, and peer mentorship. Involving them in planning,



evaluation, and advocacy activities strengthens the legitimacy and impact of youth work interventions.

In a time of growing complexity in youth needs and rapid social change, cooperation and networking are no longer optional—they are essential. Youth workers and organizations must view themselves not as isolated service providers, but as part of a broader ecosystem that learns, adapts, and responds together. The strength of this ecosystem ultimately determines the success of inclusive programs like *Newcomers@Work*, and the empowerment of the young people it serves.

This chapter has outlined key principles and methods for working effectively with diverse youth groups, with a focus on young migrants, NEETs, and other vulnerable populations. Grounded in non-formal education and inclusive practice, the *Newcomers@Work* approach emphasizes flexibility, participation, and empowerment.

Youth workers play a vital role—not only as educators, but as connectors and advocates within broader support networks. Whether addressing trauma, promoting integration, or facilitating skill development, their work must be responsive, reflective, and collaborative.

Inclusion is not a separate activity but a guiding principle that shapes methodology, environment, and attitude. With the right tools and mindset, youth work becomes a pathway to social participation and long-term integration.



## CHAPTER 5: CURRICULUM IMPLEMENTATION AND MODULE DELIVERY

### 5.1 Overview of curriculum implementation

The curriculum has been designed so that all of those who work with young migrants get a valuable and easy-to-use tools for working with their target groups. The idea was that it can be effectively used by professional teachers, trainers and youth workers, as well as volunteers and all other people who have started working with foreigners and are looking for support in their activities or are just planning to do so. It therefore serves not only to expand or deepen competences, but also to acquire new ones.

Below you can find some simple tips and tricks how to use our Curriculum to make the most of what it has to offer. Here are .

1. First of all, get to know your group that you will be working with. Learn as much as you can about them. Recognize their needs. You have to answer the question of what they need most right now, what will make it easier for them to live in a new country, enter the job market and find their way into a new, often terrifying and foreign reality. To do this, it is good to conduct an initial needs diagnosis. You can conduct a small survey, organize a short meeting or individual conversations.
2. After collecting this crucial information there is a time to use this knowledge in practice. If you know what your mentees need and expect from the workshops you can choose one of the 4 main modules of the Curriculum that best matches what the migrants reported to you. You have a huge variety of choices, because these parts are extensive and very diverse in terms of topics. The chapters were not chosen randomly; they correspond to the most important needs of migrants. As a reminder these are:
  - ✓ Needs of NEETs
  - ✓ Language and Digital Skills for Employability
  - ✓ Soft/Life Skills for Employability
  - ✓ Creating Synergies
3. Once you have decided on a module, take a look at its individual chapters. You can choose from a total of 27 workshops: 6 from the first module (3 from each part - identifying NEET needs and dealing with these needs), 9 in the second (5 from the language subsection and 4 from the digital one) and 6 each in the third and fourth modules. Consider whether you need to do all the workshops, just one or maybe a few. Obviously, workshops might be chosen from different modules. It's worth to remember that these scenarios are only a framework and a person who conduct the workshops have to decide what is needed for the group. You can freely combine, select, and modify the content we have collected. This is not a rigid plan of action. These are tips to help go through the training process.
4. To describe next steps, it's good to examine an exemplary workshop. Each of them is built according to the same pattern. First of all, the Topic of the session. This short information will help you make sure you've chosen the right workshop. The next section is the Aims / objectives and expected outcomes. Here you'll find





out what participants can expect at the end of the session. It will also help you plan and run the training properly. Simplifying, here you'll find the answer to the question, why do I need this course? The next point is the Expected results. They have been divided into 3 areas: knowledge, skills and attitudes. This section is focused on the recipient, i.e. what participants should take away from your workshops, what and how will change in their lives. The next part is very useful for every trainer. This is where you'll check all the technical aspects necessary to run the training, such as: the optimal number of participants, the level of difficulty, the planned time, and finally the materials that you need to provide and prepare in advance. We strongly recommended to pay special attention to this point. In some workshops you will have to collect/prepare some materials by yourself, such as photographs or flashcards – it is not difficult, but it takes time, and you need to think about it in advance. And the last, probably most important part – The session contents – flow and instructions step by step. In this section you will find detailed instructions on what and how you should do it. You will also find information on how much time you need for each activity. Clearly, you don't have to stick to the schedule?. We advise to respond to the needs and dynamics of the group. It is wise to always take into account your own preferences, experiences and needs. the idea of the scripts is to inspire teachers, not to dictate them what to do. At the end of the chapter there are a few more comments and suggestions on how to end and summarize the workshop. We strongly encourage you not to skip this element – collect the most important information to show the participants how much you have done.

As you may see, running a workshop is not particularly difficult. Our experts have developed ready-to-use materials. However, remember that the Curriculum was created by an international team, and the recipients (direct and indirect) are people from all over the world. Therefore, generalizations were necessary. When preparing to conduct workshops, do not forget to take into account the local context. Universal materials often require some clarification or specification before they are used. But you will read more about this in the next chapter.

Another important thing which is good to take into consideration is, for example, the good preparation of the room in which you will conduct the workshops. First of all, adjust its size to the number of participants. This is also an important issue that you need to consider - how many people can take part in the workshops so that they are effective. A group that is too large will not allow for an individual approach or an open, honest discussion. So, a suitably large room. Think about how you want to seat the participants in the class. In school-style desks? At tables forming a circle? Or maybe in a circle on chairs? It all depends on the type and topic of the workshop you have decided on and the way it is conducted. Also take into account whether the participants will only sit or will have to move around the room to perform some tasks. Before the workshop begins, make sure to ventilate the room; it will be easier for you to work.

Make sure that the place where you will be running the workshop provides the necessary technical equipment. You will find what you will need in the workshop description, under the heading of Materials. Some training courses will require boards or flipcharts, sheets of paper, sticky notes or writing accessories, which are relatively easy to obtain, but sometimes you will need things like a projector, internet access, or computers. If the organization for which you will be running the workshop is not able to provide you with this equipment, consider how to replace it or what to change.

It's worth remembering that you will need to develop some materials before you can start running some of the workshops. The Curriculum is just a framework, a blueprint

that you have to/can fill in with content that fits your group, language, country, or the conditions in which you live and work.

Once you have decided which workshops you want to run, think about how you see them as a whole. Consider the following:

- ✓ What do you want to achieve?
- ✓ Why are you doing it?
- ✓ What do you expect from your participants?
- ✓ How would you like this workshop to go?

The last preparatory step, which we advise you not to skip, is a dress rehearsal. Especially if you do not conduct trainings on a daily basis, you do not feel confident in it, try to act out the whole situation. This will allow you to practice the whole thing; you will check how much time you need to provide introductory, theoretical information and instructions. If you have such an opportunity, test the workshop on someone close to you - a friend/mom/sister. This will give you the perspective of another person who does not know what you expect. You will then find out, for example, whether your instructions are clear. Such a trial performance will give you confidence. When the time comes to conduct the workshop for real, it will no longer be something new and unknown. You will feel that you are doing it again and you know perfectly well what to do. Remember, we are afraid of what we do not know.

## 5.2 Detailed module breakdown and delivery methods

The curriculum is composed of four modules each of them following similar structures. They start with introducing the topics, defining the purposes, explaining its contents and gives information for trainers on how to use the module communicating detailed approaches to teaching and learning by trainers and migrant NEETs. Then it continues with giving definition of key terms that are used in the modules and make summaries of the topics. Each module is equipped with additional sources and materials that facilitate self-learning by trainers as well as migrant NEETs themselves. These resources give opportunity for self-based practices to migrant NEETs. These materials include useful links to websites and documents along with a short description of what the self-learning resources are about.

Major part of the modules in the curriculum consists of the workshops. Each workshop in the four modules follow the same structure that enables youth workers and other interested stakeholders to use the material with ease. The structure follows topic of the session; aims and objectives and expected outcomes; target audience; duration; materials used; session contents and session wrap ups. The workshops are designed to accommodate language barriers, cultural diversity, and varying educational backgrounds. They focus in general to ensure accessibility, engagement and practical skill-building to support integration, employment and community participation. The workshops are designed primarily targeting NEET migrants and refugees and their contents can be easily adaptable for wider audience. However, the focus of the last module is equipping youth workers with the knowledge and skills to effectively create synergies between important stakeholders.

The modules in the curriculum have undergone several stages of reviews and piloting to ensure their effectiveness, relevance, practicality and adaptability to the needs of NEETs, migrants and refugees. First, internal peer review was conducted in terms of clarity of



contents; relevance with the topics; and usefulness for the intended target groups along with suggestions that might contribute to improving the curriculum. Then, after incorporating these feedback, two levels of external piloting were undertaken. The first level of the external piloting involved getting feedback from a total of 35 youth educators and professionals who have experience working with NEETs refugees and migrants. The youth workers provided their assessment of the curriculum and recommendations on how to improve the document in addition to indicating good practices connected with the given topics. Finally, the workshops were piloted by all seven partners in the six countries with the engagement of the youth workers with a total of 350 young migrants and NEETs.

The following sub-sections look at the four modules of the curriculum and their methods of delivery.

## Module 1. The Needs of NEETs

Module 1, as its topic indicates, deals with needs of NEETs, young migrants and refugees. Regardless of the various characteristics of NEETs and migrants described in previous sections, these groups of population face an increased risk of unemployment and potential social exclusion. However, a comprehensive understanding of the general and specific needs of NEETs and migrants informs the development of targeted, tailored and effective interventions and programs aimed at integrating these target population in education, employment, and training opportunities. The purpose of module 1 is to familiarize youth professionals with the concept of NEETs, young migrants and their characteristics; to equip professionals with the skills to identify the needs and challenges faced by NEET and migrants; and to provide strategies on how to support and address their needs.

In module 1, terms such as NEETs, migrants, barriers, needs, networking, psychological needs, self-esteem, self-efficacy, self-confidence and resilience are defined to give better understanding of their use in the module for youth professionals and other users of the curriculum. The module in detail explains how migrant NEETs face complex and interconnected barriers to education, employment, and social inclusion, often rooted in their migrant status, language challenges, and cultural differences. These issues are compounded by discrimination, isolation, and limited access to resources, which hinder their ability to develop skills and integrate into the labour market. Addressing these challenges requires holistic, inclusive policies and targeted support that acknowledge their unique circumstances and promote their empowerment and integration. Migrant NEETs require comprehensive support to integrate successfully into their host countries. Their needs span language and cultural education, tailored skills development, employment assistance, legal aid, access to welfare and healthcare services, mental health support, and opportunities for community engagement. Ensuring access to information, digital literacy, and essential resources is crucial for empowering them and promoting social inclusion.

The module consists of self-learning section where it provides trainers with sources and materials that can be useful in the process of supporting young migrant NEETs that can be used by both groups (youth workers as well as migrant NEETs). It provides links to resources focused on employability skills and self-assessment tools that could be used by trainers/ youth workers as well as migrants and NEETs, in addition to other useful sources of information.





## Module 1 Delivery Methods

At the heart of the module are the workshops, which serve as its most essential component. Consequently, the module consists of six workshops that aim to identify the needs of migrant NEETs and build their capacities for their employability. In addition, the proposed workshops seek to foster awareness of psychological and self-fulfilment needs. Furthermore, they shed light on possibilities and methods for personal development, and consequently fortify self-efficacy, self-esteem, self-confidence, and stress resistance. The workshops in module 1 consists of two parts. The first part deals with identifying the needs of NEETs in general and the second one focuses on psychological needs of NEETs.

### Module 1 Workshops and their Delivery Methods

#### Part I: Identifying needs of NEETs Workshops

##### Workshop 1: My Dream Job vs My Reality

**Objective:** Support migrant NEETs in exploring career goals, assessing current skills, and developing strategies to bridge the gap toward meaningful employment.

**Target Group:** Young migrants/NEETs | **Group Size:** 10–15 | **Level:** Easy | **Duration:** ~2h10min

**Materials:** Flipchart/whiteboard, markers, sticky notes, pens, projector (optional), handouts

**Facilitation:** Facilitator-led | **Interaction:** High – discussions, group activities, presentations

##### Workshop 2: Navigating Networks: Unlocking Employment Opportunities

**Objective:** Enhance networking skills, build confidence, and create strategies to form valuable professional connections for employment.

**Target Group:** Young migrants/NEETs | **Group Size:** 10–15 | **Level:** Easy | **Duration:** ~2h10min

**Materials:** Flipchart/whiteboard, markers, sticky notes, pens, projector (optional), handouts

**Facilitation:** Facilitator-led | **Interaction:** High – discussions, activities, role-playing

##### Workshop 3: Navigating Your Neighbourhood

**Objective:** Equip participants to identify and access local services and resources for well-being, integration, and career growth.

**Target group:** Young migrants/NEETs | **Group Size:** 10–15 | **Level:** Easy |

**Duration:** ~1h30min  
**Materials:** Flipchart/whiteboard, markers, sticky notes, pens, local maps, projector (optional),  
**Facilitation:** Facilitator-led | **Interaction:** High – discussions, activities, cultural/guided walk (if possible)

## Part II: Needs of NEETS Workshops (Psychological needs)

### Workshop 1: Hopes, Fears, and Contributions

**Objective:** Create a safe space for participants to express hopes and fears, share emotions, identify common goals, and build mutual support through collaborative principles.

**Target Group:** Young migrants/NEETs | **Group Size:** 10–15 | **Duration:** ~1h30min

**Materials:** Flipchart, markers, sticky notes, pens

**Facilitation:** Facilitator-led | **Interaction:** High – group discussions, activities, presentations

### Workshop 2: My Strengths!

**Objective:** Support self-assessment, boost self-esteem, and promote the use of personal strengths for growth while encouraging teamwork and peer recognition.

**Target Group:** Young migrants/NEETs | **Group Size:** 10–15 | **Duration:** ~2h45min

**Materials:** Flipchart, markers, pens, question forms

**Facilitation:** Facilitator-led | **Interaction:** Interactive – discussions, group work, presentations

### Workshop 3: Resilience and Gratitude

**Objective:** Strengthen resilience and mental well-being by exploring support resources, building emotional strength, and applying gratitude techniques to boost self-esteem.

**Target Group:** Young migrants/NEETs | **Group Size:** 10–15 | **Duration:** ~2h45min

**Materials:** Flipchart, markers, pens, TEDx Talk: What Trauma Taught Me About Resilience | Charles Hunt | TEDxCharlotte:  
[https://www.youtube.com/watch?v=3qELiw\\_1Ddg](https://www.youtube.com/watch?v=3qELiw_1Ddg) 15 min

**Facilitation:** Facilitator-led | **Interaction:** Interactive – discussions, activities, presentations



## Module 2: Introduction to the Guide: Language and Digital Skills for Employability

Finding employment is one of the most significant challenges faced by young people today. For migrant NEETs this challenge is even more pronounced. Among this group, young migrants are particularly vulnerable due to additional barriers such as limited education, unfamiliarity with the host country's systems, and, most critically, lack of language proficiency. Without the ability to communicate effectively, these young people often remain excluded from society, unable to access employment opportunities or further their education and development.

Module 2 of the curriculum responds to those challenges by focusing on two essential areas of support: language development and digital skills training. These components have been identified as key levers for social inclusion and economic participation. The first part of the guide addresses the importance of language skills. It emphasizes how being able to navigate everyday situations in the host country's language not only reduces stress and boosts confidence but also lays the foundation for career development and access to social services. Language competence enhances autonomy, fosters social integration, and enables young migrants to better understand and engage with their surroundings.

The second part of Module 2 focuses on digital skills, which are increasingly vital in today's technology-driven society. Many migrant NEETs and refugees, lack the digital competencies needed to fully participate in the modern workforce and society. These gaps include limited knowledge of how to use digital devices, search for jobs online, create digital resumes, evaluate credible sources of information, or protect themselves from online threats. Without these skills, they risk being further marginalized.

The module also provides elaboration of key terms that are used in the document. Such terms include linguistic competence, language barriers, level of proficiency, CV, as well as digital skills, digital literacy and competency. In addition, other useful resources with their links and explanations are given for both language development and digital literacy that could further be used by youth professionals and NEET migrants and refugees.

Moreover, Module 2 emphasizes that language support and cultural sensitivity must be integrated into digital skills training to ensure accessibility and inclusivity. Providing translated materials, language-specific instructions, and culturally aware facilitation helps bridge the gap and enables more effective learning. By combining language and digital education, this module aims to empower young migrants and NEETs with the tools they need to overcome barriers, access opportunities, and build fulfilling lives in their new environments.

## Module 2 Delivery Methods

To address the issues young NEET migrants and refugees are faced with, Module 2 proposes practical, hands-on workshops that develop both language trainings as well as foundational and functional digital literacy. These workshops are covered in two parts. Part 1 deals with language skills workshops and part 2 covers digital skills workshops. The workshops are designed not only to transfer technical knowledge but also to foster key attitudes like confidence, curiosity, and a proactive mindset—qualities that are critical for lifelong learning and adaptability.



## Module 2 Workshops and their Delivery Methods

### Part I: Language Skills Workshops

#### Workshop 1: Let's Get to Know Each Other

**Objective:** Prepare participants for small talk and social interaction by encouraging introductions and initial contact with others.

**Target Group:** Young migrants/NEETs | **Size:** 8–12 | **Level:** Very Easy (A0) | **Duration:** ~1h30min

**Materials:** Flipchart, markers, photos, magnets or other attachment materials

**Facilitation:** Facilitator-led | **Interaction:** High – group discussions, activities, presentations

#### Workshop 2: We're Going Shopping

**Objective:** Enable participants to make basic purchases in the host country's language and build shopping-related vocabulary.

**Target Group:** Young migrants/NEETs | **Size:** 8–12 | **Level:** Easy (A1) | **Duration:** ~1h30min

**Materials:** Flipchart, food photos, shopping lists, markers

**Facilitation:** Facilitator-led | **Interaction:** High – group discussions, activities, role-playing

#### Workshop 3: We're Going on a Trip

**Objective:** Help participants navigate travel within the city/country and develop vocabulary related to transportation.

**Target Group:** Young migrants/NEETs | **Group Size:** 8–12 | **Level:** Easy (A1) | **Duration:** ~1h30min

**Materials:** Transport photos, sticky notes, dialogues, tickets, flipchart

**Facilitation:** Facilitator-led | **Interaction:** High – discussions, role-playing, optional field visit

#### Workshop 4: I Don't Feel Well – I'm Going to the Doctor

**Objective:** Prepare participants for medical visits and build vocabulary for symptoms, conditions, and pharmacy interactions.

**Target Group:** Young migrants/NEETs | **Group Size:** 8–12 | **Level:** Easy

**(A2) | Duration:** ~1h30min

**Materials:** Body diagram, medical photos, dialogues, medicine leaflets, flipchart

**Facilitation:** Facilitator-led | **Interaction:** High – discussions, group work, role-playing

### Workshop 5: My First Job – How to Write a CV

**Objective:** Introduce participants to the recruitment process, develop job-related vocabulary, and support them in writing their first CV.

**Target Group:** Young migrants/NEETs | **Size:** 8–12 | **Level:** Difficult (A2/B1) | **Duration:** ~2h00min

**Materials:** Job ads, CV templates, computers/tablets, projector, flipchart

**Facilitation:** Facilitator-led | **Interaction:** Medium – group discussions, individual work, presentations

## Part II: Digital Skills Workshops

### Workshop 1: Digital Skills Hegemony: Empowering Newcomers Through Digital Skills

**Objective:** Equip young migrants with essential digital literacy and communication skills to navigate online tools, access vital resources, and engage with local communities for improved integration and belonging.

**Target Group:** Young migrants/NEETs | **Group Size:** 8–10 | **Level:** Foundational | **Duration:** ~8h10min

**Materials:** Whiteboard, computer + overhead projector and/or overhead display, computer access and/or phones with WIFI connection for participants

**Facilitation:** Facilitator-led | **Interaction:** Medium – presentations, live demonstration, discussions, practical sessions, interactive quiz

### Workshop 2: Newcomers Digital Employment Opportunities: Online Job Search for Young Migrants

**Objective:** Equip young migrants with the skills to effectively search for jobs online, create strong digital profiles, navigate professional networking platforms, and prepare for virtual interviews to enhance employability and visibility to potential employers.

**Target Group:** Young migrants/NEETs | **Group Size:** 8–10 | **Level:** Advanced | **Duration:** ~8h00



**Materials:** Whiteboard, computer + overhead projector and/or overhead display, computer access and/or phones with WIFI connection for participants

**Facilitation:** Facilitator-led | **Interaction:** High – group discussions, hands on activities, presentations

### Workshop 3: Exploring Newcomers Digital and Remote Learning Horizons: Effectively Using Online Courses

**Objective:** Help young migrants navigate online learning platforms, develop effective digital study habits, understand the value of digital education, build peer networks, and create personalized learning plans for ongoing growth.

**Target Group:** Young migrants/NEETs | **Group Size:** 8–10 | **Level:** Advanced | **Duration:** ~4h00m

**Materials:** Whiteboard, computer + overhead projector and/or overhead display, computer access and/or phones with WIFI connection for participants  
15 min

**Facilitation:** Facilitator-led | **Interaction:** Interactive – discussions, hands on activities, presentations, quiz

### Workshop 4: Cybersafe Newcomers: Navigating the Digital World Securely

**Objective:** Raise cybersecurity awareness among young migrants by teaching them to recognize threats, protect personal data, adopt safe online habits, manage privacy settings, and maintain a balanced digital lifestyle.

**Target Group:** Young migrants/NEETs | **Size:** 10–12 | **Level:** Foundational | **Duration:** ~2h00min

**Materials:** Whiteboard, computer + overhead projector and/or overhead display, computer access and/or phones with WIFI connection for participants  
15 min

**Facilitation:** Facilitator-led | **Interaction:** Moderate – facilitated discussions, group work and presentations

## Module 3: Soft/Life Skills for Employability

In today's dynamic labour market, soft skills—such as communication, teamwork, leadership, and adaptability—have become just as essential as technical abilities. Soft skills help translate technical knowledge into real-world success. While technical or hard skills may secure a job interview, soft skills often determine whether an individual is retained and how well they integrate into a team or workplace. For NEET migrants and refugees developing and demonstrating these skills is particularly important yet can be culturally challenging. This module is designed to address these challenges and support





NEET migrants and other young people in building the personal and professional competencies needed for employment and everyday integration into a new society.

Module 3 aims to identify the most essential soft and life skills that NEET migrants and refugees need to develop for successful labour market entry and everyday life in a host country. It is intended to support trainers in delivering effective and engaging workshops that enhance these skills. The module gives elaborated definition of key terms for a wider understanding of the topics by youth workers and NEET migrant and refugees. Such terms include soft skills, leadership, teamwork, time management, conflict behaviour and conflict management, cultural sensitivity, and prioritisation. The module also gives detailed key competence frameworks for a deeper comprehension of the topic. It also provides self-learning additional resources to support trainers when implementing activities with NEET migrants and refugees. In addition, the individual support materials and tools can be used by trainers to provide personalised support in cases where NEET migrants and refugees need a personal approach, such as, unaccompanied minors or those with special educational needs.

This module provides six workshops, each focusing on one critical soft skill, with practical tools and methods for implementation. It is designed primarily for NEET migrants and refugees, and the content can be easily adapted for a wider audience seeking to strengthen their employability and life skills.

## Module 3 Delivery Methods

The workshops provide participants with a strong foundation in essential soft skills that enhance their employability and day-to-day life in a new cultural environment. Trainers will be equipped with ready-to-use, adaptable resources to help young migrants gain the confidence and competence needed to enter and remain in the workforce.

### Module 3 Workshops and their Delivery Methods

#### Workshop 1: Enhancing communication skills

**Objective:** Equip participants with essential communication skills, including active listening, verbal and non-verbal techniques, interpersonal competence, and cultural sensitivity for professional success.

**Target Group:** Young migrants/NEETs | **Size:** 10–15 | **Level:** Beginner to intermediate | **Duration:** ~2h – 3h

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** Medium – group works and discussions, games and activities, presentations

#### Workshop 2: Enhancing leadership skills

**Objective:** Build a foundational understanding of leadership by developing strategic decision-making, team management, goal setting, and practical

application of leadership skills.

**Target Group:** Young migrants/NEETs | **Size:** 10–15 | **Level:** Beginner to intermediate | **Duration:** ~2h – 3h

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** Medium – group works and discussions, activities

### Workshop 3: Enhancing teamwork skills

**Objective:** Develop effective teamwork skills by fostering collaboration, responsibility, and empathy, while empowering participants to navigate diverse team dynamics and thrive in collaborative work environments.

**Target Group:** Young migrants/NEETs | **Size:** 10–15 | **Level:** Beginner to intermediate | **Duration:** ~2hours

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, games and activities, presentations

### Workshop 4: Time management

**Objective:** Highlights the importance of effective time management by teaching participants to prioritise tasks, organise daily schedules, and develop both individual and team skills through practical activities that enhance productivity and intentional use of time.

**Target Group:** Young migrants/NEETs | **Size:** 10–15 | **Level:** Beginner to intermediate | **Duration:** ~4 hours

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, games and activities, presentations, brainstorming

### Workshop 5: Conflict management

**Objective:** Build understanding of workplace conflict and resolution by emphasizing empathy, communication, broad perspective, and the ability to anticipate the consequences of actions to effectively prevent and address

conflicts.

**Target Group:** Young migrants/NEETs | **Size:** 10–15 | **Level:** Beginner to intermediate | **Duration:** ~2 hours

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** High– brainstorming, group works and discussions, games and activities, presentations, role paying

### Workshop 6: Networking and social skills

**Objective:** Equip participants with essential networking skills, focusing on confident self-presentation, authentic communication, and the ability to interpret non-verbal cues and social dynamics in professional environments.

**Target Group:** Young migrants/NEETs | **Size:** individual to small group | **Level:** Beginner to intermediate | **Duration:** ~4 hours

**Materials:** Power point presentations, video, flashcards, whiteboard/blackboard, flipchart, post it notes, markers

**Facilitation:** Facilitator-led | **Interaction:** High – brainstorming, group works and discussions, games and activities, presentations

## Module 4: Creating Synergies

Module 4 deals with creating synergies between youth workers and stakeholders which is crucial for effectively addressing the challenges of securing appropriate employment. these challenges. Synergy, in this framework, is more than just a pooling of resources, it represents the creation of something new and valuable together, a whole that surpasses the sum of its parts. The concept of synergy is applicable to collaboration among youth workers and stakeholders, manifested not only in the collaborative thinking and actions but also in the relationship of such partnerships to the broader community.

The synergy created through collaboration between youth workers and stakeholders has the potential to be extremely powerful. To harness this synergy, partnerships need a process that effectively utilises different perspectives, resources, and skills so that, collectively, they can develop better ways of thinking about and addressing the NEETS unemployment problems.

This module aims to equip youth workers with the knowledge and skills to effectively create synergies between various stakeholders in the youth work sector. By understanding the principles of collaboration, communication, and shared goals, youth workers can foster a more impactful and comprehensive ecosystem for young people. Module 4 explores the importance of synergies in youth work identifying and implementing effective approaches to foster collaboration between stakeholders. It





explores real-world examples of how synergies have been successfully implemented in youth work. Furthermore, it provides practical guidance on how to effectively collaborate with other stakeholders to achieve shared goals.

The module defines terms such as synergy, collaboration, communication, shared goals, partnerships with employers, cross-sector collaboration and community engagement to provide youth workers comprehensive understanding of the topics. In addition, the module provides further resources and self-learning to equip youth workers and NEET migrants and refugees with the necessary knowledge and skills to navigate the complexities of integration and empower migrant NEETs to thrive in the new communities. Moreover, resource materials targeting specific group of the community, such as people with disabilities, unaccompanied minors, people from divorced families as well as people with disabilities.

The module has six workshops, which are different from the other modules in that they are targeted towards training of youth workers working with young NEETs, migrants and refugees. The workshops are designed to equip youth workers with the skills and knowledge needed to identify and establish synergies with key stakeholders in their communities.

## Module 4 Delivery Methods

The workshops in module 4 aim to empower youth workers with the skills and strategies needed to engage effectively with key stakeholders—such as schools, community organisations, local businesses, and government bodies—to support the inclusion and well-being of young migrants and NEETs. Through a focus on collaboration, relationship-building, storytelling, and tailored engagement strategies, participants will learn to foster meaningful partnerships and co-create impactful solutions using different tools such as design thinking.

### Module 4 Workshops and their Delivery Methods

#### Workshop 1: Identifying and Establishing Synergies Between Youth Workers and Stakeholders

**Objective:** Equip youth workers with the skills to identify, connect with, and collaborate effectively with key stakeholders to support and enhance the inclusion and well-being of young migrants.

**Target Group:** Youth workers and professionals working with young migrants  
**| Size:** 10–15 **| Level:** Intermediate **| Duration:** ~1h – 30min

**Materials:** Flipchart or whiteboard, markers or pens, index cards or sticky notes, handouts on identifying and engaging stakeholders. **Facilitation:** Facilitator-led **| Interaction:** High– group works and discussions, brainstorming and scenario building

#### Workshop 2: Building Effective Partnerships with Schools

**Objective:** Equip youth workers with the skills to build strong partnerships

with schools, advocate for young migrants' needs, and foster inclusive, supportive educational environments.

**Target Group:** Youth workers and professionals working with young migrants/ School staff, including teachers, counsellors, and administrators|

**Size:** 10–20| **Level:** Intermediate | **Duration:** ~2h

**Materials:** Flipchart or whiteboard, markers or pens, index cards or sticky notes, handouts on building partnerships with schools. **Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, brainstorming and scenario building

### Workshop 3: Fostering Collaboration with Community Organizations

**Objective:** Equip youth workers with the skills to identify, connect with, and collaborate effectively with community organizations to enhance support for young migrants.

**Target Group:** Youth workers and professionals working with young migrants/ Representatives of community organisations|

**Size:** 10–20| **Level:** Intermediate | **Duration:** ~2h **Materials:** Flipchart or whiteboard, markers or pens, index cards or sticky notes, handouts on identifying and collaborating with community organisations, session Contents – Flow and Instructions **Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, brainstorming and scenario building

### Workshop 4: Stakeholder Engagement through Storytelling

**Objective:** Equip youth workers with storytelling skills to engage stakeholders, raise awareness of NEETs and young migrants' challenges, and promote sustained support through compelling, narrative-driven campaigns.

**Target Group:** Youth workers, community leaders, and representatives from local businesses, schools, and non-profit organisations. **Size:** 10–20| **Level:** Intermediate | **Duration:** ~3h **Materials:** storytelling and communication guides; examples of successful stakeholder engagement campaigns; templates for developing storytelling campaigns. **Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, brainstorming and role-playing

### Workshop 5: Motivational Mapping: Tailored Strategies for Youth Inclusion

**Objective:** Enable participants to understand stakeholder motivations and develop aligned strategies and action plans to enhance the effectiveness and

sustainability of youth inclusion programs. **Target Group:** Youth program coordinators, youth workers, community leaders, and educators. **Size:** 10–20 | **Level:** Intermediate | **Duration:** ~1h 30min.

**Materials:** Motivation cards, stakeholder engagement grids for visual categorization and strategy planning, scenario cards, markers, sticky notes and flipcharts.

**Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, presentations and reflections

### Workshop 6: Collaboration through Design Thinking

**Objective:** Equip participants with a solid understanding of Design Thinking principles and processes, enabling them to collaboratively develop innovative solutions to challenges faced by youth.

**Target Group:** Youth workers, educators, and stakeholder **Size:** 10–20 | **Level:** Intermediate | **Duration:** ~3h

**Materials:** Handouts with 30 circles for the warm-up activity; printed personas representing diverse youth challenges. (previously provided); flipchart or whiteboard, markers, paper sheets, and coloured markers for group work; templates for prototyping app designs (paper versions to avoid the need for digital devices).

**Facilitation:** Facilitator-led | **Interaction:** High– group works and discussions, brainstorming and presentations.

## 5.3 Exercises, activities, and tools overview

As has been mentioned many times, the Curriculum is a very rich collection of very different teaching materials. We provide 4 modules, which contain a total of 27 different workshops. Obviously, in such a rich collection there is a huge variety of methods, approaches, techniques and tools. It is impossible to discuss them all, but it is worth paying attention to the most important and frequently appearing ones - regardless of the training subject.

The method we have chosen as the base and foundation of our workshops is discussion. Its role and value cannot be overestimated. It enables a free exchange of thoughts, encourages participants to speak, express their own opinions, share their own experiences and thoughts. It also allows for building an open and friendly atmosphere during the workshops. It is the easiest and simplest way to activate participants. However, it requires some skill and charisma from the leader's side. It is necessary to think through the topics and questions well. The ability to constantly react and adapt to the work and dynamics of the group is also essential. Elements of discussion appear in all





27 workshops, although they take different forms – free opinions and comments by participants, reflections after the exercises, or guided discussion or debate.

Another equally popular method is the so-called brainstorming. A very practical and convenient method of working with a group. It allows not only to collect material for further work, but above all to activate participants to work together, instead of passive participation. It also allows the trainer and its members to get to know the group better. It is worth remembering that during brainstorming there are no wrong answers. We collect and write down all suggestions, associations and observations. Only at a later stage can we make a joint selection and comments on some ideas.

To conduct workshops such as those proposed in our Curriculum, presentations of all kinds are also necessary. In order to properly work with the group, to introduce them to new content, it is often necessary to give them some theoretical foundations, so that they can build new experiences on them. The vast majority of our workshops use this basically simple but effective method of presentation. It is also convenient for the leader – it is a certain benchmark for him, which helps him to stick to the designated path, not to miss important information, to convey it in an interesting form, to collect the most important facts in one place. It can also be sent to workshop participants, thanks to which they will be equipped with specific, proven knowledge, to which they will be able to return independently. However, it is necessary to remember that multimedia presentations should be prepared in an appropriate way: slides cannot be overloaded with text, and graphics, diagrams and charts increase their attractiveness.

An interesting and convenient alternative to this method is to use available video materials. They can serve as an introduction to the topic, a theoretical and instructional element, or as a supplement to the topics discussed and for additional contexts. For example, the YouTube platform might be very helpful, offering a virtually unlimited resource of materials without the need to pay fees. However, it is important for the workshop leader to thoroughly familiarize themselves with the material they want to present to the participants. They must be sure that it is error-free and contains verified, substantive information. Sometimes additional commentary or supplementation will also be necessary. Examples of use can be found in modules 1 and 3.

Another method that works great when running workshops is role-playing or working with imaginary but real situations. This is important because it activates the participants once again, but it also gives them the opportunity to practice situations that they may face in real life. Role-playing in a controlled, safe space gives a sense of security and prepares independence in a new socio-cultural reality. This method is especially used during language workshops, which are in the first part of module 2, but also in module 1. Another great idea is to present participants with some imaginary but real situations to which they must respond and take action. This is a practical activity, not just theoretical considerations. This approach can be observed, for example, in module 3. This requires some commitment and work from the leader's side, because they must prepare such scenarios and plan activities in advance.

This method is also connected with the next one, which consists of working on authentic texts and materials. Again, it requires a bit of work from the leader, because they have to be found, selected, and sometimes additionally developed, but the benefits are enormous. Participants have the feeling that they are learning practical and real things, not abstract or fanciful, and analysing unreal problems. This approach can be observed in modules 2 or 3.

A very interesting idea, although sometimes difficult to organize, is to take participants outside the training room. Such a trip is a great way to use theoretical knowledge in

practice, to better understand the places where foreigners have found themselves. It is also a way to show the workshop participants that they are not learning about something abstract, detached from reality. We are introducing them to this reality. A proposal for using this method can be found in module 1 in workshop 3 or in module 2, the language part in workshops no. 2 and 3.

All kinds of worksheets are very helpful in running workshops. They systematize the work, allow you to perform more complex exercises in an organized way, and consolidate conclusions and thoughts. They also allow participants to take a certain portion of knowledge with them in paper form at the end of the meeting and thus return to the issues discussed. We will see the use of worksheets, for example, in modules 1 and 2. This requires a bit more involvement from the leaders' side, because they have to be prepared, but it will undoubtedly make our work easier during the workshops. You can also often use ready-made worksheets available for free on the Internet or create your own based on existing ones, only modifying them accordingly. However, remember that if you decide to use ready-made materials, you have to carefully check their substantive side.

In the workshops proposed in the second part of module 2, concerning digital skills, you will find very interesting ways to summarize classes or collect feedback from participants. These are various quizzes and interactive tests conducted using platforms such as kahoot or quizziz. They are an excellent alternative to traditional evaluation surveys or summary texts. They are much more attractive visually and formally. Additionally, they introduce an element of gamification, which has a positive effect on the involvement of participants. Once again, you can develop such quizzes yourself, adapting them to your needs (access to these platforms is free) or use an extensive database of existing ones.

In running workshops, the most difficult part is probably the very beginning. You have to get to know the participants, recognize the group dynamics, and their openness to action. A great way to start the classes are very simple, in fact, communication games that will help break the ice. They allow you to establish contact and get involved in group activities. This is a great opportunity for the leader to get to know his group, but also for the participants to get to know each other. This makes further work much easier. It can also be a starting point for subsequent considerations. These types of games appear in almost every module. Pay special attention to module 1.

Both modules 3 and 4 feature two very important and well-known tools for all trainers – the Eisenhower matrix and SWOT analysis. These are easy-to-implement and very helpful tools for learning time management and setting priorities. And this can be extremely useful in the context of entering the job market and increasing your chances of finding employment.

Also worthy of special attention is the chapter that appears in each module – materials for self-study. This is a broad overview of various tools and materials that will facilitate and complement the independent work of trainers, youth workers and foreigners. There you will find links to:

- interesting publications that will allow you to expand your theoretical knowledge and delve deeper into the topic,
- online courses that will help you develop newly discovered and acquired skills
- platforms that collect specialists and valuable materials from many fields
- applications that will allow you to develop acquired skills and daily, regular exercises in an interesting, innovative and modern way

- organizations that deal professionally with a given topic, have knowledge, resources, specialists and experience. In this way, you can establish valuable and useful contacts,
- tests that will help you make a self-diagnosis, and this will help you choose the right path to success.

As has been said before, the Curriculum is a fairly general and universal scheme that each trainer or youth worker must fill in with content and adapt the workshop to their own needs, requirements and possibilities. Beneath we present a few of the most common difficulties and challenges you can encounter. We also mention what is worth being prepared for. Above all, be well prepared and don't let yourself be surprised. Getting to know the group and knowing who you will be working with is a guarantee of self-confidence and success. It is important to stay calm even in unpredictable situation. It is worth considering a few of the most common challenges (this is a much better term than a problem and try to see them in these categories):

- **Learning difficulties** – this is a very broad and complex topic. It can include a range of disorders, such as dyslexia, dyscalculia or ADHD (you can read about this in chapter 5.3 of the module 3). If you know that there will be people in your group who struggle with such difficulties, think about how to help them. Analyze the exercises you want to conduct. Can you change anything in them to make them more friendly to these people? Also try to adjust the form of classes, time segmentation, amount and way of providing information and methods of delivering information.
- **Disability/mobility impairment** – this is an extremely important factor that you absolutely must take into account. Remember that in addition to people with visible mobility impairments, such as those who use crutches/a cane or a wheelchair, there are also people who have limited mobility. You must be prepared that such people will not be able to perform all tasks that require mobility. This may also apply to older people, for whom getting around can be a challenge
- **Speech problems** – for people who struggle with speech disorders such as dyslalia, stuttering, lisping, aphasia, mutism, etc. speaking in public can be not only very difficult and mentally burdensome, but in extreme cases even impossible. It is necessary to show such people understanding and, on the one hand, to look into their problems, but on the other hand, you should not pay excessive attention to their illnesses. The easiest way is not to require them to actively participate in activities that require speaking. If they volunteer and express a desire to speak, give them time, not rush them and limit correcting mistakes to necessary places. If someone consistently refuses to speak or is unable to do so, it is worth considering the possibility of providing a written response.
- **Mental disorders** – this is an extremely important and delicate topic. They include very different problems, such as anxiety and depression, mood disorders, post-traumatic stress disorder, phobias, personality disorders and many others. Of course, a trainer is not a psychologist or psychiatrist and does not have to have specialist knowledge. However, sensitivity to the other person and their problems is necessary.

The most important thing is to create an open, inclusive and supportive environment, where there is room for everyone regardless of their physical or mental limitations. Listen, support and encourage, but do not put pressure on. You need to sense when you





can “push” a participant to complete a task and when you should allow them to refuse, so as not to discourage them from further participation. There are people who need more time to open up. You may encounter people at workshops who will only listen or follow instructions that do not require speaking on the forum. This should be respected and given the necessary sense of security, the feeling that despite their lower involvement, they are still welcome in the classes.

Don't be afraid to ask. A friendly conversation conducted in a safe environment can be a good idea. You can ask a person who is facing or we suspect may be facing certain problems, how to help them, what methods or strategies will make it easier for them to find their place in a group and work in a team. Sometimes it is enough to improve the atmosphere in the classroom.

## 5.4 Facilitator guidelines and best practices

The issue of cultural differences is a very important topic in today's multicultural and multinational society. If they are not correctly interpreted, they can lead to misunderstandings and even conflicts. People working in such a heterogeneous environment should be aware that the same gesture can mean something completely different in different cultures, and that surprising or even shocking behaviour from a co-worker does not result from their lack of good manners or aversion to us, but from different cultural scripts. This is also a huge challenge for managers, executives and presidents managing a team of employees who are heterogeneous in terms of nationality, religion or ethnicity. So how can we use cultural differences so that they not only do not hinder cooperation, but actually work to our advantage, so that we will work better and more effectively?

At the beginning it would be good to realize where these differences come from. Throughout history, specific countries have developed their own languages, religions, customs, traditions, and value systems. This is what makes today's world so diverse, and therefore fascinating and beautiful. However, this leads to the fact that when two cultures, especially those very distant in worldviews, come into contact with each other, incomprehensible, unpleasant, or embarrassing situations can arise.

That is why awareness of cultural differences and cultural education, promotion of tolerance and openness are so necessary in the modern world. “Research on culture allows to determine differences in the way of thinking, feeling, behavior of different groups and categories of people. Cultural differences manifest themselves in various aspects. The issue is best covered by categories such as: symbols, heroes, rituals and values. The core of culture is values defined as tendencies to make a specific choice. They are a reflection of feelings that are poles of feeling, e.g.: good - bad, clean - dirty, pretty - ugly, natural - artificial, rational - irrational” (Rosa, 2009).

For social functioning, it seems particularly important to be aware of the existence, recognition and, above all, understanding of rituals. They are “socially necessary, collective actions. Examples include customs of greetings, farewells, ways of showing respect to others, ceremonies and celebrations of various festivities” (Rosa, 2009). The importance of symbols cannot be ignored either, because “Symbols mean words, gestures, images or objects that have a specific meaning and a special image and are recognizable only to members of a given group. The category of symbol can be understood as language, jargon, way of dressing, style of behaviour, hairstyle, some possessions, meeting places, flags, scarves, status symbols (e.g. pen, briefcase, glasses,

car, jewellery). Symbols are constantly changing as a result of changes in the international environment, they are adopted from other cultures, and they give way to new ones" (Rosa, 2009).

In this chapter, we would like to focus on just a few of the most important areas of cultural differences that can most often lead to misunderstandings and conflicts in a multicultural work environment. However, it is important to remember that "People of different cultures share basic concepts but view them from different angles and perspectives, leading them to behave in a manner which we may consider irrational or even in direct contradiction of what we hold sacred. We should nevertheless be optimistic about cultural diversity. The behaviour of people of different cultures is not something willy-nilly" (Lewis, 2006).

At this point, it is worth mentioning one more important thing. Categorization and grouping based on similarities is necessary, and often even essential. However, it should be remembered that every person is different, and cultural affiliation does not always define their attitudes and behaviours. Therefore, we should avoid harmful stereotypes and classifying people a priori, without getting to know them beforehand. Nevertheless, following Richard D. Lewis, it should be repeated that "The need for a convincing categorization is obvious. It enables us to predict a culture's behaviour, clarify why people did what they did, avoid giving offense, search for some kind of unity, standardize policies, and perceive neatness and Ordnung (from German for order - author's note) (Lewis, 2006).

Below are some of the issues that can cause the most tension and misunderstandings in an international team:

### **1. Approach to punctuality**

This is an element of cultural behavior that, if not made aware and explained, can contribute to many problems and misunderstandings in the workplace. After all, does being late for a meeting always mean a lack of respect and not treating your business partner or superior and colleagues seriously? In this respect, the world can be conventionally divided into 3 groups: Central Europe, Eastern countries and Southern Europe. Representatives of the first group will usually show up for meetings on time or a few minutes early, and in the event of being late, they will be aware of their inappropriate behavior, supported by an apology - more or less conventional. Far Eastern cultures attach great importance to punctuality and showing up early is just as inappropriate as being late. It is perceived as rushing the other person. Therefore, it can be expected that representatives of these countries will show up for meetings exactly at the appointed time. In turn, Southern European countries, such as Italy or Spain, and South America, have a very relaxed approach to the issue of time. Sometimes it is even said that's good manners to arrive later to give the other person time to get ready. There, arriving on time rather means wasting your own time and not respecting the time of the person you have agreed to meet. This applies primarily to private contacts, but maintaining a time rigor at work can also be quite difficult.

### **1. The way of conducting a conversation**

In most Western countries, the interlocutors' statements do not overlap, the interlocutors do not interrupt each other, and there are no long pauses or moments of silence between subsequent statements. Their occurrence can even be perceived as a lack of efficiency and can cause discomfort in the interlocutors. In the culture of the East, on the other hand, after each statement there should be a moment of pause to think about what we have heard. Giving quick answers, a dynamic exchange of sentences is considered rude,

because it puts too much pressure on the interlocutor. In the communication of Italians, Spaniards, but also Arabs, the statements are loud, fast and overlapping.

## 2. Spatial distance

It is assumed that the distance between interlocutors in official contacts should be approximately the length of an outstretched arm. This ensures sufficient closeness to hear each other well while respecting personal space. However, there are exceptions to this resulting from cultural conditions, and so: a smaller distance of about 20-35 cm can be expected from representatives of Arabic and Romance countries. And an increase to about 40-62 cm from people from Asian countries and Northern and Eastern Europe. So, when a Spaniard talks to a Japanese person, a kind of "dance" may occur between them, as the first one will move closer to be as close as possible to his interlocutor, while the second one will move away from him. Both movements, although in opposite directions, are intended to show respect to the interlocutor and show involvement in the conversation.

## 3. Touch

It is an important but controversial element of conversation. It can include patting, elbowing, grabbing with the hand or shoulder. It usually expresses joy or engagement in a conversation. "When analyzing the behavior of Europeans, one can risk saying that touch contact decreases from the south of Europe to the north" (Rosa, 2009). Frequent and intensive touching is characteristic of countries such as the USA, Italy, Spain, South America, the Latin countries and the Arab countries. However, if we talk about Arabs there is a clear reservation that it applies only to men. Touching women by men who are not immediate family is strictly forbidden. Central Europe is characterized by sporadic touch, increasing with the intimacy of the relationship. Occasionally touching the shoulder of the interlocutor can also be a way to warm up business relations, show openness and a desire to establish closer ties. In turn, in the countries of Northern Europe, Great Britain and Asia, physical contact between interlocutors is rare and frowned upon. It is worth remembering this during meetings of employees from different cultural backgrounds to ensure their psychological comfort.

## 4. Handshake

It seems to be one of the most important gestures in interpersonal interactions, which is why it requires a separate discussion. It is hard to imagine business meetings or negotiations without a handshake as a symbol of respect for the other person and sealing agreements. You could even say that a good handshake is half the battle in negotiations. But what does a good handshake mean? The answer to this question is not as simple as it may seem. Just look at the table below to understand the complexity of the problem.

Nationality	Type of a handshake
<b>Arabs</b>	delicate, repeated and prolonged
<b>Asians</b>	very delicate and rarely exchanged
<b>Koreans</b>	moderately strong
<b>Americans</b>	strong and rarely exchanged
<b>Germans</b>	Strong, energetic and frequently exchanged



<b>French</b>	soft, quick and frequently exchanged
<b>British</b>	moderate in every respect
<b>Latinos</b>	Strong and frequently exchanged

Source: R. R. Gestland 2000, p. 78

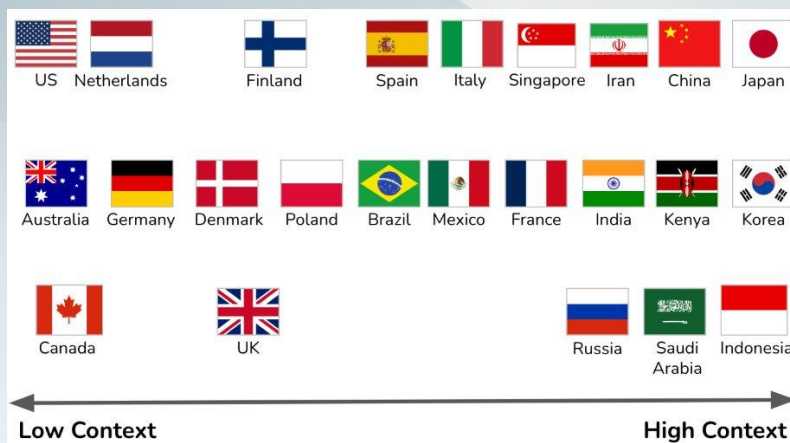
## 5. Gestures

This is the most extensive topic in the subject of cultural differences. It can also lead to the greatest misunderstandings. It would seem that nonverbal communication is very universal and if I can't say something, I can easily show it. Nothing could be further from the truth. Many traps await us here. What seems completely natural and obvious to us may mean something completely different to others. Below we present only a few of the most dangerous and expressive examples. However, they are by no means exhaustive.

- ✓ **Left hand** - in Islamic and Buddhist cultures it is considered unclean. Therefore, it should never be given to someone or passed on objects with it. You should also avoid eating with it if you are not using cutlery.
- ✓ **A raised thumb** - in the Near and Middle East it is offensive and vulgar
- ✓ **The "ok" sign, a circle made of the thumb and index finger** - for the Japanese symbolizes money and talking about finances. On the Iberian Peninsula, in Latin America or Russia it is offensive, has sexual connotations.
- ✓ **Tapping on the forehead** - in Spain and Great Britain it is an expression of the cleverness of the person who did it. In the Netherlands, everything depends on the position of the finger.
- ✓ **Pointing and beckoning with the finger** - in Asia only dogs and prostitutes are beckoned in this way. You should replace it with a sweeping motion with your right hand
- ✓ **V-shaped victory sign** - in the UK and Ireland, turning your hand and showing the back of your hand with your fingers in a V is considered an insult.
- ✓ **Nodding and shaking your head** - in Bulgaria, these gestures mean the opposite (nodding is negation, shaking your head is confirmation). Similarly, in India, shaking your head means acceptance.

## 6. Passing on information

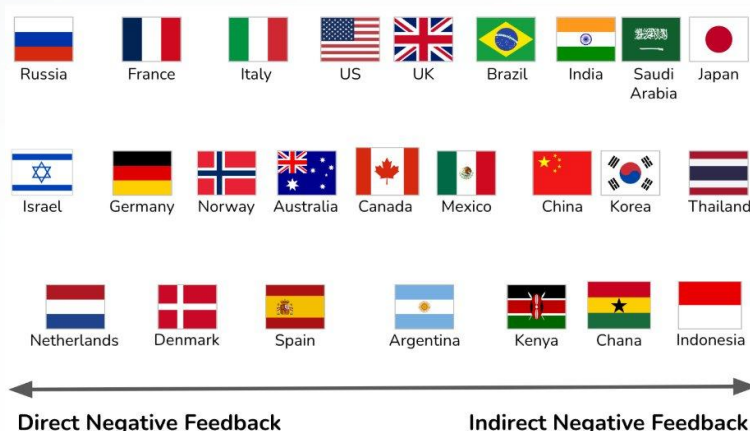
According to Edward T. Hall's theory, representatives of different cultures communicate in different ways. Some prefer open, overt expression of content and beliefs (low-context cultures), while others prefer less overt, more subtle and veiled communication (high-context cultures) (Hall, Hall 1990). The first group includes the USA, Scandinavia, Western Europe and Russia. In the case of people from these countries, information is conveyed directly, openly and specifically. In high-context countries, such as Asian, Arabic and some African or Latin countries, messages are full of ambiguity and veiled expectations and subtle suggestions. The heart of the matter is hidden. "In Asian countries, answering a question with no is considered rude. Therefore, in negotiations, we will often hear yes even in matters that our Asian partners do not agree to. This yes will then be a confirmation such as yes, I understand, and not an affirmative answer, i.e. an expression of agreement" (Szejner, 2015). Therefore, in conversations with partners from these countries, one should avoid categorical answers so as not to offend the other side. In the event of a lack of agreement, the message should be expanded.



Source: <https://pharmaoffer.com/pl/blog/master-your-global-communication-skills/>

## 7. Feedback

The way of expressing summaries and comments on work or tasks performed is inextricably linked to the previously mentioned division of cultures into high- and low-context ones. It should be noted, however, that it does not always coincide with the way of conveying general information. Open criticism, even if gentle, fully justified and focused on, for example, a project and not a person, can be perceived as uncultured and discrediting, as well as demotivating.



Source: <https://pharmaoffer.com/pl/blog/master-your-global-communication-skills/>

## 8. Making decision

Decision-making and independent action are also approached differently. If I have the necessary competences and knowledge, do I still have to ask my boss about everything, or can I act independently? The answer to this question also depends on who we ask. Representatives of so-called egalitarian cultures, such as Denmark, Sweden or the Netherlands, would be downright embarrassed if they had to wait for the consent of management with every minor decision, or if they even had to ask for it. Which, in turn, is absolutely normal or even expected by so-called hierarchical societies, which include Asian countries or Russia. The role of a manager is also perceived differently - in the first case, it is more of a guide, a companion who is to support, inspire and help. In cultures with a hierarchical approach, on the other hand, appropriate status and authority are necessary. The decisions of such a boss are unquestionable; he has absolute power over the entire team.

To sum up, the issue of cultural differences is very complicated and complex. However, it is extremely important for the smooth functioning of a multicultural team, because not



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every behavior that seems inappropriate or even rude to us is such by design. For the most part, it is a consequence of the desire to show respect to a colleague or management, but it does not fit a different cultural script. So how do you can cope with it? First of all, remain open to what is new and different. It is also necessary to get to know the group you are working with well and to allow its members to do the same - this will not only make work easier and help avoid potential problems but can also contribute to team integration. Determining potential trouble spots and establishing work rules at the beginning of cooperation and before each major task, as well as specialist training and workshops conducted by professionals, will be very helpful in organizing work in a new, multicultural group. Let's not be afraid to ask and listen, and thus develop tolerance, empathy and sensitivity.



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## CHAPTER 6: GOOD PRACTICES, CASE STUDIES, AND EXAMPLES

The successful integration of young refugees, migrants, and NEETs (Not in Education, Employment, or Training) into the labour market requires not only strategic planning but also the adaptation of proven methods and practical experiences from the field. This chapter presents a comprehensive overview of good practices, real-life case studies, and lessons learned from initiatives across Europe. Drawing on the collective experience of partner organizations and relevant projects, it offers practical tools and insights that can support educators, facilitators, and stakeholders working directly with young third-country nationals.

By showcasing what has worked in different contexts, this chapter aims to provide inspiration and guidance for those designing and implementing similar initiatives. The diversity of national settings, institutional frameworks, and target group profiles demonstrates that there is no one-size-fits-all solution—rather, successful integration depends on a flexible, needs-based approach rooted in empathy, participation, and collaboration. In particular, the featured practices emphasize the importance of personalized support, intercultural competence, and sustained mentorship, all of which contribute to building pathways toward social and economic inclusion.

The chapter concludes with practical guidelines for facilitators and a focused analysis of common challenges encountered in the field, along with concrete strategies for addressing them. As such, it serves both as a resource and a reflection tool, bridging policy and practice in the pursuit of meaningful youth integration.

### 6.1 Good Practices in youth work with migrants

This section highlights successful approaches and methodologies in youth work with migrants and refugees, drawn from both local and European initiatives. The good practices presented here are not theoretical constructs but tested strategies that have produced tangible results in real-world contexts.

They were selected based on the findings of the needs analyses conducted in all participating countries, which revealed common challenges faced by young migrants and NEETs—such as language barriers, limited access to employment, and lack of tailored guidance. These practices aim to address those gaps by offering inclusive, empowering, and sustainable solutions that can be adapted to different local realities.

#### POLAND

Good practice - POLAND	
<b>Title of the practice</b>	Model Integracji Imigrantów (Immigrant Integration Model)
<b>Implementing organisation and involved</b>	The project was implemented by the City Hall in Gdańsk and subordinate units, and the City Council of Gdańsk



stakeholders	
<b>Short description of the practice</b>	<p>In order to improve the conditions of the education and integration process of immigrants – pupils and students, their surroundings and local communities, a package of educational and integration activities was prepared for teachers, administration and service employees, parents, Polish students and the local community, as well as directly for migrant students and foreigners. To improve the integration process of foreign students and foreign researchers, infopoints were created and actions were taken to improve the cultural competences of foreign employees and students.</p> <p>To increase the integration of immigrants into the local community, a pilot system of immigrant integration in local communities was implemented, the Local Resources Database was created and developed, emphasis was placed on intercultural education of the staff of local institutions/organizations working for integration and conditions have been created for the participation of immigrants in decision-making processes of local democracy and participation, through, among others activity in district councils, civic budget, voting, spatial planning, public consultations</p> <p>The role of culture in integration processes has been strengthened by increasing the involvement of cultural institutions / organizations and the quantity and quality of activities for the integration of immigrants through culture and through the education of cultural staff.</p> <p>Emphasis was placed on ensuring security and respect for the rights of immigrants by improving the system of combating violence and discrimination. Anti-discrimination codes were created in urban institutions, and immigrants were given constant access to institutional and non-institutional forms of assistance in the event of experiencing discrimination and violence. In addition, a social campaign “WSPIERAMY RÓWNE TRAKTOWANIE” (We support equal treatment) was carried out.</p> <p>Access to medical services had been increased and the quality of medical services for immigrants has been improved by educating immigrants and healthcare professionals, preparation of a psychological care team for immigrants and refugees and levelling communication barriers (translation of medical document templates).</p> <p>In Gdańsk, unemployment is slightly above 4% (data from 2016), which is associated with growing demand for employees. To improve the situation of immigrants on the labour market, the development of competences (including linguistic ones) immigrants and recognition of education acquired abroad were supported, an internet platform was created for immigrants and employers as well as a mentoring program on the labour market.</p> <p>The quality of social assistance services supporting the process of integration of immigrants have been developed and improved, so that they are able to gain their life independence through the</p>



	<p>implementation and extension of the Individual Integration Program, as well as cooperation in its implementation with the social sector, extension of the scope of support and social assistance, including social work with immigrants and education of support and social assistance staff.</p> <p>The housing situation of immigrants has been improved by promoting distributed housing solutions, i.e., diverse locations, to avoid ghettos, increase access to housing and combat discrimination in the immigrant rental market.</p>
<b>Groups targeted by the practice</b>	The practice targets immigrants living in the city of Gdańsk.
<b>Main objectives of the practice</b>	The main goal of the Immigrant Integration Model is to develop a migration management system in public and social institutions in Gdańsk and to strengthen the integration of immigrants in the areas of: education, culture, social assistance, housing, counteracting violence and discrimination, local communities, employment and health.
<b>Scope of practice (pilot project, national measure, etc.)</b>	Immigrant Integration Model is part of the implementation of operational programs for the Gdańsk City Development Strategy 2030 Plus.
<b>Time of implementation (including start and end date if indicated)</b>	Operational programs have been planned from 2016 to 2023, hence the time perspective for implementing IIM is also 2023. The implementation of IIM in Gdańsk should be evaluated in two-year periods and in this framework, it will also be possible to introduce changes in the model itself.
<b>Effects / Outcomes / outputs of the practice</b>	An increase in the number of immigrants who have increased their knowledge of the Polish language, social, health, mental and economic situation as a result of receiving better public services in this area, dissemination of knowledge about culture and increased involvement in working with immigrants.
<b>Sources used (including website links)</b>	<p>The official project brochure available at:</p> <p><a href="https://www.gdansk.pl/migracje">https://www.gdansk.pl/migracje</a></p>





## Good practice - LUXEMBOURG

<b>Title of the practice</b>	Connections4Work
<b>Implementing organisation and involved stakeholders</b>	<p>Promoter: ASTI (Association de Soutien aux Travailleurs Immigrés)</p> <p>Stakeholders/ Funding</p> <p>The European Social Fund, the Ministry of Labour, Employment and the Social Solidarity Economy and the Ministry for the Family, Integration and the Greater Region</p>
<b>Short description of the practice</b>	<p>The "Connections4Work" project is a follow-up of the "Connections" project.</p> <p>ASTI realised that a number of the beneficiaries of project "connections" have training or professional experience in a job, but cannot find work because they speak only English or very little French, which does not meet the requirements of employers. ASTI is in contact with many companies that are looking for candidates who can express themselves minimally in a language customary in the company, so that they can understand at least the basic instructions. In addition to this reason, recognised migrants and refugees looking for work have very little chance of finding a job in Luxembourg because of their lack of knowledge of the mechanisms of our labour market. This project has been designed to remedy the problems identified during the implementation of "Connections" project.</p>
<b>Groups targeted by the practice</b>	Migrants and refugees
<b>Main objectives of the practice</b>	<p>Its aim is to promote the integration into the labour market of recognised migrants and refugees with a basic level of language skills who, for these reasons, have difficulty finding a job. The objectives are to</p> <ul style="list-style-type: none"> <li>• Train jobseekers in the minimum language requirements for certain occupations where there is a high demand for labour,</li> <li>• Create links between project participants and companies in Luxembourg,</li> <li>• Promote the work culture in Luxembourg.</li> </ul> <p>All participants will go through the following stages:</p> <ul style="list-style-type: none"> <li>• A screening of professional and linguistic skills, the expectations of each participant in relation to the project, the job market, etc.</li> <li>• Intensive language courses targeted at an occupation with a labour shortage, with practical workshops focusing on</li> </ul>



	<p>learning the minimum vocabulary required.</p> <ul style="list-style-type: none"> <li>• Information sessions linked to the targeted occupation (safety, training opportunities, etc.).</li> <li>• 240 hours of unpaid work experience in companies, with in-house training by a job mentor and skills assessment.</li> <li>• Support from volunteers to help participants find a job.</li> </ul> <p>The targeted language courses, information sessions and work placements are recognised as adult training by the Ministry of Education, Children and Youth (MENJE). At the end of the project, under the condition that the participants have attended all the project modules at 80%, a portfolio with certifications is given to the participants.</p>
<b>Scope of practice (pilot project, national measure, etc.)</b>	This project is an initiative of the ASTI organisation and supported by government departments. Target groups living in Luxembourg can take part in the project although it is not a national measure.
<b>Time of implementation (including start and end date if indicated)</b>	Starting 2021 - ongoing
<b>Effects / Outcomes / outputs of the practice</b>	<ul style="list-style-type: none"> <li>• 90 people took part</li> <li>• 80 of whom attended at least 70% of the targeted language courses</li> <li>• 79 people attended at least 70% of the information sessions</li> <li>• 41 people took part in work placements -5 dropped out midway through, as the health crisis had a major impact on this aspect of the project</li> <li>• 16 people received a contract during or after their work placement - a clear sign of the project's success</li> <li>• 1 person started studying at the Diekirch hotel school.</li> </ul>
<b>Lessons learned / success factors</b>	Faced with a labour shortage in certain sectors, the government must react urgently and put in place measures and projects to promote the professional integration of motivated migrants and refugees. What is at stake is the empowerment of this population and their access to a more dignified life so that we can live better together in Luxembourg.
<b>Sources used (including website links)</b>	<a href="https://www.asti.lu/approcher-les-refugies-et-migrants-au-marche-de-lemploi/">https://www.asti.lu/approcher-les-refugies-et-migrants-au-marche-de-lemploi/</a>



## GREECE

Good practice - GREECE	
<b>Title of the practice</b>	Project HELIOS
<b>Implementing organisation and involved stakeholders</b>	<p>International Organization of Migration – IOM (implemented by) Ministry of Migration and Asylum (funded by - currently)</p> <p>Directorate General Migration and Home Affairs of the European Commission - DG HOME (funded by - before December 2021)</p> <p>Partners: Catholic Relief Services (CRS), Danish Refugee Council Greece (DRC Greece), Greek Council for Refugees (GCR), Solidarity Now, INTERSOS, Municipality Development Agency Thessaloniki S.A (MDAT), Metadrasi, PLOIGOS, KEDHL</p>
<b>Short description of the practice</b>	<p>IOM aims to promote the integration of beneficiaries of international protection and temporary protection into Greek society in close collaboration with national authorities and experienced partners under the HELIOS project through the following components:</p> <ul style="list-style-type: none"> <li>• Integration Courses</li> <li>• Accommodation support</li> <li>• Employability support</li> <li>• Integration monitoring</li> <li>• Sensitization of the host community</li> </ul>
<b>Groups targeted by the practice</b>	<p>The HELIOS project focuses on beneficiaries of international protection who have been recognized after January 1st, 2018, as well as beneficiaries of temporary protection as defined by the Implementing Decision (EU) 2022/382 of the Council of the European Union. Ukrainian refugees are also beneficiaries of the project.</p>
<b>Main objectives of the practice</b>	<p>The project has two main goals:</p> <p>To enhance the opportunities for individuals with international protection and temporary protection to become self-reliant and participate fully in Greek society.</p> <p>To assist the Greek government in creating a durable mechanism for the integration of individuals with international protection and temporary protection, which will be a part of the broader Migration Management System of the country.</p>
<b>Scope of practice (pilot)</b>	<p>HELIOS organizes integration courses at Integration Learning Centres (ILCs) throughout Greece. These six-month courses cover</p>





<b>project, national measure, etc.)</b>	<p>various modules, including 280 hours of Greek language instruction and 80 hours of soft skills training, such as cultural orientation, job readiness, and life skills. The courses are open to individuals aged 16 and above who are beneficiaries of the program.</p> <p>Accommodation support: HELIOS assists beneficiaries of international protection in finding accommodation by helping them rent apartments in their own name. This support includes contributions towards rental and move-in costs and involves connecting with apartment owners. More detailed information and specific amounts can be found in the attached handbook.</p> <p>Employability support: HELIOS offers individual support for employability and job readiness. This includes job counselling, facilitating access to job-related certifications, and establishing connections with private employers.</p> <p>Integration monitoring: HELIOS regularly evaluates the integration progress of the beneficiaries to ensure they are well-prepared to navigate public service providers in Greece confidently once the project concludes.</p> <p>Sensitization of the host community: The project conducts workshops, activities, and events to foster interactions between migrants and the host communities. Additionally, a forthcoming national media campaign aims to raise awareness about the importance of integration and highlight its value to both migrants and the host communities.</p>
<b>Time of implementation (including start and end date if indicated)</b>	(June 2019 – ongoing)
<b>Effects / Outcomes / outputs of the practice</b>	<ul style="list-style-type: none"> <li>• Integration Courses</li> <li>• Accommodation support</li> <li>• Employability support</li> <li>• Integration monitoring</li> <li>• Sensitization of the host community</li> </ul>
<b>Lessons learned / success factors</b>	<p>According to 2021 survey with participants in the project: According to the average response, 68% of individuals who attended integration courses regularly expressed that the program helped them develop language skills and gain a deeper understanding of Greek society. These acquired abilities have improved their ability to engage with the local community. Furthermore, a majority of the participants agreed or somewhat agreed that they now feel more self-assured in handling communication with locals independently, such as during activities like shopping, seeking directions, or placing food orders.</p> <p>Additionally, a majority of the respondents agreed or somewhat</p>



	<p>agreed that reading Greek text, including signs, labels, bills, websites, and social media posts, has become easier for them.</p> <p>In general, 48% of respondents who had a lease in their name reported feeling empowered and more capable of achieving self-reliance due to their involvement in the program. Additionally, 41% of these respondents expressed their intention to continue leasing their apartment even after the support from the project concludes.</p>
<b>Sources used (including website links)</b>	<p><a href="https://www.accmr.gr/en/services/helios-project/">https://www.accmr.gr/en/services/helios-project/</a></p> <p><a href="https://migration.gov.gr/en/migration-policy/integration/draseis-koinonikis-entaxis-se-ethniko-epipedo/programma-helios/">https://migration.gov.gr/en/migration-policy/integration/draseis-koinonikis-entaxis-se-ethniko-epipedo/programma-helios/</a></p> <p><a href="https://ec.europa.eu/migrant-integration/library-document/iom-feedback-helios-programme-beneficiaries_en">https://ec.europa.eu/migrant-integration/library-document/iom-feedback-helios-programme-beneficiaries_en</a></p> <p><a href="https://ec.europa.eu/migrant-integration/integration-practice/helios-project_en">https://ec.europa.eu/migrant-integration/integration-practice/helios-project_en</a></p>

## ITALY

Good Practice - ITALY	
<b>Title of the practice</b>	PERCORSI - Paths towards Integration
<b>Implementing organisation and involved stakeholders</b>	The project was implemented by the Italian Ministry of Labour and Social Policies, in collaboration with the Italian Episcopal Conference (CEI) and the Italian Association of Christian Workers (ACLI). The project also involved the participation of a network of territorial stakeholders, including local authorities, educational and vocational training institutions, and social cooperatives.
<b>Short description of the practice</b>	PERCORSI is a project aimed at promoting the social and work inclusion of refugees and asylum seekers in Italy. The project consists of several activities, including training and capacity building for stakeholders, the establishment of a network of territorial stakeholders, and the provision of integrated services to beneficiaries.
<b>Groups targeted by the practice</b>	Refugees and asylum seekers
<b>Main objectives of the practice</b>	The main objective of the project was to promote the social and work inclusion of refugees and asylum seekers by establishing a network of territorial stakeholders and providing them with the necessary tools to offer personalized and integrated services to the target groups.
<b>Scope of</b>	National measure



<b>practice (pilot project, national measure, etc..)</b>	
<b>Time of implementation (including start and end date if indicated)</b>	Time of implementation: The project was implemented from January 2017 to December 2019.
<b>Effects / Outcomes/ outputs of the practice</b>	<p>The project was successful in achieving its objectives and produced the following outcomes:</p> <ul style="list-style-type: none"> <li>• The establishment of a network of territorial stakeholders that is still active and provides integrated services to refugees and asylum seekers in several regions of Italy.</li> <li>• The provision of training and capacity-building activities for stakeholders.</li> <li>• The provision of personalized and integrated services to beneficiaries, including language courses, vocational training, and job placement services.</li> <li>• The project received funding from the European Union and the Italian Ministry of Labour and Social Policies, which ensured its sustainability.</li> </ul>
<b>Lessons learned / success factors</b>	<p>The success of the project was due to the following factors:</p> <ul style="list-style-type: none"> <li>• The involvement of a wide range of stakeholders, including local authorities, educational and vocational training institutions, and social cooperatives, ensured the provision of personalized and integrated services to the beneficiaries.</li> <li>• The use of a participatory approach that involved the beneficiaries in the design and implementation of the integration plan ensured their active participation and engagement in the process.</li> <li>• The establishment of a network of territorial stakeholders ensured the sustainability and replicability of the project.</li> </ul>
<b>Sources used (including website/links)</b>	<p>Progetto Percorsi: un bilancio e uno sguardo al futuro (video)</p> <p><a href="https://www.youtube.com/watch?v=nVKRzp1Cw_4&amp;t=6s">https://www.youtube.com/watch?v=nVKRzp1Cw_4&amp;t=6s</a></p> <p>Progetto PERCORSI</p> <p><a href="https://poninclusionelavoro.gov.it/areeintervento/integrazionemigranti/Pagine/Progetto-PERCORSI.aspx">https://poninclusionelavoro.gov.it/areeintervento/integrazionemigranti/Pagine/Progetto-PERCORSI.aspx</a></p>





## PORTUGAL

Good practice - PORTUGAL	
<b>Title of the practice</b>	Youth Guarantee (Garantia Jovem)
<b>Implementing organisation and involved stakeholders</b>	Portuguese Employment Center All the stakeholder can be found under the following link: <a href="https://www.garantiajovem.pt/perguntas-frequentes">https://www.garantiajovem.pt/perguntas-frequentes</a>
<b>Short description of the practice</b>	<p>According to the Garantia Jovem Website (<a href="https://www.garantiajovem.pt/o-que-e-a-garantia-jovem">https://www.garantiajovem.pt/o-que-e-a-garantia-jovem</a>):</p> <p>"The Youth Guarantee appears as a response to the high rate of youth unemployment.</p> <p>It is a commitment that gradually and within 4 months of the young person leaving the education system or the labour market, they will be offered a job, continued studies, vocational training or a traineeship.</p> <p>The Youth Guarantee is not a guarantee of employment. But it aims to give young people, as soon as possible, an opportunity to invest in their qualification and to be in contact with the labour market, in order to combat inactivity and youth unemployment.</p> <p>See the framework legislation for the implementation of the Youth Guarantee in Portugal - Resolution of the Council of Ministers No. 104/2013 of 31 December."</p>
<b>Groups targeted by the practice</b>	<ul style="list-style-type: none"> <li>- Young people under 30 years of age;</li> <li>- Not working;</li> <li>- Not studying, training or doing an internship</li> </ul>
<b>Main objectives of the practice</b>	<p>Garantia Jovem has had three main objectives:</p> <ul style="list-style-type: none"> <li>- To increase the qualifications of young people;</li> <li>- To ease the transition to the labour market;</li> <li>- To reduce youth unemployment.</li> </ul>
<b>Scope of practice (pilot project, national measure, etc.)</b>	<p>The goals of the project is to have the registered have a job, internship or training offer within 4 months. To do so, one must be open to attending the programs and initiatives planned according to the defined objectives.</p> <p>Functioning of the program:</p> <p>It works in three different steps:</p> <p>"1: A network of partners contacts, informs, guides and motivates</p>



	<p>young people to participate in the Youth Guarantee actions.</p> <p>2: Partners articulate in order to direct young people to the most appropriate solutions, according to their expectations and needs.</p> <p>3: Young people successively participate in the actions necessary to complete their educational and professional pathway until they are integrated in the labour market. "</p>
<b>Time of implementation (including start and end date if indicated)</b>	The program started in 2014.
<b>Effects / Outcomes / outputs of the practice</b>	<p>Right until 2015 the results were the following:</p> <ul style="list-style-type: none"> <li>- "218,000 young people under the age of 30 have been integrated into this measure."</li> <li>- "34 thousand were placed in the labour market, 60 thousand in professional internships, 63 thousand in vocational courses and 38 thousand in dual apprenticeships."</li> <li>- "25% of all young people covered by the programme in 2014 were placed in the labour market"</li> </ul> <p>Source: <a href="https://www.forum.pt/empregos/garantia-jovem-da-a-conhecer-resultados">https://www.forum.pt/empregos/garantia-jovem-da-a-conhecer-resultados</a></p>
<b>Lessons learned / success factors</b>	Program initiated by a need identified from European Government bodies, implemented by national Agencies. The success is in the program itself that has the goal to make an impact and directly help youngsters who do not have a job or are at Training.
<b>Sources used (including website / links)</b>	Website: <a href="https://www.garantiajovem.pt/">https://www.garantiajovem.pt/</a>

## ROMANIA

Good practice - ROMANIA	
<b>Title of the practice</b>	SEPAL – Supporting Employment Platform through Apprenticeship Learning
<b>Implementing organisation and involved stakeholders</b>	<p>Implementing organisations:</p> <ul style="list-style-type: none"> <li>• Bucovina Institute for Social Partnership Association (Romania)</li> </ul>



- Pere Closa Private Foundation (Spain)
- ZIPB – Human Resources Monitoring and Development Bureau (Lithuania)
- KOISPE DIADROMES -10<sup>th</sup> SECTOR OF ATTICA PREFECTURE (Greece)
- KOMES Fundacja (Poland)

Local stakeholders:

- Prefecture of Suceava County
- AJOFM – Suceava Labour Office
- Suceava Territorial Biro of Ombudsman
- Human Catalyst Roma Association
- Associacio Joves Gitanos de Gracia
- Pla de Barris ajuntament de Barcelona
- Associacio SomEsqueix
- GATS
- KiSPE PLORI (Social Cooperative)
- Odyssea - AstroLab
- Congolese Community of Greece
- Pan-hellenic Association of Parents, Guardians and Friends of Persons with Disabilities “Hermes”
- Family Support Centre of Holy Archdiocese of Athens Ecclesiastical Foundation
- Siauliu jaunimo centras
- Municipality of Joniskis, Social service provision department
- Society of Social Psychiatry P. Sakellaropoulos
- Foundation for Social Rehabilitation and Readaptation Tulipan
- Fundation Mam Dom
- Advise Centre Pola Rechinbach-Piotrowicz
- Municipal Family Assistance Centre in Szczecin
- FONSS (Federation of Non-Governmental Organizations of Social Services)
- County Agency for Employment Suceava
- Suceava County Employment Agency

**Short  
description of  
the practice**

A project financed by EEA & Norway Grants Fund For Youth Employment, led by Bucovina Institute in partnership with other four European organisations, for three years (October 2018 – September 2021), and extended by two more years (February 2022 – January 2024), being titled SEPAL PRO and aiming at





	offering, during 24 months, tailored employment support services for 300 NEETs from five European countries, aged between 18 and 29 years old, based on the SEPAL model, in order to combat the social exclusion of the youth and, implicitly, to help them to access the labour market. During the first three years, SEPAL supported more than 400 NEETs using the WISE (Work Integration Social Enterprise) model and the LSCs model (Local Stakeholders).
<b>Groups targeted by the practice</b>	The target group consists of young people coming from different vulnerable groups: young people with physical or mental disabilities, Roma people, migrants, low skilled and those who dropped out of school.
<b>Main objectives of the practice</b>	Offering the NEETs WISE services such as information, counselling, and mediation on the labour market, and helping them in accessing apprenticeship, internship, and learning at the job stages, focusing now also on training and mentoring.
<b>Scope of practice (pilot project, national measure, etc.)</b>	Pilot project
<b>Time of implementation (including start and end date if indicated)</b>	October 2018 – September 2021 with an extension of two more years (February 2022 – January 2024)
<b>Effects / Outcomes / outputs of the practice</b>	<ul style="list-style-type: none"> <li>• 300 NEETs qualified /on the job</li> <li>• 5 functional SEPAL WISEs</li> <li>• 15 trained SEPAL professionals</li> <li>• 25 involved SEPAL LSC</li> <li>• SEPAL Innovation Book</li> <li>• SEPAL e – Platform (INFO, HUB, MY SEPAL)</li> <li>• SEPAL Apprenticeship Book</li> <li>• SEPAL Work based Training Book</li> <li>• SEPAL Coalition</li> <li>• SEPAL White Book</li> </ul>
<b>Lessons learned / success factors</b>	<ul style="list-style-type: none"> <li>• Collecting and processing data on NEETs and making the databases available to those stakeholders who are interested in providing any kind of help, support and job and training opportunities to target groups.</li> <li>• Reducing bureaucracy when it comes providing financial support and tax incentives to employers to make them more open to hosting apprenticeships for NEETs, organise information sessions with employers to overcome stereotypes and prejudices when it comes to various</li> </ul>



	<p>categories of NEETs (Roma, former inmates migrants, disabled, etc.).</p> <ul style="list-style-type: none"> <li>• Reshaping the national qualification systems to recognise the skills acquired by workers in informal and non-formal learning environments and at a workplace, following a thorough practical skills assessment by certified evaluation bodies.</li> <li>• Organising (by PES) awareness raising campaigns (e.g., online, via caravans, in remote areas) among NEETs and employers to make them aware about each other offer and demands, and thus to stimulate the meeting between the potential work force supply demand with the potential labour demand.</li> <li>• Implementing projects aiming at training the NEETS not only soft skills but also with digital and core “hard” skills in a practical manner via work-based learning to provide them with a minim job experience to prepare them for the labour market.</li> <li>• Tailoring and increasing the quality of educational systems (at all levels from primary to VET and higher education) to prevent high early school leaving and NEETs rates and make the education more attractive and adapted to the labour market needs since it is easier and cheaper to prevent than to combat unemployment.</li> <li>• Making the most of the opportunities to be provided in the next 5 years by the Recovery and Resilience Facility (RRF) via national recovery and resilience plans in all EU Members States. Special funds will be earmarked under the seventh flagship of the RRF titled “Reskill and upskill” targeting education and training to support digital skills (young people included).</li> </ul>
<p><b>Sources used (including website links)</b></p>	<p><a href="https://www.projectsepal.com/">https://www.projectsepal.com/</a> <a href="https://www.facebook.com/projectSEPAL">https://www.facebook.com/projectSEPAL</a></p>

## 6.2 Case studies and examples

The integration of young migrant NEETs into the labour market requires both strategic vision and actionable models. Across Europe, several large-scale initiatives have been launched in response to the challenge of youth unemployment and inactivity. These cases—focused on early intervention, employer engagement, and tailored support—offer valuable insights into what works when addressing the needs of NEET populations, particularly those with migrant backgrounds. Below are selected examples that reflect good practice at the policy and implementation level.



In April 2013, the European Commission's proposal to the Council of the European Union to implement a Youth Guarantee in all Member States was adopted. The main policy objective was reducing the number of NEETs, and ensuring that all young people aged 15–24 receive a good-quality offer of employment, continued education, apprenticeship or traineeship within four months of becoming unemployed or leaving formal education. What should prevent them from becoming long-term unemployed or disconnected from the labour market. The key element of the Young Guarantee included:

- **Early Intervention** – providing support as soon as possible to prevent Youth detachment from the Labour market,
- **Individualized approach** - taking into account the specific needs of each young person so that training and job placement services matched their skills and interest,
- **Partnership** - encouraging collaboration and partnership between different stakeholders e.g.: national and regional authorities, employment services, educational institutions, employers, and youth organizations,
- **Availability of opportunities** - creating a sufficient number of quality opportunities, such as employment, apprenticeships, traineeships, and continued education, to meet the demand from young people.

The implementation of the Youth Guarantee was the responsibility of individual EU Member States, which were to develop and implement their own national and regional youth guarantee programs tailored to their specific contexts while adhering to key principles and guidelines provided by the EU. To achieve such goals, it was necessary to drive structural reforms and innovations.

EU-level support for implementation of the Youth Guarantee pertains to financial support, and policy guidance including mutual learning activities to help Member States strengthen the infrastructure and measures for the reinforced Youth Guarantee, as well as monitoring of progress across Member States.

Eurostat research shows that seven years after its launch the Youth Guarantee has significantly impacted youth employment and reduced the share of NEET youth in the European Union. The Youth Guarantee has created opportunities for young people and driven structural reforms and innovation. In about seven years, just before the COVID-19 pandemic, there were approximately 1.7 million fewer young people neither in employment nor in education or training (NEETs) across the EU. Youth unemployment had dropped to a record low of 14.9% by February 2020. Over 24 million young people who were once registered in Youth Guarantee schemes started an offer of employment, continued education, apprenticeships, and traineeships.

Most importantly **apprenticeships and traineeships** play a crucial role in facilitating school-to-work transitions for young people, providing them with valuable work experience and practical skills relevant to employers, thereby enhancing their employability. Additionally, traineeships offer benefits to employers, including access to a broader talent pool and opportunities to create a positive employer image. As an integral component of Youth Guarantee initiatives, the importance of traineeships in labour market transitions is increasing, accompanied by rising expectations for their quality (Sienkiewicz, 2018). While adherence to quality frameworks for traineeships varies among Member States, there is evidence of positive developments in their application. However, regulatory frameworks for traineeships are often unclear, leading to challenges in distinguishing them from regular work and potential misuse by some employers.



Successful traineeship programs require strong partnerships among stakeholders, clear roles and responsibilities, appropriate matching between trainees and host organizations, supervision, mentoring, and well-defined agreements outlining the focus, duration, terms, and evaluation of the traineeship. Close monitoring, support, and dissemination of good practices are essential to ensure the effectiveness and integrity of traineeship programs.

However, while the rate of young unemployed decreased on average until early 2020, the rate of inactive young people remained stable or even increased in most Member States. Inactive young people are not even seeking employment because of, for instance, their illness or disabilities, responsibilities for children or dependent adults or family responsibilities. Inactivity is also more common among female NEETs, and within rural areas (CELEX 5202077ENTXT). Academic sources also point to the partial success of the programs and policies introduced (Focacci, 2020), but equally point to the need for change and adaptation more to each specific context related to the member state and/or the specific reasons that cause youth to belong to one of the NEETs subgroups (Milana and Vatrella, 2020).

Also, the **Youth Employment Initiative (YEI)** was one of the main EU financial resources to support Youth Guarantee implementation until 2023. The EU launched it in 2013 to support young people in regions where youth unemployment was higher than 25%. In 2021-2023, Member States can increase their YEI and European Social Fund resources to help young people affected by the coronavirus crisis thanks to additional EU funding under the Recovery Assistance for Cohesion and the Territories of Europe (REACT-EU) initiative. The YEI exclusively supports NEETs, including the long-term unemployed or those not registered as job-seekers. It ensures targeted support in parts of Europe where challenges are most acute. The YEI funds apprenticeships, traineeships, job placements, and further education leading to a qualification. The YEI is complementary to national actions supported by the European Social Fund (ESF) that aim to implement Youth Guarantee schemes. The ESF can reform employment, education, training, and social systems and services.

For 2021-2027, the EU institutions integrated the Youth Employment Initiative into the European Social Fund Plus (ESF+), while preserving the focus on youth employment. All Member States will invest an appropriate amount of their ESF+ resources in targeted actions and structural reforms to support youth employment, education, and training. Member States with a NEET rate above the EU average for 2017-2019 should devote at least 12.5% of their ESF+ resources to youth.

These factors drove the decision to prepare and launch in 2020 Youth Employment Support Package which provided "**Bridge to Jobs – Reinforcing the Youth Guarantee**", to replace the 2013 recommendation. The action was also driven by the need to support economic recovery from the Covid-19 pandemic. The package "Bridge to Jobs" extends the age range covered by the Youth Guarantee from age 24 to 29 and focuses on increasing inclusiveness, avoiding all forms of discrimination, reaching out to more vulnerable groups such as young people from racial and ethnic minorities, young people with disabilities or young people living in certain rural, remote or disadvantaged areas. It is also linked to the needs of businesses, and their requirements for skills for changing world of work, in particular those related to digital transformation and ecology and sustainability. Particular emphasis is placed on vocational education and training aims to make systems more modern, attractive, flexible and fit for the digital and green economy. More agile, learner-centred vocational education and training will prepare short and hands-on preparatory training, related to specific skill needs of young people for their first jobs and gives more adults opportunities to enhance or change their careers. It



will help vocational education and training providers to become centres of vocational excellence while supporting diversity and inclusiveness. Action taken on this package should promote the activities of all stakeholders in national coalitions, support SMEs and reinforce the involvement of social partners: trade unions and employers' organizations.

All efforts to improve the youth employment situation and minimize the share of NEETs are in fact investments in the human capital of young Europeans. This, in addition to the obvious benefits for each of the young people affected, helps the European Union to reap the full benefits of an active, innovative and skilled workforce while avoiding the very high costs of having young people neither in employment, education or training.

The reinforced Youth Guarantee is a commitment by all Member States to ensure that all young people under 30 receive a good-quality offer of employment, continued education, apprenticeship, or traineeship within four months of becoming unemployed or leaving education. All EU countries have committed to implementing the reinforced Youth Guarantee.

The Council Recommendation on establishing the Youth Guarantee (2013) places importance on developing effective outreach strategies towards young people and it is highlighted as an essential ingredient in the 'early activation' approach. The Recommendation encourages Member States to 'develop outreach strategies and introduce mechanisms to identify and activate those furthest away from the labour market', 'with a view to catchment and registration with employment services. The principle of the Youth Guarantee has been reaffirmed by the European Pillar of Social Rights.

**Outreach work** is understood as informing young people, in particular but not exclusively those who are regarded as 'hard to reach' and those facing multiple barriers, about support available in their transition from school to work and the necessary steps to take to benefit from this support (*Effective outreach to NEETS*, 2018).

The concept of outreach has evolved in recent years. Over time, more diverse and structured outreach initiatives have been introduced in different Member States (European Commission, 2015). Currently, Member States carry out outreach work to address youth unemployment and inactivity in various ways, including:

- Interventions that identify, approach and engage young NEETs, either through grassroots level actions (such as street outreach work) and multi-agency and cross-sectoral work;
- Interventions that take individualised labour market integration services and youth programmes out of their standard settings and bring them closer to the young people (i.e. bringing youth and employment services to schools, mobile outreach services or one-stop-shops).

These EU-wide initiatives offer valuable insights into how large-scale, policy-driven approaches can contribute to addressing youth unemployment and supporting the most vulnerable subgroups, including young migrant NEETs. Their emphasis on early intervention, targeted outreach, stakeholder collaboration, and skills development reflects principles that are equally relevant at the grassroots level. For practitioners and facilitators working on integration pathways, these programmes highlight the importance of adaptable strategies, locally embedded partnerships, and inclusive outreach mechanisms. They provide a useful reference point for designing effective, context-sensitive responses that prioritise the empowerment and long-term employability of all young people.



## 6.3 Lessons learned and recommendations

Effective support for young migrant NEETs requires more than generalised solutions—it demands a nuanced understanding of their diverse realities. Throughout the *Newcomers@Work* project and the broader research on youth labour market integration, a number of important lessons have emerged. These lessons are grounded in the specific challenges faced by young people who are not in education, employment, or training and are further compounded by migration-related barriers. Drawing from these insights, this section outlines key takeaways and offers practical recommendations for policymakers, educators, youth workers, and other stakeholders.

Interventions should also be tailored to the needs of the specific target sub-groups within the NEET group. To effectively engage with NEETs of varying types, targeted outreach efforts are crucial for facilitating successful transitions to their next stage of education or employment. For those categorized as more 'temporary' NEETs, focus should be placed on providing advice, guidance, and information to aid in their journey. Typically, these individuals are easier to identify and reach through educational or employment databases, requiring less intensive interventions compared to their long-term counterparts. Conversely, 'long-term' NEETs often necessitate more intensive outreach efforts, involving joint initiatives to locate and understand their diverse support needs. This group may require motivation to reintegrate into society, along with tailored advice and guidance. Tailoring outreach approaches to specific NEET subgroups is vital for success. For instance, engaging ethnic minority NEETs may benefit from grassroots NGOs and cultural mediators due to established community. Similarly, discouraged NEETs, those with family responsibilities, disabilities, or young offenders, require specialised approaches tailored to their unique circumstances.

Globally, young migrants constitute over 10% of the 232 million international migrants and represent a large proportion of annual migration flows (ILO, 2021). While migration can offer education and employment opportunities, many young migrants face high unemployment, legal uncertainty, and discrimination upon arrival. They are overrepresented in precarious, low-paid, or informal sectors, and are often scapegoated for broader economic or political issues. Refugees and asylum seekers, in particular, experience social disadvantage, limited access to education and healthcare, poor living conditions, and, in many cases, trauma stemming from forced migration (Pasic, 2017).

Labour market data collection across the EU frequently fails to reflect the full reality of newly arrived migrants, due to gaps in sampling, language barriers, and distrust of institutions. This leads to incomplete or inaccurate understanding of their challenges and needs.

The transition from education to work is already difficult for many young people but is especially complex for migrants. The mismatch between acquired qualifications and labour market demands is a recurring issue (Devaux, et al., 2019). Rapid changes in the digital and green economies, combined with outdated or theoretical curricula, leave many young people—especially migrants—unprepared for real-world jobs (International Labour Office, 2022; OECD, 2018). As a result, they often face temporary, unstable work that does not reflect their education level. Migrants also experience legal and institutional barriers such as unclear recognition of qualifications, administrative delays, and a general lack of tailored career guidance. Language barriers can exist not only in fluency but also in cultural expression, accent, or unfamiliarity with job-seeking norms (Ortlieb, R., & Knappert, L., 2023; OECD, 2022).





Intersectional inequalities—particularly around gender, race, and migration status—compound the problem. For example, young people with “immigrant-sounding” names are found to need twice as many applications to get interviews as their native peers, even when qualifications are identical. Transportation challenges, limited networks, and unfamiliarity with how to access training or jobs further isolate many NEETs and refugee youth.

Beyond structural barriers, young migrant NEETs often experience overlapping personal challenges. These include lack of motivation, social stigma, and mental health difficulties—issues that tend to increase with prolonged disengagement from education and employment (OECD, 2016). Financial instability and lack of support networks can reinforce a cycle of exclusion. Several other barriers hinder the integration of these young people, such as limited contact with employers, restricted access to professional networks where job opportunities arise, and unfamiliarity with labour market dynamics. Additionally, country-specific conventions in CVs and job application letters pose challenges. Discrimination exacerbates the issue, with candidates bearing “immigrant-sounding” names facing double the applications compared to those with “native” names, despite similar qualifications and experience (OECD, 2014).

Early intervention is crucial in addressing NEETs' needs due to its potential to mitigate long-term negative consequences. By intervening proactively during the mapping and outreach phases, before individuals become entrenched in unemployment or inactivity, one can prevent the exacerbation of challenges such as skills deterioration, social isolation, and disengagement from the labour market. Timely identification and support enable NEETs to access tailored services and opportunities swiftly, enhancing their prospects for successful reintegration into education, training, or employment pathways. Overview of early intervention policy approaches is provided below (Figure 15).

**Figure 15. Overview of early intervention policy approaches**

Who?	What?	How?	Who intervenes?
Young people in education and training	Prevention	Systematic guidance provision	<ul style="list-style-type: none"> <li>Schools and education institutions: teachers, guidance providers, psychologists</li> <li>Public Employment Services, Youth agencies: advisors / mentors</li> <li>Other guidance providers</li> <li>Municipalities</li> <li>Other specialised staff from health and social work services</li> <li>Youth stakeholders (including youth NGOs)</li> </ul>
	Early warning systems	Tutoring / mentoring of pupils at risk	
NEETs	Outreach	Other information / communication activities Tracking measures One-stop-shop centres Outreach activities for hard to reach groups	
	Early activation	Orientation and guidance Skills audits Individual action plans	

Source: *Effective outreach to NEETS*, 2018

Key success factors for labour market integration include prevention and early intervention at critical stages, with policies designed flexibly to accommodate the diverse needs of NEET sub-groups. Proactive outreach efforts, including collaboration with NGOs and youth organizations, alongside e-outreach, are crucial. Systems for identifying specific needs of vulnerable young people, followed by early, integrated, and person-centred interventions, are essential. Individualized action planning, personalized mentoring, and ongoing support are necessary, with sufficient capacity and resources available. Comprehensive programmes integrating various services tailored to individual needs, along with the involvement of all relevant stakeholders, particularly youth organizations and migrant-led initiatives, are vital for an inclusive and impactful approach to supporting young migrant NEETs.

## 6.4 Facilitator guidelines and best practices

The effective support of young migrant NEETs requires more than access to services—it requires well-prepared facilitators who can establish trust, navigate cultural differences, and offer individualized, holistic guidance. The role of the facilitator is central in implementing integration strategies that are inclusive, engaging, and responsive to the unique challenges faced by these youth.

Facilitators should begin with a person-centred and integrated approach, recognizing the diversity of NEET subgroups and their varying distances from education or employment pathways. Individualised action planning, personalised mentoring, and ongoing support are considered essential. These should be tailored to the young person's background, aspirations, and barriers, with adequate resources to maintain continuity over time.

A key factor in the success of these efforts is early intervention. By identifying vulnerable individuals early—ideally during the mapping and outreach phases—facilitators can reduce the risk of long-term disengagement from the labour market. This is particularly relevant for those who are at risk of becoming long-term NEETs due to structural disadvantages.



Effective outreach should go beyond passive information sharing. Facilitators must take services to young people—via schools, youth organizations, mobile units, or digital platforms (Pasic, 2017). The involvement of cultural mediators, young “ambassadors,” and trusted community actors such as NGOs or youth clubs enhances engagement, especially for ethnic minorities or discouraged NEETs.

Facilitators should also be trained in non-formal education methods, as these allow for experiential, learner-centred approaches that are more accessible and engaging than traditional classroom models. Non-formal education offers an ideal framework for developing life skills, cultural awareness, and employability among migrant youth.

Moreover, facilitation must always be culturally sensitive and rooted in empathy. Many young migrant NEETs have faced trauma, displacement, or discrimination. As such, facilitators must create safe, respectful spaces where these young people feel heard and supported. Language support, peer-to-peer learning, and flexibility in the pace and style of sessions are key to maintaining inclusivity.

It is also important that facilitators act as connectors within a wider support network. Integration cannot be the responsibility of one actor alone. Cross-sectoral collaboration—with employment offices, social services, employers, schools, and especially youth organisations—ensures that support is holistic and coordinated. The role of youth work in this regard is particularly valuable, offering informal but structured spaces where young people can build confidence and community engagement.

Finally, all facilitation should include continuous feedback and evaluation, allowing the program to evolve based on participants’ experiences. Reflection—both individual and group-based—can empower young people to take ownership of their journey and help facilitators refine their practices.

In conclusion, facilitators are more than trainers—they are mentors, advocates, and community builders. Through early, targeted, and inclusive intervention strategies, rooted in non-formal education and cross-sector collaboration, they can help unlock the full potential of young migrant NEETs and support their long-term integration into society.



## CHAPTER 7: TOOLS, QUESTIONNAIRES, AND ADDITIONAL RESOURCES

In the context of working with young refugees, migrants, and NEETs (Not in Education, Employment, or Training), it is important to distinguish between **tools**, **methods**, and **resources**, as they each serve different but complementary functions in youth work practice.

A **tool** is a concrete, practical activity or instrument that can be used directly with young people to support inclusion, empowerment, and development. Examples include self-assessment questionnaires, peer feedback forms, group exercises, checklists, and evaluation surveys. Tools are action-oriented and designed to be applied in specific settings to achieve defined outcomes, such as improving a young person's confidence, measuring social integration, or capturing feedback on a program.

By contrast, a **method** refers to a broader conceptual approach or framework that guides the way youth workers engage with young migrants and refugees. Methods are the overarching strategies or principles — such as trauma-informed care, participatory youth work, or intercultural dialogue — that shape the design and delivery of programs. Methods can be implemented through many different tools and are adapted to suit the cultural, social, and developmental needs of the young people involved.

Finally, **additional resources** encompass the supplementary materials, networks, training programs, multimedia, and research that enhance a practitioner's knowledge and capacity. These resources help youth workers stay updated on best practices, build partnerships, access further training, and integrate the latest insights into their work. Examples include policy documents, international toolkits, online learning platforms, and contact points with local and international organizations.

This chapter is divided into two major sections:

- Section **7.1** focuses on questionnaires and self-assessment tools, offering detailed, ready-to-use instruments for evaluating practice, supporting self-reflection, and measuring impact.
- Section **7.2** presents a curated collection of additional materials and resources, including recommended readings, digital links, multimedia, key contacts, and further training opportunities.

Together, these sections aim to strengthen the employability, social inclusion, and wellbeing of young refugee and migrant NEETs by equipping youth workers with practical tools and rich resources tailored to the unique challenges and potentials of this population.

### 7.1 Questionnaires and self-assessment tools

In the field of youth work with young refugees, migrants, and NEETs, it is essential not only to deliver high-quality programs but also to understand, measure, and reflect on their impact. This section presents a carefully selected set of questionnaires, checklists, and self-assessment tools that help both practitioners and young people evaluate progress, identify strengths and needs, and improve practice over time.



Importantly, these tools are not designed for one-time use; they form part of an ongoing cycle of **reflection, feedback, and adaptation**. By using them, youth workers can gain insights into their effectiveness, the relevance of their methods, and the personal and social outcomes experienced by young participants. The section offers practical guidance on two key areas: (1) **instruments for evaluating practice and impact**, which include tools to assess program effectiveness, and (2) **guidelines for self-reflection and feedback**, which support youth workers in reviewing their own approaches and integrating learning into future work.

The aim is to promote a culture of continuous improvement — one where youth workers and young people become co-creators of a meaningful, empowering learning journey. Each tool provided here can be adapted to local contexts, translated as needed, and tailored to specific group needs, ensuring it remains sensitive to cultural backgrounds, trauma experiences, and individual aspirations.

## Instruments for evaluating practice and impact

### Personal practice self-assessment toolkit

This Personal Practice Self-Assessment Toolkit is designed to help you reflect on your work, identify strengths, and recognize areas for improvement. By regularly reviewing your own practices, you can enhance the quality and effectiveness of your support for young migrants. The toolkit encourages ongoing learning and growth, ensuring that your efforts remain responsive to the needs of the people you work with and aligned with the goals of the newcomersatwork.eu project.

#### How to use this toolkit

- ✓ Schedule time for self-assessment at regular intervals (e.g., monthly, after each project phase, or after major activities).
- ✓ Use the checklist sections below to guide your review.
- ✓ Consider both **self-assessment** and **team reflection**: some items are best answered individually, others may benefit from group discussion.
- ✓ Where possible, **combine with participant feedback** to get a full-circle view.

#### Section 1: Personal practice reflection

Preparation	Yes	No
Did I understand the cultural, social, and personal backgrounds of the young people I worked with?	<input type="checkbox"/>	<input type="checkbox"/>
Was I adequately prepared (knowledge, resources, materials) to run the activity or session?	<input type="checkbox"/>	<input type="checkbox"/>
Did I feel confident about using trauma-informed or intercultural methods?	<input type="checkbox"/>	<input type="checkbox"/>



Delivery	Yes	No
Was I able to adapt flexibly to participants' needs and unexpected situations?	<input type="checkbox"/>	<input type="checkbox"/>
Did I create a safe, welcoming, and inclusive space?	<input type="checkbox"/>	<input type="checkbox"/>
Did I actively listen to the voices and contributions of all participants, including quieter or marginalized ones?	<input type="checkbox"/>	<input type="checkbox"/>
Self-awareness	Yes	No
Did I manage my own emotions, biases, and assumptions?	<input type="checkbox"/>	<input type="checkbox"/>
Did I practice cultural humility (i.e., being open to learning from participants' lived experiences)?	<input type="checkbox"/>	<input type="checkbox"/>
Did I notice moments where I could have handled things differently?	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments / reflections		

## Section 2: Program/activity reflection

Activity fit	Yes	No
Were the activities appropriate for the group's age, interests, and cultural backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>
Did the activities align with the agreed goals (e.g., building employability, social inclusion, confidence)?	<input type="checkbox"/>	<input type="checkbox"/>
Engagement	Yes	No
Were young people actively engaged and participating meaningfully?	<input type="checkbox"/>	<input type="checkbox"/>
Did they feel ownership over the process (co-creation, input, feedback)?	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes	Yes	No
Did I observe positive changes (skills gained, attitudes shifted, relationships built)?	<input type="checkbox"/>	<input type="checkbox"/>
Did we encounter barriers to progress, and what were they?	<input type="checkbox"/>	<input type="checkbox"/>





### Additional comments / reflections

## Section 3: Equity, Diversity, and Inclusion (EDI) reflection

Fairness & access	Yes	No
Did all young people have equal opportunities to participate and express themselves?	<input type="checkbox"/>	<input type="checkbox"/>
Were any voices missing or excluded?	<input type="checkbox"/>	<input type="checkbox"/>
Cultural sensitivity	Yes	No
Did I respect and value the diverse cultural, religious, or personal identities in the group?	<input type="checkbox"/>	<input type="checkbox"/>
Did the activities reflect an awareness of cultural sensitivities (e.g., language, traditions, trauma history)?	<input type="checkbox"/>	<input type="checkbox"/>
Inclusive practice	Yes	No
Did I adjust my approach to include those facing additional barriers (e.g., language learners, LGBTQ+ youth, young women, young people with disabilities)?	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments / reflections		

## Section 4: Team and collaboration reflection

Team communication	Yes	No
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Did I communicate effectively with colleagues and partners?	<input type="checkbox"/>	<input type="checkbox"/>
Did we share insights and feedback openly?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shared learning</b>	<b>Yes</b>	<b>No</b>
What did I learn from other team members or external collaborators?	<input type="checkbox"/>	<input type="checkbox"/>
Are there practices from colleagues that I can adopt or adapt?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inclusive practice</b>	<b>Yes</b>	<b>No</b>
Did I feel supported in this work?	<input type="checkbox"/>	<input type="checkbox"/>
Could I have done better to balance the emotional demands of working with vulnerable groups?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional comments / reflections</b>		

### ✦ Final Step: Action Plan

After completing the reflection, summarize your key takeaways:

Area	What I learned?	What I will do next?	By when?
Example: <i>Personal growth</i>	Example: <i>I need to deepen my trauma-informed practice</i>	Example: <i>Attend an online workshop on trauma-informed care</i>	Example: <i>Within 2 months</i>
Example: <i>Program improvement</i>	Example: <i>Include more youth-led activities</i>	Example: <i>Involve youth advisory group in planning next cycle</i>	Example: <i>Before next cycle</i>

### 🔑 Tips for effective reflection



- ✓ Be **honest and self-compassionate** — reflection is not about judging yourself, but about learning and growing.
- ✓ Make **reflection a habit**, not a one-off event.
- ✓ **Celebrate successes**, no matter how small, alongside identifying challenges.
- ✓ Where possible, **include young people** in reflective conversations — their perspectives are invaluable.
- ✓ Combine personal reflection with **external feedback** (from peers, supervisors, or participants) for a more rounded picture.

## Youth migrant feedback and impact assessment form

### Introduction:

Welcome! This form is designed to hear directly from you — young migrants participating in the newcomersatwork.eu project. Your feedback helps us understand how well the project supports you, what is working well, and where we can improve.

By sharing your honest thoughts and experiences, you help shape the future of the project and make it better for you and others like you.

### How to use this form:

- ✓ Please answer the questions as honestly as you can.
- ✓ You can skip any questions you don't want to answer.
- ✓ If you prefer, you can complete the form anonymously.
- ✓ The form should take about 10-15 minutes to complete.
- ✓ Your answers will be used only to improve the project and will be kept confidential.
- ✓ Thank you for taking the time to help us improve newcomersatwork.eu!

### Purpose:

To assess the effectiveness, relevance, and impact of the project activities from the perspective of young migrants, enabling continuous improvement and empowerment.

### 1. Basic Information

Age:	
Gender:	
Country of origin:	
How long have you been in the host	Less than 6 months <input type="checkbox"/>





country?	6-12 months <input type="checkbox"/>
	More than 1 year <input type="checkbox"/>

## 2. Participation and experience

Which project activities have you participated in? (tick all that apply)	Mentoring sessions <input type="checkbox"/>
	Language classes <input type="checkbox"/>
	Job placement support <input type="checkbox"/>
	Other: _____
How easy was it to participate in the activities?	Very easy <input type="checkbox"/>
	Easy <input type="checkbox"/>
	Neutral <input type="checkbox"/>
	Difficult <input type="checkbox"/>
	Very difficult <input type="checkbox"/>
Please explain briefly: _____	

## 2. Participation and experience

Have the activities helped you develop any of the following? (tick all that apply)	Language skills <input type="checkbox"/>
	Job search skills (CV writing, interviews) <input type="checkbox"/>
	Digital skills <input type="checkbox"/>
	Work-related skills <input type="checkbox"/>
	Social and cultural skills <input type="checkbox"/>
	Work-related skills <input type="checkbox"/>
	Confidence and motivation <input type="checkbox"/>
	Other: _____
How much do you think your skills	A lot <input type="checkbox"/>



improved?	Somewhat <input type="checkbox"/>
	A little <input type="checkbox"/>
	Not at all <input type="checkbox"/>
Please explain briefly why?: _____	

#### 4. Impact on Your life

Since participating, has your situation improved in any of these areas? (tick all that apply)	Finding a job or internship <input type="checkbox"/>
	Feeling more confident at work or school <input type="checkbox"/>
	Making friends or social contacts <input type="checkbox"/>
	Understanding the local culture better <input type="checkbox"/>
	Planning for your future <input type="checkbox"/>
	Other: _____
Please share a personal story or example of how the project helped you: [Open text box]	

#### 5. Suggestions and improvements

What did you like most about the project?  
[Open text box]

What could be improved?  
[Open text box]

Are there other activities or support you would like to see?  
[Open text box]



6. Overall satisfaction	
How satisfied are you with the project participation overall?	Very satisfied <input type="checkbox"/>
	Satisfied <input type="checkbox"/>
	Neutral <input type="checkbox"/>
	Unsatisfied <input type="checkbox"/>
	Very unsatisfied <input type="checkbox"/>
Would you recommend the project to other young migrants?	Yes
	No
	Maybe

Guidelines for self-reflection and feedback

This toolkit supports youth workers in systematically reflecting on their practice, identifying successes and challenges, and improving their work with young migrants and refugees. It emphasizes personal growth, program development, and the continuous enhancement of intercultural, trauma-informed, and participatory approaches.

Reflection journal

The **Reflection journal** is designed as a personal and professional growth tool for youth workers supporting young migrants, refugees, and NEETs. Its purpose is to create space for regular, intentional reflection — helping practitioners examine their experiences, assess their practices, and deepen their understanding of the young people they work with.

By capturing successes, challenges, emotions, and insights, this journal supports continuous learning and self-awareness. It encourages youth workers to recognize patterns, celebrate progress, and identify areas for improvement, all while staying grounded in values of inclusivity, empathy, and cultural humility.

The journal can be used daily, weekly, or after key activities, either individually or alongside team reflections. Over time, it becomes not just a record of activities but a meaningful archive of personal growth, professional development, and the transformative moments that shape impactful youth work.







### Daily / weekly reflection page

Area	Description
Date	
Main activities today / this week	
What went well?	
What was challenging?	
One interaction or moment that stood out (and why?)	
What did I learn about the young people I work with?	
What did I learn about myself as a youth worker?	
Emotions check-in: How am I feeling about my work right now?	
What do I want to remember for next time?	

### Monthly reflection and review

At the end of each month, include a summary page:

- ✓ Highlights / Key successes this month
- ✓ What surprised me or challenged me?
- ✓ Did I follow through on any of the action points I set?
- ✓ Where do I see growth or progress (in myself or the young people)?
- ✓ What are areas for further improvement?
- ✓ What support or resources do I need?

### Thematic reflection pages

These are optional, deeper-dive pages focused on specific topics, such as:

- ✓ Working across cultures: What am I learning about intercultural dialogue?
- ✓ EDI reflection: How inclusive is my practice, and how can I improve?
- ✓ Personal resilience: How am I managing the emotional demands of this work?
- ✓ Trauma-informed practice: How am I applying trauma-awareness, and what do I need to strengthen?



- ✓ Youth voice: How am I including young people's ideas and leadership?

### **Inspirational space**

- ✓ Quotes, stories, or moments that inspire me
- ✓ Notes from trainings or workshops
- ✓ Books, articles, or resources I want to explore
- ✓ Dream projects or ideas for the future

### **Final (yearly) review**

At the end of the project cycle or year, include:

- ✓ Summary of the year's most important lessons
- ✓ Personal achievements and growth
- ✓ Reflections on the impact of my work
- ✓ Goals and intentions for the next year

### **Tips for using Reflection journal**

- ✓ Write **honestly and without judgment** — this is for you!
- ✓ Use it **consistently** (even 10–15 minutes a week can make a difference).
- ✓ Revisit past entries to **see how you've grown** or to track recurring patterns.
- ✓ Bring reflections into **team conversations** if you feel comfortable.
- ✓ Remember: **writing down challenges** is the first step toward addressing them.



## 7.2 Additional Materials and Resources

This section offers a curated selection of supplementary readings, relevant websites, videos, and other multimedia resources designed to enhance your knowledge and practice. These materials provide deeper insights into the themes and methods used throughout the project, helping you stay informed and inspired.

You will also find contact information for experts and organizations who can offer guidance and support, as well as details on further training opportunities to help you build your skills and expand your professional network.

Use these resources to complement your learning, explore new ideas, and access ongoing support as you work with young migrants.

### Supplementary Readings and Multimedia

#### Core Readings:

- [\*Working with Migrants and Refugees: Guidelines, Tools and Methods by International Young Naturefriends \(IYNF\)\*](#)

A comprehensive guide offering practical tools and methods for engaging with young migrants and refugees

- [\*Youth Work: A Model for Effective Practice by Youth Council for Northern Ireland \(YCNI\)\*](#)

A framework outlining effective youth work practices, emphasizing inclusivity and participation.

- [\*National Youth Work Curriculum by National Youth Agency \(NYA\) UK\*](#)

A structured curriculum providing a foundation for youth work practice, focusing on outcomes and quality standards.

#### Videos & Podcasts:

- [\*NYA Youth Work Explainer Videos\*](#)

A series of videos explaining key concepts and practices in youth work.

#### Practical Guides:

- [\*Quality Mark - Youth Progress Tracking Tools by NYA\*](#)

Tools designed to monitor and track the progress of young people in youth work settings.





## Contact points and networks

### European networks:

- [International Young Naturefriends \(IYNF\)](#)

An international organization supporting youth engagement in environmental and social justice initiatives.

Email: [iynf@iynf.org](mailto:iynf@iynf.org)

- [European Youth Forum](#)

A platform representing national youth councils and international youth NGOs in Europe.

- [Erasmus+ National Agencies](#)

National agencies responsible for implementing Erasmus+ programmes in their respective countries.

### National and regional bodies:

- [National Youth Agency \(UK\)](#)

An organization supporting youth work in England.

Email: [nya@nya.org.uk](mailto:nya@nya.org.uk)

- Youth Council for Northern Ireland

A body representing the interests of young people in Northern Ireland.

Email: [info@ycni.org](mailto:info@ycni.org)

- Refugee Council (UK)

An organization providing support and advice to refugees and asylum seekers.

### Local mentorship and support services:

- Refugee support and integration groups

Local organizations offering services to help refugees integrate into their communities.

- Local job centers with migrant-specialist advisors

Employment services providing tailored support for migrants seeking work.



- Language learning and community centers

Facilities offering language courses and community-building activities.

## Further Training Opportunities

### Formal training programmes:

- [NYA Professional Youth Work Qualifications \(Levels 2–7\)](#)

A range of qualifications designed to develop professional skills in youth work.

- [Erasmus+ Training for Youth Workers](#)

Training opportunities funded by Erasmus+ to support youth workers' development.

### Online learning modules:

- [Intercultural Competence \(Council of Europe\)](#)

An online module promoting intercultural understanding and competence.

- [Digital Youth Work \(Verke\)](#)

A platform offering resources and training on digital youth work practices.

### Specialist workshops:

- Trauma-Informed Approaches
  - **The Trauma-Informed Care Project (TICP)**  
Offers online and in-person training workshops on trauma-informed care for professionals working with vulnerable groups, including migrants and refugees.  
Website: <https://www.traumainformedcareproject.org/>
  - **Substance Abuse and Mental Health Services Administration (SAMHSA)**  
Provides free online courses and materials on trauma-informed care and practices.  
Website: <https://www.samhsa.gov/trauma-violence>
- Employability coaching for migrant NEETs
  - **European Employment Services (EURES) - Youth Employment Support**  
Offers workshops and coaching aimed at improving employability for young migrants across Europe.  
Website: <https://ec.europa.eu/eures/public/en/youth>
  - **ICYE International**



Provides training and workshops focused on coaching and mentoring young migrants and refugees for employment and integration.  
Website: <https://www.icye.org/>

- Anti-discrimination and inclusive practice workshops

- **Equinet – European Network of Equality Bodies**

Provides training modules and workshops on anti-discrimination law and inclusive practices in various sectors including youth work.  
Website: <https://equineteurope.org/>

- **The Kaleidoscope Trust**

Runs workshops on inclusion, diversity, and tackling discrimination, focusing also on intersectional identities.

Website: <https://www.kaleidoscopetrust.com/>

- **Council of Europe – No Hate Speech Movement**

Offers training and resources on combating hate speech and promoting inclusive environments.

Website: <https://www.coe.int/en/web/no-hate-campaign>



## CHAPTER 8: CONCLUSIONS AND FINAL REMARKS

### 8.1 Summary of key points

The *Newcomers@Work* Guide represents a comprehensive and practical contribution to empowering youth workers and supporting the inclusion of young NEETs with refugee and migrant backgrounds. Drawing from a multidisciplinary, values-based, and participatory approach, the Guide equips professionals with actionable knowledge, adaptable tools, and a curriculum tailored to the complex realities of these young people.

Key achievements of the Guide include:

- **Integrated Curriculum Structure:** The four-module curriculum addresses core barriers to employability and inclusion: understanding the needs of NEETs, developing language and digital skills, cultivating soft/life skills, and creating ecosystems of support through cross-sector collaboration.
- **Theory-Practice Alignment:** Grounded in non-formal education and youth work principles, the Guide connects theoretical frameworks with real-world applications. It highlights the value of experiential learning, participatory methods, trauma-informed practice, and youth-centred facilitation.
- **Inclusion and Empowerment as Guiding Values:** The Guide centers on respect, participation, interculturality, and social justice. It positions young migrants not as passive recipients but as active agents of their own integration journey, while equipping youth workers to recognise and dismantle systemic barriers.
- **Modular and Flexible Implementation:** The curriculum's structure allows for local adaptation and individualized learning pathways, accommodating the diverse needs of NEET youth—including unaccompanied minors, youth with trauma, those with limited language proficiency, and youth with disabilities.
- **Practical Tools and Activities:** The Guide includes an extensive set of ready-to-use tools, exercises, facilitator guidelines, and assessment instruments that make it usable in a variety of non-formal and community-based settings.
- **Cross-Sector Collaboration and Stakeholder Engagement:** The curriculum supports youth workers in building partnerships with employers, schools, community actors, and public institutions, thus creating sustainable and supportive pathways for young migrants toward the labour market and social participation.
- **Evidence-Informed Development and Testing:** Drawing on piloting phases, case studies, and diverse partner expertise, the Guide is grounded in both field experience and academic rigour, ensuring its relevance and applicability across different European contexts.

Together, these elements form a cohesive framework that equips youth professionals to address both individual needs and systemic challenges, while strengthening the agency, skills, and inclusion of young migrants across Europe.

## 8.2 Final thoughts and future outlook

The *Newcomers@Work* Guide is more than a curriculum—it is a long-term investment in inclusive societies. It reflects a shared European commitment to youth empowerment, social justice, and the transformative potential of youth work as a bridge between individuals and institutions, between exclusion and opportunity.

As migration continues to shape Europe, youth workers will remain on the frontline of integration efforts. The Guide acknowledges that these professionals require continuous support, reflective practice, and updated tools to respond to an ever-changing context. Looking ahead, several priorities emerge:

- **Continued Professional Development:** Youth workers need accessible, ongoing training in intercultural competence, trauma-informed care, policy literacy, digital facilitation, and collaborative practice. Peer learning networks and cross-border exchanges can further professionalise and strengthen the sector.
- **Systemic Support and Advocacy:** Sustainable integration cannot depend on individual effort alone. Youth organisations must advocate for policy frameworks and funding mechanisms that recognize the long-term nature of integration work and the structural barriers migrant youth face.
- **Youth Participation as a Norm:** Future efforts must embed youth voice and leadership more deeply—not just in curriculum co-design but in programme governance, peer mentorship, and civic engagement initiatives. Migrant youth must be seen as co-creators of solutions, not just beneficiaries.
- **Digital and Hybrid Innovation:** Building on the Guide's digital components, more work is needed to integrate online platforms and tools that can increase access, especially for youth in remote areas or with mobility constraints.
- **Monitoring and Evaluation for Impact:** Long-term tracking of outcomes, including employment, wellbeing, and social participation, will be key to validating approaches and informing evidence-based practices.

This Guide lays the foundation for an evolving process. As youth workers and organisations implement its tools and adapt them to their contexts, they will generate new practices, insights, and needs. The *Newcomers@Work* initiative envisions a living ecosystem of learning, where experiences are shared, innovations are tested, and inclusivity becomes standard practice.

## 8.3 Call to action

We invite youth professionals, educators, community leaders, and policy makers to embrace and champion the *Newcomers@Work* approach.

Use this Guide not only as a manual, but as a catalyst for action:

**Invest in relationships:** Build trust with young migrants. Listen deeply. Empower them to lead.

**Break down silos:** Connect across sectors—schools, employers, municipalities, NGOs—to create holistic support systems.



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**Challenge systems:** Advocate for inclusive policies, accessible services, and the dismantling of barriers.

**Commit to learning:** Reflect on your own practice. Embrace feedback. Share what works.

**Stay flexible:** Adapt methods to diverse realities. Every young person is different.

Integration is not a fixed outcome. It is an ongoing, collaborative process of belonging, agency, and mutual transformation. With this Guide, we take a meaningful step forward.

Now it's your turn to carry it forward.







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