International Organization for Migration

Active Citizenship: Enhancing Political Participation of Migrant Youth

Training material for the international training course ACCESS

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"Active Citizenship: Enhancing Political Participation of Migrant Youth' (ACCESS)"

The ACCESS project[1] aims to empower migrant youth to become politically active citizens on a local, national and EU-wide level and to be able to better contribute to the formulation of policies. Through peer reviews of policies and practices in ACCESS project countries, the project provides concrete advice and tools to policy-makers on involving young people ideas and concerns in decision-making.

In the context of this project, political participation of youth doesn't only include participation in electoral processes but consists of a more comprehensive approach engaging all young people in the development, implementation and evaluation of all policies which affect them. Active political participation may entail taking part in e.g. local municipalities' youth parliaments, lobbying, providing feedback to decision-makers and voluntary involvement such as neighbourhood committees and associations.

This multi-stakeholder project is co-funded by the European Commission and implemented in cooperation with youth organizations and institutional partners in the Czech Republic, Finland, France, Romania and Spain.

The project comes in the context where a considerable proportion of migrants to the EU are young people, and in many EU cities over 20 per cent of those under 25 years of age are of migrant background (Urban Solutions - tapping the talents of urban youth. SALTO Inclusion, 2012).

This material serves the transnational training course that was organised in 30th September – 1st of October 2014 in Brussels, Belgium. The document contains basic information about training flow, information that will be delivered during the training course sessions: the European main institutions (European Union and Council of Europe), European context regarding political participation of migrants, instruments for increasing youth migrant political and public participation, concrete methods to use for youth participation and useful resources.

At the end there are some general recommendation about a training design and implementation.

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[1] See more information about the project at:
http://iom.fi/index.php?option=com_content&view=article&id=230&Itemid=191 or Facebook:
https://www.facebook.com/accesshelsinki

Training presentation

Training objectives, sessions and methods

The training organised in the frame of the international project ACCESS had the following objectives:

1. Increasing migrant youth participation in political and civic life at community, national and European levels

2. Enabling young migrants to familiarize themselves with EU institutions and decision-making processes

3. Empowering young migrants with the tools required to increase their participation in the public sphere

The training was based on four sessions, each session of 1h30. The first session focused on understanding the role of different EU institutions and the decision making process within the EU. During the first session there was the clarification of the concepts: participation, public participation, political participation.

In order to build a strong group dynamic, the first session started with some name games and icebreaking games, having the objectives to facilitate the getting to know each other process in the group and the constructive group dynamic.

The name games and getting to know exercises were:

- Round name and "Catch the ball" exercises (10 up to 15 minutes)
  - o The participants were in a circle, standing. The first step was to have a round of name, each participant saying his / her name and the country where they came from. After this stage, the trainer introduced a ball in the circle and threw the ball to a person saying her / his name. That person gave the ball to someone else until saying the name, and so on until every person from the group received the ball and gave the ball to someone else. This process repeats once again throwing the ball to the same person. After a while the trainer introduced one more ball (each person gave the ball to the same person as first time – saying the name) then the trainer, introduce another ball and so on – until there are in the air up to seven balls. In this way in the group a dynamic was created and the participants get more familiar with the names.
- "Step in the line" exercise (10 minutes)
  - o The participants were asked to position themselves without speaking in a line from A to Z based on their first letter from their name. After it, they were invited to say again their names.
  - o A second line was formed based on their travel time to Bruxelles – from 0 minutes up to maxim time (14 hours)
  - o A third line was formed based on their years of experience in activism / volunteering etc. – from 1 month up to ... years.
  - o After each line the participants said the numbers and in this way the group received more information about who is who in the group
- "Bingo" exercise[2] (10 minutes) – during coffee break
  - o Each participant received a Bingo sheet. They had the time from the coffee break to do the Bingo with the condition that a person name can appear only to one box, even if that person answered to more than one criteria. The first participant that mange to find a person for each criteria shouted

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[2] The Bingo sheet is in annex I

BINGO. At the beginning of the session the trainer validates the BINGO and gave a symbolic gift to the winner – in this case was a printed YO magazine – a magazine of the European Youth Forum.
- o BINGO exercise facilitated the getting to know process and also was a tool to interact in the coffee break.

After the first part of the training – getting to know each other exercises – taking in consideration the opportunity offered by the project activity, the next session focused on analysing the previous visit in the European Parliament and the meeting with the MEP. In order to valorise the experience, the group was divided in 4 mixed groups, in each group there were representatives from each country – facilitating in this way an interaction between the countries based groups. The groups had 20 minutes to reflect on the role play done in Parlamentarium and on the meeting with the MEP guided by the following questions:
- What were the best moments for you?
- When do you felt more confident and why?
- What was new for you?
- How would you describe now political participation for youth migrant?

The participants worked on the four questions mentioned above and each group prepared a summary of the discussion written on a half piece of flip-chart paper.

After the discussion ended, the trainer prepared for the group 26 pieces of paper – each piece of paper having one European institution on it. The trainer gave to each of the participant one piece of paper at the end of the group discussions. Then the participants were invited to create on the floor a puzzle with all the EU institutions and to explain the links between them. The trainer also offered additional information about the different EU institutions and the connections between them.

The session was based on the information presented above and the information also used in the short video available here: https://www.youtube.com/watch?v=VvIPSY_Sbfg

The objectives of the session were:
- To develop an understanding of EU institutions and the links between them
- To develop the competence of summarizing and public speaking
- To promote co-operation and group work

European structures

European Union*[3]*

The European Union (EU) is a politico-economic union of 28 member states. The EU is a unique **economic** and political partnership between 28 European countries. The EU was created after the Second World War with the aim to foster economic cooperation in order to avoid conflict. The first structure created was the European Economic Community (EEC), in 1958. The countries involved in that structure were: Belgium, Germany, France, Italy, Luxembourg and the Netherlands. In 56 years, the structure gathers 28 member states.

The name European Union was given in 1993 under the Maastricht Treaty[4]. Nowadays the EU is recognizable by several symbols: the most well-known being the European flag that has 12 stars in a circle, symbolising the ideals of unity, solidarity and harmony among the peoples of Europe. Other symbols are the European anthem, the melody used to symbolise the EU comes from the Ninth Symphony composed in 1823 by Ludwig Van Beethoven; the Europe Day – 9th of May, because the ideas behind the European Union were first put forward on 9 May 1950 by French foreign minister Robert Schuman; The EU motto - "United in diversity" which signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages.

European institutions

European Union is composed by several institutions having different roles. The most known are:

- *European Commission*[5] - is the executive body of the European Union responsible for proposing legislation, implementing decisions, upholding the Union's treaties and day-to-day running of the EU. It also handles the European financing programs, for example programs that support youth initiatives – Erasmus Plus – Youth program.
- *European Parliament[6]* - is the directly elected parliamentary institution of the European Union (EU). Together with the Council of the European Union (the Council) and the European Commission, it exercises the legislative function of the EU. The Parliament is composed of 751 (previously 766) members, who represent the second largest democratic electorate in the world. Although the European Parliament has legislative power that the Council and Commission do not possess, it does not formally possess legislative initiative. The Parliament is the "first institution" of the EU and shares equal legislative and budgetary powers with the Council. It likewise has equal control over the EU budget. Finally, the European Commission, the executive body of the EU, is accountable to Parliament. In particular, Parliament elects the President of the Commission, and approves (or rejects) the appointment of the Commission as a whole.
- *Council of the European Union*[7] - It is part of the essentially bicameral EU legislature (the other legislative body being the European Parliament) and represents the executive governments of the EU's member states. It is formed by the 28 national ministers (one per state). The precise membership of these configurations varies according to the topic under consideration; for example, when

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[3]How the EU works: http://europa.eu/about-eu/index_en.htm

[4]Treaty of Maastricht on European Union
http://europa.eu/legislation_summaries/institutional_affairs/treaties/treaties_maastricht_en.htm

[5]Official website of the European Commission http://ec.europa.eu/

[6] European Parliament http://www.europarl.europa.eu/

[7] The Council of the EU - http://www.consilium.europa.eu/

discussing agricultural policy the Council is formed by the twenty-eight national ministers whose portfolio includes this policy area. The Presidency of the Council rotates every six months among the governments of EU member states, with the relevant ministers of the respective country holding the Presidency. The current presidency (as of July 2014) is held by Italy, which is in a *presidency trio*, together with Latvia (Jan-Jun 2015) and Luxembourg (Jul-Dec 2015).

During each trio, youth are involved through the Structured Dialogue process that focuses on a different theme for each of its 18-month work cycles. Structured Dialogue happens at the EU Youth Conferences organised by each of the 3 countries holding the Presidency of the EU Council during each work cycle. National consultations of young people and youth organisations are conducted in all member countries prior to the EU youth conferences organised by each country holding the EU presidency. In the member countries, the participatory process is organised by national working groups.

- *European Council*[8] - is the institution that comprises the heads of state or government of the member states, along with the council's own president and the president of the Commission. While the European Council has no formal legislative power, it is a strategic (and crisis-solving) body that provides the union with general political directions and priorities, and acts as a collective presidency.
- *Court of Justice of the European Union*[9] - is the institution of the European Union (EU) that encompasses the whole judiciary, not to be confused with European Court of Human Rights and European Court of Justice.
- *European Central Bank*[10] - is responsible for European monetary policy.
- *Court of Auditors*[11] - It was established in 1975 in Luxembourg to audit the accounts of EU institutions. The Court is composed of one member from each EU member state, one of whom is chosen to be its president. This institution checks the financing of the EU's activities.

In the EU the institutional set-up is as follows:
- The EU's overall political directions are set by the European Council, which brings together national and EU-level leaders. The European Council meets for a few days at a time at least once every 6 months, but it has no power to pass laws.
- Directly elected MEPs represent European citizens in the European Parliament.
- The interests of the EU as a whole are promoted by the European Commission, whose members are appointed by national governments.
- Governments defend their own country's national interests in the Council of the European Union.

Regarding the **law-making**, there are 3 main institutions involved in EU legislation:
- The European Parliament, which represents the EU's citizens and is directly elected by them.
- The Council of the European Union, which represents the governments of the individual member countries. The Presidency of the Council is shared by the member states on a rotating basis.
- The European Commission, which represents the interests of the Union as a whole.

Together, the three institutions mentioned above produce through the "Ordinary Legislative Procedure" (ex "co-decision") the policies and laws that apply throughout the

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[8] European Council - http://www.european-council.europa.eu/

[9] The Court of Justice of the European Union - http://curia.europa.eu/

[10] European Central Bank - www.ecb.europa.eu

[11] Court of Auditors - www.eca.europa.eu

EU[12]. In principle, the Commission proposes new laws, and the Parliament and Council adopt them. The Commission and the member countries then implement them, and the Commission ensures that the laws are properly applied and implemented.

The powers and responsibilities of all of these institutions are laid down in the Treaties, which are the foundation of everything the EU does. The Treaties are agreed by the presidents and/or prime ministers of all the EU countries, and ratified by their parliaments.

The EU has a number of other institutions and inter-institutional bodies that play specialised roles:
- the *European External Action Service* (EEAS) assists the High Representative of the Union for Foreign Affairs and Security Policy, currently Catherine Ashton. She chairs the Foreign Affairs Council and conducts the common foreign and security policy, also ensuring the consistency and coordination of the EU's external action.
- the *European Economic and Social Committee* represents civil society, employers and employees
- the *Committee of the Regions* represents regional and local authorities
- the *European Investment Bank* finances EU investment projects and helps small businesses through the European Investment Fund
- the *European Ombudsman* investigates complaints about maladministration by EU institutions and bodies
- the *European Data Protection Supervisor* safeguards the privacy of people's personal data
- the *Publications Office* publishes information about the EU
- the *European Personnel Selection Office* recruits staff for the EU institutions and other bodies
- the *European School of Administration* provides training in specific areas for members of EU staff
- a host of specialised agencies and decentralised bodies handle a range of technical, scientific and management tasks

Council of Europe[13]

It includes 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The Council of Europe is the continent's leading human rights organisation and it was set out in 1949.

The institutions of the Council of Europe are:
- *Secretary General* – is elected by the Parliamentary Assembly for a five-year term at the head of the Organisation. He is responsible for the strategic planning and direction of the Council's work programme and budget. He leads and represents the Organisation.
- *The Deputy Secretary General* is also elected for a five-year term by the Parliamentary Assembly, in an election separate to the one held for the Secretary General.
- *Committee of Ministers* is the Council's decision-making body and is made up of the ministers of foreign affairs of each member state or their permanent diplomatic representatives in Strasbourg. The Committee of Ministers decides Council of Europe policy and approves its budget and programme of activities. The Committee of Ministers is also the body that gives recommendations to the member states. The

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[12] How the decision are being made: http://europa.eu/eu-law/index_en.htm

[13] Council of Europe official site: www.coe.int

Committee of Ministers also adopts the final text for conventions that are being official documents to be signed by the member states.

- *Parliamentary Assembly* (PACE) consists of 318 members of parliament from the 47 member states; the Assembly elects the Secretary General, the Human Rights Commissioner and the judges to the European Court of Human Rights; it provides a democratic forum for debate and monitors elections; its committees play an important role in examining current issues.
- *Congress of Local and Regional Authorities* is the voice of Europe's 200000 regions and municipalities and provides a forum where elected representatives can discuss common problems, pool their experiences and develop policies. It works to strengthen democracy and improve services at local and regional level.
- *European Court of Human Rights* is the permanent judicial body which guarantees for all Europeans the rights safeguarded by the European Convention on Human Rights. It is open to states and individuals regardless of nationality. The 47 member states of the Council of Europe are parties to the Convention.
- *Commissioner for Human Rights* independently addresses and brings attention to human rights violations.
- *Conference of INGOs* includes some 400 international Non-Governmental Organisations (INGOs). It provides vital links between politicians and the public and brings the voice of civil society to the Council. International youth organisations can join the Conference.
- Global co-operation - The Council of Europe works in close partnership with the European Union, and co-operates with the United Nations, the Organization for Security and Co-operation in Europe, and with partner countries in its neighbourhood and worldwide.

The conventions of the Council of Europe are prepared and negotiated within the institutional framework of the Council of Europe. Negotiations culminate in a decision of the Committee of Ministers to adopt the final text of the proposed treaty. It is then agreed to open the treaty for signature by member States of the Council and, if necessary, by the other States or organisations who have taken part in its elaboration. Regarding migrant political participation, the most important conventions are: Convention on the Participation of Foreigners in Public Life at Local Level and European Convention on Nationality. Some of the conventions are mandatory for member states, some can be negotiated and partly sign by the member states – as it is the case with the conventions mentioned above.

There are often confusions between the Council of Europe and European Union. It is all the time important to know that:

- Council of Europe is an international organisation in Strasbourg which comprises 47 countries of Europe. It was set up to promote democracy and protect human rights and the rule of law in Europe.
- European Council is an institution of the European Union, consisting of the heads of state or government from the member states together with the President of the European Commission, for the purpose of planning Union policy.
- European Union (EU) has currently 28 members that have delegated some of their sovereignty so that decisions on specific matters of joint interest can be made democratically at European level. No country has ever joined the EU without first belonging to the Council of Europe.

Local and national stakeholders

Prior to the above mentioned session, the participants received the following information regarding European institutions and their roles and responsibilities.

The next session entered more in the practical side of participation, by exploring the connections with different institutions and developing their competence in interactions with the public bodies.

The session was based on the exercise: "Making link"[14]. The activity involves negotiation about the rights and the responsibilities of youth migrant NGOs, the national governments, EU institutions and media in a democracy.

The objectives of the session were:
- To develop an understanding of the link between rights and responsibilities
- To develop a feeling for the complex relations between the different sectors in a democracy
- To promote co-operation and civic responsibility

The purpose of the activity was to draw a "map" of the different relations between four sectors within (an ideal) democratic society. In order to do that the participants were divided into four mixed equal-sized groups to represent four "actors" in a democracy: the national government, the EU, the NGO sector (youth migrant) and the media. The first step was to take up to 10 minutes in their group to brainstorming the role that their "actor" plays in a democratic society, that is, what are the main functions it performs. They should list their six most important functions on the large sheet of paper. After this step, the groups comes together to present their ideas. The groups agreed on the main functions of these four "actors". The groups were allowed to amend their lists if they wish to in the light of the feedback. After these steps the four groups were separated again and they had to brainstorm two main functions that they required from each of the other "actors", in order to carry out their own functions, that is, what demands did they asked of each of the other "actors". At the end, the groups prioritized up to six of the most important demands which they wrote on a big flipchart and put their sheet of paper into the middle of the room and to lay them in a square about 1m apart. The members of each group positioned themselves near their "corner" and started the rounds of negotiation. Each group negotiates their role and demands from the other actor. When a demand was accepted one piece of wool was taped between the two papers to signify acceptance of responsibility at the end of the process, the four "actors" were linked up by a complicated web of wool.

There were three rounds of negotiations as follow:
- Round 1: NGOs with the Media and the Government with EU
- Round 2: NGOs and Government and the Media with EU
- Round 3: NGOs and EU, Media and the Government

After the negotiation ended and the net was formed, a discussion followed based on the questions:
- How was the activity?
- Was it hard to think of the functions that the government, EU, youth migrant NGOs, and media perform in a democracy?
- Were there any disagreements within the groups about which claims should be accepted or rejected?
- Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?

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[14] "Making links" – Manual on human rights education with young people - http://eycb.coe.int/compass/en/chapter_2/2_27.asp

- Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?
- Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?
- What have they learnt?
- How they would use what they have learnt in their daily life?

At the end of the session the group conclude all the information about the EU structures, the visit to the Parlamentarium and the meeting with the MEP.

Political participation of migrants in Europe

European realities regarding migrant political participation

The political participation of immigrants is one dimension of the integration process: the greater the political participation, the greater the integration in the democratic domain. On a European level, the issue has been given increasing importance over the years:

The next session the participants discovers the concrete tools for political participation of migrant youth, they discussed about youth opportunities for participation at European, national and local level and they developed a personal action plan for the next 6 months.

A short introduction of the political participation of migrants in Europe and some information about young migrants and political participation in Europe was introduced to the participants in the information package send prior to the training course.

The third session had the aim to allow the time and the space for the participants to discover themselves information regarding different structures that support young migrant participation, ways and method to increase young migrant participation and to learn how to use interactive and creative methods in training.

Migrant political participation in EU

While the 1992 Treaty of Maastricht[15] introduced European Union citizenship which includes the right of EU citizens to vote in local and European elections in another Member state other than their own, it was the 1992 Council of Europe Convention[16] on the participation of foreigners in public life at the local level that provided for the electoral participation of all foreign residents at the municipal level. Based on the latter, foreign residents are guaranteed equal rights to association, some sort of consultative body elected or appointed by their own communities, and local passive voting rights after maximum 5 years' residence. Ratification of the Convention has been limited and slowing over time however, with only eight ratifications[17] (three of which are not in the European Union) and another five signatures not followed by ratifications. The mostly Western European signatories already had policies meeting the Convention's minimum standards, thus meaning that ratification has not led to more political rights for foreign residents.

- The European Parliament has been supporting voting rights and the civic participation of Third-country nationals constantly since 1996. In the resolution adopted in Strasbourg on 14 March 2013 on 'Integration of migrants, its effects on the labour market and the external dimension of social security coordination', the Parliament "recalls the importance of voting rights for migrants, particularly at the local level, as an important tool for integration and active citizenship; and is concerned at the political under- representation of minorities at all levels of government, including at Member State level and in the European Parliament".

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[15] Treaty of Amsterdam - http://ec.europa.eu/ewsi/en/mandate.cfm
[16] Convention on the Participation of Foreigners in Public Life at Local Level - http://conventions.coe.int/Treaty/en/Treaties/html/144.htm
[17] Member States of the Council of Europe that signed the convention http://conventions.coe.int/Treaty/Commun/ChercheSig.asp?NT=144&CM=&DF=&CL=ENG

- The Common Basic Principles for Immigrant Integration Policy in the EU[18], agreed by EU Member States and adopted in November 2004, encourage the participation of immigrants in the democratic process and increased interaction between immigrants and Member State citizens in order to improve their integration.

- In June 2008, the Parliamentary Assembly of the Council of Europe on the State of Democracy in Europe put forward proposals to grant voting rights to migrants at least at local level and ensure that consultative bodies are established to ensure that migrants have a say and are consulted in matters affecting them. In September 2012, in response to the Committee on Political Affairs and Democracy's Report entitled 'For more democratic elections', the Committee on Migration, Refugees and Displaced Persons suggested that the Report include a paragraph under fostering citizen participation in the electoral process by "facilitating access to nationality as advocated in the European Convention on Nationality and granting migrants voting rights and/or other possibilities for political participation as proposed in the Convention on the Participation of Foreigners in Public Life at Local Level. Democratic legitimacy is not served by excluding large numbers of migrants from political life and democratic elections." However the Report has not been modified so far.

- In July 2011, the European Commission proposed a European Agenda for the Integration of Third-country nationals focusing on actions to increase the economic, social, cultural and political participation of migrants, with an emphasis on local action. The Agenda recommended removing obstacles to migrants' political participation in terms of legislative and structural barriers. It also encouraged the involvement of migrant representatives, including women, in the drawing up and implementation of integration policies and programmes. More specifically, measures to enhance democratic participation were suggested, such as training and mentors, granting migrants access to voting rights in local elections, creating local, regional and national consultative bodies, encouraging entrepreneurship, creativity and innovation.

Political participation of migrants was put also on the agenda of the 10th meeting of the European Integration Forum (November 2013)[19] – the European Integration Forum is a dialogue platform established by the European Commission in 2009 in conjunction with the European Economic and Social Committee (EESC). The meeting focused on the idea of inclusive citizenship and on identifying mechanisms for enhancing effective participation of migrants in democratic processes at local and national levels in the EU. Participants at the Forum meeting, representatives of civil society organisations working on the integration of migrants across the EU, also adopted a Statement, calling Governments and EU institutions to take concrete measures to facilitate access to human rights and civic participation of migrants.

Recommendations to governments:
1. After a period of no longer than five years of legal residence, migrants should be entitled to national permanent residence. They should enjoy the same rights as citizens. A period of irregular stay should not prevent access to permanent residence when other conditions have been met.

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[18] Common Basic Principles for Immigrant Integration Policy in the EU - http://ec.europa.eu/ewsi/en/EU_actions_integration.cfm
[19] European Integration Forum - 10th meeting
http://www.eesc.europa.eu/?i=portal.en.events-and-activities-european-integration-forum-10

2. Migrants should be eligible for citizenship after no more than five years of legal residence. The conditions for naturalisation should be reasonable and clearly defined in law. Discretionary naturalisation should be limited and become the exception rather than the rule. The State should only expect of new citizens the basics that it requires of all citizens. A person's financial or economic circumstances should not be an obstacle to full citizenship. States should scrutinise the legal and procedural obstacles to naturalisation, remove major obstacles, and actively promote naturalisation. We encourage Member States to apply the "Standard for the acquisition of nationality by immigrants and their descendants"3.

3. All citizens by birth and naturalisation should be entitled to dual or multiple nationality, allowing a migrant who seeks naturalisation to retain the nationality of her/his country of origin.

4. Children born in the country should be eligible at birth to become citizens of that same country if one of their parents has resided there legally for 5 years. All of the parents' other children not born in the country should be entitled to citizenship after five years' residence.

5. The introduction of European or civic citizenship should be supported. The European Year of Citizens Alliance states in its manifesto that "European citizenship should be founded on the principle of residence and in the name of universality of rights all residents of the European Union should enjoy equality of treatment and the same right to participate in public life as EU citizens4."

6. The right to vote and stand in local, regional, national and European elections should be granted to all legal residents after maximum five years of legal residence, to facilitate their political participation.

7. Consultative bodies must be strong and independent to effectively represent the interests of immigrants who lead the consultative body and freely elect or appoint their representatives. Civil society representatives call on Member States not to close or under-fund these bodies, and call for these bodies to be created in Member States where they do not yet exist.

8. The right to found or join political associations and parties should be an inviolable right of all residents that must be extended in the few EU Member States with nationality-based restrictions. Political parties should be encouraged to include members of ethnic minorities, including migrants, among their candidates.

Recommendations to the European institutions:

9. The European Institutions should encourage Member States to ratify the 1997 European Convention on Nationality, and to promote debates and exchanges of best practice on citizenship and access to nationality.

10. The European Institutions should encourage all Member States to ratify the 1992 Convention on the Participation of Foreigners in Public Life at Local Level.

11. Civil society representatives call on the European Commission to launch infringement proceedings against Member States failing to adequately implement the EU long-term residence directive by, for example, imposing extra conditions not foreseen by the Directive, hardening arbitrarily those conditions included in the Directive or charging exorbitant fees; with the consequence of creating obstacles to the effectiveness of the

Directive by preventing potential EU long-term residents from enjoying the rights they are entitled to according to EU Law.

12. We welcome the launch of broad research projects on EU citizenship financed by the European Commission and we recommend wide dissemination of its results.

13. All EU institutions should encourage measures and open consultation on the legislative frameworks required of the Member States for migrants who have legally resided for five years in a Member State to enjoy the same economic and social rights as citizens, and to the right to vote and stand in local, regional and European elections.

Young migrants and political participation in Europe

Instruments for political participation for young migrants at EU level

At the European level there are various structures that facilitate the participation of young people. The structures are various and aim to raise the voice of the young people from local to European level. Some of the European mechanisms that allow young people to have a voice are:

1. European Youth Forum[20] - (YFJ) is the platform of youth organisations in Europe. Representing 99 youth organisations, both National Youth Councils and International Non-Governmental Youth Organisations. YFJ believes youth organisations are the tool through which are empowering, encouraging, involving, representing, reaching out and support young people. The Youth Forum brings together tens of millions of young people from all over Europe, organised in order to represent their common interests. The Youth Forum works to empower young people to participate actively in society to improve their own lives by representing and advocating their needs and interest and those of their organizations.

2. The Advisory Council on YOUTH – AC[21]. The AC is made up of 30 representatives from youth NGOs and networks that provide opinions and input on all youth sector activities. The AC also ensures that young people are involved in other activities of the Council of Europe.

3. European Youth Networks. At the European level there are various youth networks that support youth migrant participation. Some of the European networks that address young migrants are:
   - African Diaspora Youth Network in Europe – ADYNE[22] is a platform of organizations led and driven by young Africans and fellow youth with African backgrounds living in Europe. With the main aim of serving interests of young people all over Europe, ADYNE promotes active youth participation in various policy and social fields through trainings and constructive dialogues between African and European societies
   - Youth Express Network[23] - Through a network of member organisations, youth leaders, social workers and young people, the network works at a local, regional and European level for the social inclusion of young people
   - Voices Of Young Refugees In Europe[24] – VYRE - is an international network created by, with and for young refugees has been focusing since 2008 on the social inclusion of young refugees

[20] http://www.youthforum.org/european-youth-form/
[21] http://www.coe.int/t/dg4/youth/coe_youth/advisory%20council/Advisory_Council_on_Youth.asp
[22] http://www.adyne.eu
[23] http://www.y-e-n.net
[24] http://wearevyre.org/

4. European Integration Forum[25] - provides an opportunity for civil society organisations to express their views on migrant integration issues and to discuss with the European institutions challenges and priorities.

In order to explore the information presented above, the third session was design using the method of treasure hunt / mission impossible. The group was dived in two. Each group needed to solve, in 30 minutes, the following tasks and present the results in a theatre play:

Tasks to solve
Present a youth international network for young migrants
Talk about an European structured for young people
Describe one important event for youth migrant participation at European level happened in 2014
Present the "perfect" youth migrant activist (that needs to gather at least five different competences: ability, knowledge and attitude
Present at least 3 instruments that encourage youth migrant political participation? (instruments can be international structures, funds, laws, etc)
Present one method that a young migrant can use for increasing youth migrant participation?

The groups presented their finding, at the end the trainer also offers concrete information for each of the information presented by the group.

The trainer will do also a short daily evaluation, but using the method of "smiles". There was draw, three smiles on a big flipchart paper:

☺ - Happy

:-/ - So and so

☹ - Sad
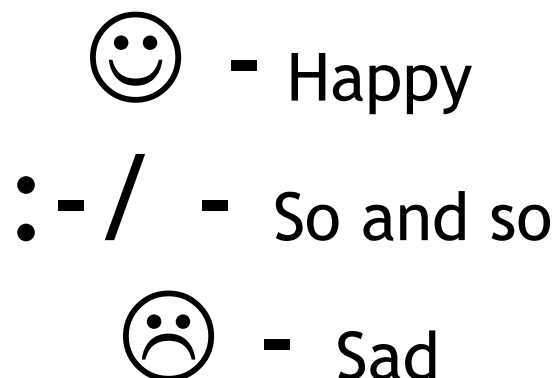
Each participant put a dot near the smile that related to their feeling of the day. This was only one method for evaluation. The daily evaluation can be made with many methods, important is to have at the end of each training day an evaluation.
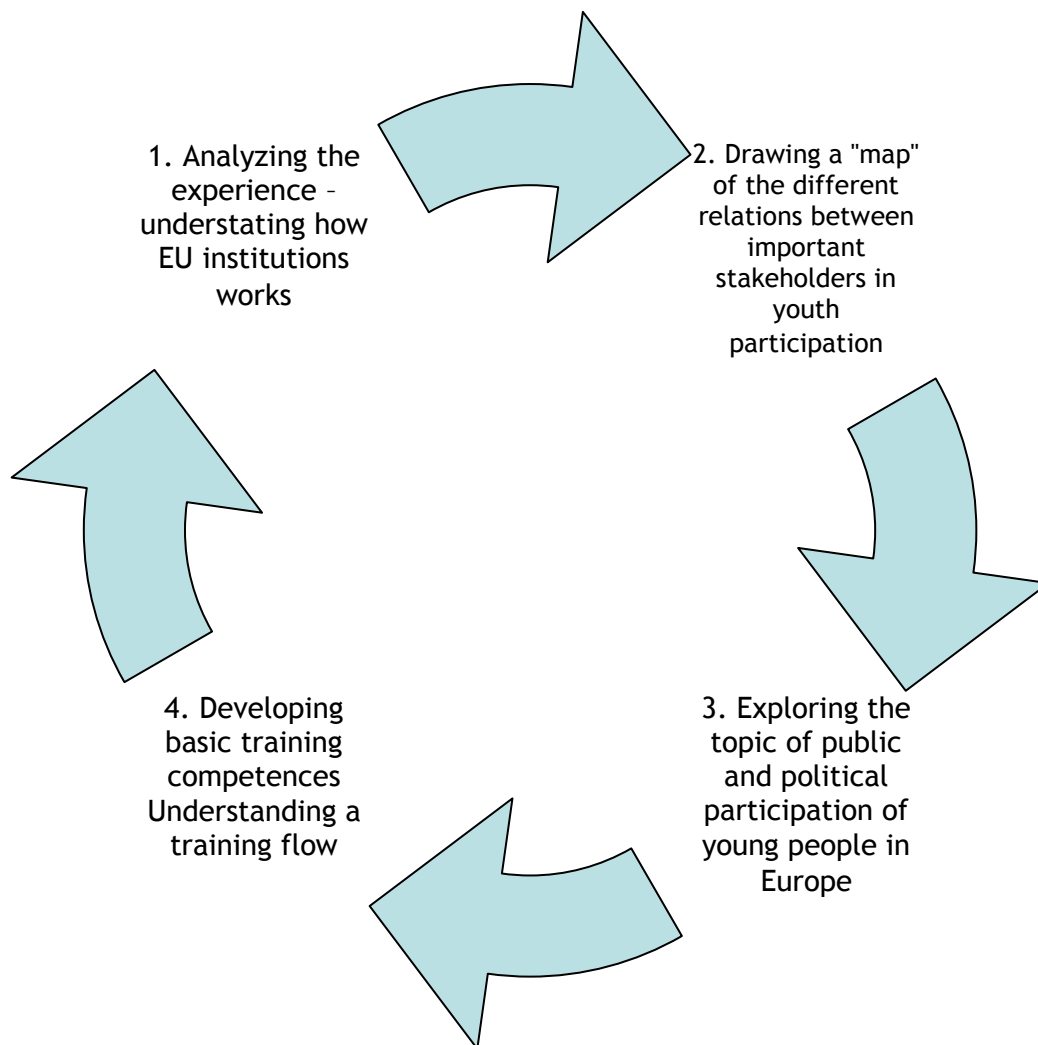
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[25] http://ec.europa.eu/ewsi/en/policy/legal.cfm

Training basic skills and teaching methods

Interactive methods of increasing youth participation at local, regional and national level

The last session of the training course focused on basic skills in training. The day started with an energizer and an overview of the previous day. After the energizer that had the aim also to increase the group dynamic, the trainer facilitated a discussion with the group emphasising the training flow.

Taking in consideration the flow used for the actual training:

1. Analyzing the experience – understating how EU institutions works

2. Drawing a "map" of the different relations between important stakeholders in youth participation

3. Exploring the topic of public and political participation of young people in Europe

4. Developing basic training competences Understanding a training flow

Together with the participants, the trainer presented the experiential learning circle (Kolb experiential learning cycle) that should be the base of every training course / session:
1. Activity – creating a frame work for doing the activity
2. Analysing – looking back at the activity and seeing what happened
3. Reflecting – asking what were the learning outcomes
4. Transferring – how the learning outcomes could be used in the daily life

Then the trainer present the basic competence in training and offered to the group the opportunity to practice some of the competence through the exercise "Speak one minute". Each participant had to prepare and to deliver one minute speech about a topic that she / he receive it from the trainer.

After the speech, the group and the trainer gives feedback looking at: verbal and non-verbal communication, flow of the discourse, arguments, interaction with the group, energy.

In order to implement the methods mentioned above, it is necessary to have the basic competence in youth training. A person that leads an educational process is a trainer.

The concept of a good trainer[26] is of course quite subjective, and depends on our experiences, preferred learning styles, the values of the trainer, training and organisation, to name but a few factors. With this in mind, the key characteristics below could be a useful starting point for thinking through a training curriculum focusing on core competencies.
   • An ability to show approval and acceptance of trainees
   • An ability to bring the group together and to control it without limiting or damaging it
   • A style of teaching and communicating which generates and uses the ideas and skills of the participants
   • Knowledge and experience of the subject matter
   • Organising ability, so that resources are available and logistical arrangements smoothly handled
   • Skill in identifying and resolving participants problems
   • Enthusiasm for the subject and capacity to put it across in an interesting and engaging way
   • Flexibility in responding to participants' changing needs

As a trainer, a person needs to understand that each educational activity answers to a specific objective. Based on the objectives that it is needed to be reached, a certain educational activity is being implemented though different methods. It is also needed to know different methods that correspond with different learning styles, because in a group there is all the time diversity and the educational process should answer to all the learning needs.

Some of the methods that can be used in order to increase youth participation are:

Living library
The living library functions as an ordinary library, but the books in the living library are people representing groups that face or may face prejudices or stereotypes. The living library is used to promote respect for human rights and human dignity, to draw attention to diversity in all its forms and to stimulate dialogue between people.

Public café
The café is a method of active dialogue, information exchange and finding creative solutions of action. It is also a very good method of consultation and participation in decision making.

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[26] T-kit 6: Training Essentials - http://pjp-eu.coe.int/documents/1017981/1667921/1_context_2.pdf/42f7822b-b983-4a83-94f3-31a7533e12c8

Flash Mob
A flash mob (or flashmob) is a group of people who assemble suddenly in a public place, perform an unusual and seemingly pointless act for a brief time, then quickly disperse, often for the purposes of entertainment, satire, and artistic expression. But Flash Mobs can / should be organised also with the aim of passing a strong message towards the community.

PhotoVoice
Photos and stories are the essence of the PhotoVoice method, which means, as the words suggest, "to speak through images", or the voice of a community through images.
PhotoVoice is a method used to send a strong message through a presentation of "living photos" realized by the members of those disadvantaged, marginalized groups that do not have the skills to determine the introduction of their problems on the public agenda or the capacity to rally in order to pursue a common interest

What is important to mention is that the methods should be used in a training curriculum, following a certain flow and answering to learning objectives that are based on learning needs.

General recommendation for a training course

Implementation and design

Non-formal learning is an educational process that happens outside the formal educational system. The person that is leading this process doesn't need to have formal educational background in teaching but requires some competences. The participants involved in a non-formal learning process are voluntary based. The methods used are participatory and active and are connected with certain learning objectives. The learning outcomes target the development of different competences (skills, attitude and knowledge).

The transnational training organised in the frame work of ACCESS project implemented the following principles:

Participation of ALL
Probably the most important principle cross-cutting the course and the methodological strategy: everybody is supposed to participate; nobody should be excluded or discriminated.

Participants' Centred
The way the course is designed – both in terms of contents and working methods – is based not only on the participants' expressed needs and expectations, but also on their critical, reflexive and creative potential. This means that a lot of the course outcome is directly dependent on participants' contribution to it. In this sense, the course is a permanent call for active participation.

Combination of Methods
The methodology in the programme tries to combine a variety of working methods – from plenary and small group discussion to games and simulations. This diversity of methods tries to respond to the diversity of needs and learning preferences of the group.

Mutual Learning Strategy
It is a fundamental assumption that: everybody is good to learn and everybody can contribute to a collective learning process. Therefore, the course is designed as an exercise of mutual and inter-active learning – with special focus put on learning with and from the different. Indeed, the wider the cultural diversity in the room, the higher potential for learning.

Safe Learning Environment
The course is constructed as a safe learning space, where participants can try out things, where they can feel free to share opinions and emotions in a constructive and learning frame. The course is thus a unique opportunity for learning (including learning with mistakes).

Intercultural Learning Process
It is a fundamental dimension of European training. Inevitably, at European level (as well as, in most cases, at national level) we are working in multicultural environments. It is important to learn how to deal with it and to learn how to learn from it. As for this, it is fundamental a permanent positive attitude towards the others and towards oneself: a kind of *ethics of mutual care*.

Form = Contents
In a training course of this nature, *form* is *contents*; i.e. the methodological options and the working methods are contents of a learning process (a basis for what we'd call *meta-training* or *implicit pedagogy*).

Development of Competencies: knowledge – skills – attitudes
The learning strategy towards the development of competencies integrates the development of knowledge, skills and attitudes in an articulated manner (one is not more important than other). This development is however a value-based one and looks for enhancing change.

Experiential Learning and Practice
We do learn a lot from experience. Certain things we can only learn from experience. In the course, participants are often put into situations – and situations of practice – that enable an analysis and critical reflection on "what happened/happens", extracting from such an exercise relevant learning elements (about the way I function, about the skills and knowledge involved, about my values and attitudes, etc.).

The above mentioned principles were discussed and implemented during the training. The principles were mentioned also during the feedback phase. After each speech from the exercise "Speak one minute" each participant received feedback from the group and from the trainer. The feedback was constructive and objective, with the aim to help the participants to increase their self-confidence to speak in front of a group and to articulate a speech. The last part of the training the participants learnt also to give and to receive feedback – an important competence for a trainer.

In order to measure the impact of the training, the trainer did two kind of evaluation, one verbal and one in written. The participants declared satisfied with the training and said that their learning objectives were full field. At the end of the training course the trainer gave to each participant a personal action[27] plan that each of them should fill in for the next day. The plan answered to the following questions: activities planned to implement, the resources needed, the time line for the activities and the impact that the activity will produce in the community.

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[27] A sample of an personal action plan is in annex III

Resources

Useful resources / links

Participation and learning opportunities

1. SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the European YOUTH programme. SALTO-YOUTH Resource Centres is a network of 8 Resource Centres working on European priority areas within the youth field. It provides youth work and training resources and organises training and contact-making activities to support organisations and National Agencies within the frame of the European Commission's Youth in Action programme and beyond - https://www.salto-youth.net/about/

2. Youth department of Council of Europe - is part of the Directorate of Democratic Citizenship and Participation of the Council of Europe. The Department elaborates guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels. It provides funding and educational support for international youth activities aiming at the promotion of youth citizenship, youth mobility and the value of human rights, democracy and cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans - http://www.coe.int/t/dg4/youth/Coe_youth/Structures_en.asp#P13_110

3. The EU-CoE youth partnership stems from the close relations that the Council of Europe and the European Commission have developed in the youth field over the years since 1998. The overall goal is to foster synergies between the youth-oriented activities of the two institutions. The specific themes are participation/citizenship, social inclusion, recognition and quality of youth work - http://pjp-eu.coe.int/en/web/youth-partnership/home

Funding opportunities

4. European funding program on Youth – Erasmus Plus - http://ec.europa.eu/programmes/erasmus-plus/discover/index_en.htm

5. Asylum, Migration and Integration Fund (AMIF) - http://ec.europa.eu/dgs/home-affairs/financing/fundings/migration-asylum-borders/asylum-migration-integration-fund/index_en.htm

Publications and documents:

6. T-kits - The training kits are thematic publications written by experienced youth trainers. They are easy-to-use handbooks for use in training and study sessions. T-Kits are produced in English. Some of them are also available in French or German - http://pjp-eu.coe.int/en/web/youth-partnership/t-kits;jsessionid=3E43F139A4FBC8465E0BE37AD8A4ED65

7. Passport of the EUROPEAN citizen – A publication of the international conference "Welcome to Europe, an youth perspective on immigration" organised in Malta 2010 by JEF Europe http://www.youblisher.com/p/122836-Passport-of-the-European-Citizen

8. EUROPE: What's it all about – A publication that gathers basic information about the European Union http://europa.eu/citizens-2013/sites/default/files/content/publication/NA3113822ENC_002.pdf

9. Have Your Say! - the Manual on the revised European Charter on the Participation of Young People in Local and Regional Life http://www.coe.int/t/dg4/youth/source/coe_youth/participation/have_your_say_en.pdf

Annexes

Annex I - BINGO

Is vegetarian	Knows to play an musical instrument	Has a pet	Is first time in Brussels
Lived in at least three different countries	Speaks at least three languages	Has voted in last elections	Is wearing something red
Loves to sing in the shower	Has a secret crush	Love to dance	Is photogenic
Doesn't like mornings	Has a bike and use it	Use social media? (which one?)	Works as intercultural mediator

Annex II – Speak one minute on the following issues:

1. Tell us your last holiday

2. Describe your family

3. Tell us a story from the period you went to school

4. How was your trip to Brussels?

5. Share a moment from your daily work

6. What do you do in your free time?

7. What you would like to do in 5 years time?

8. What was the craziest thing that you did?

9. Make a speech about your favorite book / movie

10. Share a moment that you lived with your friends

11. Tell us how do you see migration?

12. Make a speech about European Union

Annex III – Action Plan

Which activities / projects I would like to do in the next 3 – up to 6 months in order to increase youth political participation?	What resources do I need to implement the activity? (in term of money, human resources etc.)	When I would like to do it?	Who can support me in this? (NGO, community, mentors, etc.)	What impact my activity will produce? On my, in my community, in my country?
Activity 1				
Activity 2				
Activity 3				