TOOLKIT

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INTRODUCTION

Migration is a multifaceted phenomenon that originates for a variety of reasons. Individuals decide to migrate motivated by economic, political, social and environmental factors. The various reasons why people leave a country are also known as push factors.

- **Economic:** The search for better job opportunities and living conditions is one of the most common reasons for migration. In many cases, people move from regions with high unemployment and low wages to areas with greater economic opportunities. In summary, these would be unemployment, low wages and lack of economic opportunities among others.
- **Political:** Political persecution, armed conflict, human rights violations and oppressive governments force many people to seek safety in other countries. Refugees and asylum seekers are clear examples of political migrants.
- **Social:** Factors such as family reunification, improved access to education and health services also motivate migration. Also included here are those processes that have been motivated by a violent, discriminatory context, and/or without guarantees of access to basic services. In general, these are people who migrate in search of better opportunities and/or living conditions for themselves or their families.
- **Environmental:** Natural disasters, climate change and environmental degradation force many people to leave their homes. Droughts, floods and other increasingly frequent and severe natural phenomena are displacing a growing number of people.

On the other hand, it is interesting to briefly mention the pull factors. The latter are the ones that determine the choice of destination country, i.e., they are the reason for moving to a particular country and not to another. These are:

- **Economic:** Better job opportunities, higher wages, higher demand for labor.
- **Social:** Better quality of life, access to educational and health services, support network.
- **Political:** Political stability, respect for human rights, favorable immigration policies.
- **Environmental:** Safer and more sustainable environments.

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Likewise, it should be emphasized that the migration process involves several key stages that must necessarily be understood in order to provide effective support to migrants. These stages are:

- **Decision to migrate:** This is the first step and can be influenced by multiple personal, economic and social factors. The decision involves a risk-benefit analysis, as well as an evaluation of possible routes and destinations.
- **Preparation and departure:** At this stage, migrants plan their journey, obtain the necessary documents (such as passports and visas), and organize financial and logistical resources. This phase may include selling property, learning a new language and obtaining information about the destination country. However, depending on the push factors it is possible for this phase to happen precipitously.
- **Transition:** The journey itself may be short or long, depending on the distance and routes chosen. During this phase, migrants may face dangers, border barriers and exploitation by smugglers. Safety and security are critical concerns at this stage.
- **Integration:** The last stage is integration into the new environment. This involves adapting to a new culture, learning a new language, finding employment and establishing a support network beyond the existence or not of possible initial contacts in the host country. Integration can be a long and challenging process, depending on the receptiveness of the host society and the country's integration policies.

***Glossary of terms:** The final annex includes a detailed glossary defining key terms related to migration, facilitating the understanding of fundamental concepts such as “refugee”, “asylum seeker”, “human trafficking” and others.

CHAPTER 1: Elements to consider when accompanying migrants

This chapter is intended as a guide on the elements to be taken into account for the accompaniment of migrants, highlighting the importance of cultural sensitivity, knowledge of legal aspects, meeting basic needs, stages of accompaniment and the development of skills, aptitudes and attitudes to facilitate the integration and well-being of migrants in their new environment.

Be informed about the sociocultural and socioeconomic context of the immigrant:

First, becoming informed about the sociocultural and socioeconomic context from which the immigrant person comes is critical as it demonstrates a genuine commitment to their well-being and a willingness to understand the situation from their perspective. This will help to provide better support, and will also strengthen the relationship between the youth worker and the immigrant, creating an environment of trust and mutual respect.

Things to consider:

- **Personal history:** take the time to get to know the immigrant's personal history. Find out where he/she comes from, what his/her culture of origin is, what his/her past experiences are, and what circumstances led him/her to migrate. Understanding their history can help you better understand their motivations, aspirations and challenges.
- **Migratory circumstances:** find out about the individual's migratory circumstances, such as the reason for their migration, their current immigration status and any traumatic experiences they have faced during the migration process. This will help you understand the potential difficulties they face and provide more sensitive support.
- **Socioeconomic context:** familiarize yourself with the socioeconomic context of the migrant's country of origin and destination country. This includes understanding the economic, political and social conditions in which they lived before migrating, as well as the opportunities and challenges they face in their new environment.
- **Culture and values:** research the culture, traditions and values of the immigrant's country of origin. This will help you better understand their way of thinking, their beliefs and their way of interacting with the world. Recognizing and respecting these cultural differences is essential to establishing a relationship of trust and mutual understanding.

- **Legal system and rights:** acquire knowledge about the legal system and the rights of immigrants in the destination country. This will enable you to orient the immigrant to his or her legal rights and responsibilities, as well as the resources available to him or her in case of need.
- **Community resources:** research community resources available to immigrants in the area where they live. This may include non-profit organizations, social services, cultural centers, support groups and integration programs.
- **Language and communication:** if possible, learn some basic phrases in the immigrant's language or make sure you have access to interpretation services if you do not speak the immigrant's language. Effective communication is key to understanding the immigrant's needs and concerns and establishing a trusting relationship.

Cultural sensitivity:

Delving deeper into some of the above aspects we conclude that cultural sensitivity is fundamental to the accompaniment of immigrants and to this end it is especially important that youth workers make a conscientious effort to know and understand cultural differences, overcome language barriers and promote inclusion.

To understand cultural differences is to recognize and respect cultural differences, including customs, traditions, beliefs and behaviors that can vary significantly from one culture to another. Some key aspects to consider in this regard for youth workers are the need for training in cross-cultural competencies (religious practices, holidays, food customs, family structures and other aspects), training and development of empathic listening to better understand the experiences and perspectives of migrants, and tailoring services offered in a culturally sensitive manner (offering food options that respect religious dietary restrictions, taking into account cultural norms related to gender, social interaction or others).

As mentioned above, effective communication is vital for the accompaniment of migrants, and language barriers can hinder access to services and integration into the community. Some of the measures to be adopted in this area would range from providing professional interpreters who can assist in communication between youth workers and migrants, especially at critical moments such as medical consultations, legal procedures and job interviews, to ensuring that important information is available in the languages spoken by migrants and guaranteeing their access to courses to learn the local language, as this is crucial for their integration and autonomy in the host country.

Finally, promoting the social and cultural inclusion of migrants is essential for their well-being and success in the new environment. This requires organizing intercultural events and activities that encourage interaction between migrants and the local community, creating programs where members of the local community act as mentors for migrants (to help them navigate their new environment and facilitate the creation of social networks), and advocating for the development of inclusive policies.

Legal aspects:

Knowledge of immigration laws and regulations is crucial to adequately support migrants as migrants must be well informed about their rights and obligations in the destination country. Workers should:

- **Advice on rights and obligations:** Informing migrants about their legal rights and duties in the destination country includes informing them about their labor rights (minimum wage, working hours, working conditions, safe working environment, etc.), their right to access various public services (health care, educational facilities, social services, etc.) and about laws protecting them against racial, ethnic, gender and other forms of discrimination.

- **Facilitate access to legal services:** Since migrants often need legal assistance to navigate complex immigration and justice systems, youth workers should connect migrants with lawyers and specialized legal services that offer free or low-cost legal services, provide clear and accessible information (preferably in their native language) ensuring that migrants understand the legal processes and their options, and assist them in preparing documents such as asylum applications, work permits and other immigration paperwork.

- **Understand asylum and residency procedures:** Understanding and explaining asylum and residency procedures is essential to support migrants in their legal regularization. However, it is advisable that the immigrant person has deepened and inquired about this area during the second phase of the migration process (preparation and departure). In any case, as youth workers we have to guide migrants in the asylum application process (evidence gathering, preparation for interviews, presentation of required documents, etc.) and in obtaining residence and work permits, explaining the requirements and assisting in the preparation of the applications.

Regarding knowledge of immigration laws and regulations, it is essential to keep updated on changes in immigration laws and policies in order to provide accurate and timely information to migrants.

Basic needs and access to the welfare society:

When migrants arrive in the country of destination they often face numerous difficulties in meeting their basic needs and navigating various obstacles to full integration. Because of this, youth workers must:

- **Identify and provide access to essential services:** such as housing, food and health care, i.e., help migrants find safe and affordable housing (temporary shelters, subsidized housing programs, rental search assistance, etc.), facilitate access to food banks, soup kitchens and food assistance programs, and guide migrants on how to access health services, including free or low-cost clinics, and specialized services for migrants.

- **Welfare system orientation:** Informing migrants about available welfare resources and how to access them is essential to their full integration. Specifically, they should be informed about available social benefits (unemployment benefits, family allowances and financial assistance) and put in contact with community services that offer additional support, such as counseling, education and personal development or integration programs that help migrants adapt to life in the new country (language courses, cultural orientation and practical skills workshops).

- **Connect with support organizations:** Work in collaboration with NGOs that provide specialized services for migrants (legal assistance, emotional support and integration programs) and government agencies that offer assistance to migrants, as networking is crucial to provide comprehensive support to those who have left their countries. It is also interesting, in order to favor the inclusion of migrants in the host country, to encourage the participation of volunteers in providing practical and emotional support to migrants, creating a strong community support network.

Other important aspects: education, employability and driver's license:

It is vital to help migrants develop skills that will enable them to integrate and thrive in their new environment. This includes:

- **Education:** Access to education is crucial for the personal and professional development of migrants. Facilitating access to formal and informal education and improving employment opportunities for migrants. In this sense, the homologation of educational qualifications obtained in the country of origin is of great help as it means having access to a greater number of opportunities. Likewise, it is important to know, inform and guide migrants about access and enrollment in the different levels of the educational system, either for themselves or for their children. On the other hand, it is essential to offer adult education programs that allow migrants to continue their education, improve their language skills and obtain qualifications equivalent to those of their countries of origin. Finally, migrants should be informed about scholarship and financial aid opportunities available to them to pay for their education.

- **Employability:** Employability includes different aspects. On the one hand, there are job training programs and, on the other, professional counseling and guidance for migrants arriving in the country of destination.

1. **Job training programs:** Offer courses and workshops to improve the professional skills of migrants, given that the development of these professional skills of migrants, since the development of these skills is fundamental for their integration into the labor market. is essential for their integration into the labor market. In this sense, it is essential to start by evaluating the skills that migrants already possess, as well as the areas where they need further training. On the other hand, it is very useful to offer courses that improve the technical and professional skills of migrants, in areas such as information technology, construction, health care and other sectors with high demand. Finally, it is important to help migrants obtain certifications and accreditations that validate their skills and experience.

2. Counseling and career guidance: Provide counseling services that help migrants to identify and achieve their career goals is essential. Within this area, it is important that counseling be personalized, helping the migrant to identify his or her own career goals, develop his or her action plan and job search strategies. In addition, it is good to organize workshops that address topics such as resume writing, interview preparation, online job search and building professional networks. Another interesting option is to set up mentoring programs where experienced professionals guide migrants in their professional development, offering advice and practical support.

3. **Driving license:** Obtaining a driver's license from the destination country is essential to fully integrate and adapt to life in the new place of residence, allowing greater mobility and autonomy, as well as increasing the employability opportunities of those who have it in force. In this sense, it is important to inform migrants about how to obtain such a license, the costs and the required documentation.

Accompanying stages:

To conclude this chapter, it seems necessary to include a brief review of the different stages that the youth worker and the migrant will have to go through during the accompaniment process. As a small guide for the youth worker, the different stages are:

1. E**stablishing the relationship:**

- Create a welcoming and safe environment where the immigrant feels comfortable to express his or her needs and concerns.
- Establish a relationship of trust and mutual respect, showing empathy and willingness to help.

2. **Needs assessment:**

- Conduct a comprehensive needs assessment of the immigrant's needs, including such as housing, employment, education, health, emotional and social support, among others.
- Identify the resources and services available to meet these needs and develop an individualized action plan.

3. Planning and goal setting:
- Collaborate with the immigrant to set realistic and achievable goals in key areas of his or her life, taking into account the needs of the immigrant.
- Develop a detailed work plan that includes specific steps and timelines for achieving these goals, and review it periodically to make adjustments as needed.

4. Access to resources and services:
- Facilitate the immigrant's access to the resources and services necessary to achieve his or her goals, such as job counseling and training programs, language classes, physical and mental health services, legal advice, among others.
- Providing guidance and support in accessing bureaucratic systems and procedures, such as
applications for residence and work permits, obtaining health cards, social benefits or immigration procedures.

5. Ongoing support:
- Providing emotional and practical support at every stage of the integration process, offering active listening, motivation and guidance.
- Be available to resolve doubts, provide advice and help overcome obstacles that may arise along the way obstacles that may arise along the way.

6. Empowerment and autonomy:
- Encourage autonomy and informed decision-making on the part of the immigrant, helping them to address their own needs and solve problems independently.
- Promote the immigrant's active participation in his or her community and in the making of decisions that affect his or her life and lifestyle.

7. Follow-up and evaluation:
- Conduct regular follow-ups to assess the immigrant's progress toward their goals and identify areas where more support is needed.
- Gather feedback from the immigrant on the accompaniment received, in order to continually improve services and adapt them to changing needs.

CHAPTER 2: Risks and challenges for migrants in the country of destination

Migration entails several risks and challenges for migrants in destination countries, which can be of a structural or personal nature and can significantly impact their well-being and integration process. Among the main risks and challenges we can find violence, racism, discrimination, labor exploitation, as well as barriers in access to basic and essential services.

Therefore, they may face physical violence, such as assaults and robberies, due to their vulnerable status and lack of resources to protect themselves. In addition, they often receive insults and threats, affecting their mental health and sense of belonging. On the other hand, we encounter institutional racism, which manifests itself in discriminatory policies and practices that prevent access to essential services, while social racism results in exclusion and marginalization by the local community.

Contributing factors to violence:
Violence against migrants can be driven by a number of factors, which not only affect the physical safety of migrants, but also have profound impacts on their mental health and their ability to integrate and contribute positively to the host society. It is therefore critical to address these issues through inclusive policies, education and robust protection mechanisms to ensure a safe and just environment for all and all include:

- **Xenophobia and racism:** irrational fear and hatred of foreigners can trigger violent attitudes and behaviors against migrants. This hatred may be rooted in the belief that migrants represent a threat to the culture, economy or security of the destination country, leading to discrimination and both physical and verbal aggression.

- **Misinformation and stereotypes:** The dissemination of misinformation and the perpetuation of negative stereotypes about migrants can fuel violence and discrimination. Certain myths, such as that migrants are criminals, that they take jobs away from native citizens or abuse the welfare system, create an environment of hostility and rejection towards them. These stereotypes are promoted and manipulated by certain media or public figures, further fueling prejudice and mistreatment of migrants.

- **Weak rule of law:** The lack of effective mechanisms to protect migrants' rights and ensure justice can allow violence against migrants to continue without consequences. In many cases, migrants do not report abuses due to lack of trust in authorities or fear of reprisals, including deportation. Moreover, when institutions charged with protecting the human rights and safety of migrants are ineffective, violence and impunity prevail, leaving migrants in a situation of extreme vulnerability.

Racism and discrimination:

Racism and racial discrimination represent significant and common challenges for migrants, manifesting in a variety of areas that impact their daily lives and well-being. In the workplace, migrants often face barriers in accessing jobs, obtaining fair wages, working conditions and opportunities for advancement. Employer bias based on race, ethnicity or country of origin can limit migrants' chances of finding and keeping adequate and decent jobs. This employment discrimination affects their economic stability, as well as perpetuates cycles of poverty and social exclusion.

In addition, due to their vulnerability and often lack of knowledge about labor rights, they are particularly prone to exploitation in the workplace. This exploitation can manifest itself in various forms, such as:

- **Forced labor:** migrants may be subjected to extreme working conditions under threat, coercion or deception. This may include excessively long hours, inhumane working conditions and withholding of wages, forcing workers to accept abusive conditions in order to maintain their employment.

- **Unfair wages:** In many cases, migrants are paid less than what is stipulated by law or are denied the full pay they are entitled to, thus violating their labor rights and affecting their economic and psychological stability.

- **Hazardous working conditions:** Migrants may be assigned to risky tasks without receiving the necessary protective equipment or without adequate safety measures, putting their health and lives at serious risk.

There are several mechanisms that facilitate such labor exploitation of migrants, including various abusive practices. Among them are deceptive promises of employment, where migrants are lured with job offers that appear to be lucrative but in reality end up in exploitative conditions. Another common practice is document retention, where employers withhold migrants' identity and labor documents, limiting their ability to leave abusive jobs or seek new opportunities. In addition, the absence of formal contracts leaves migrants without legal protection, leaving them in the hands of employers who may abuse their situation. All of this contributes to the vulnerability of migrants in the workplace, promoting their exploitation and hindering their well-being and stability in their new environment.

In terms of housing, discrimination can restrict the housing options available to migrants, forcing them to live in inadequate conditions or in marginalized neighborhoods. Apart from affecting their quality of life, it can jeopardize their safety and well-being. Exclusion from safer residential areas and limited access to adequate housing reinforce segregation and inequality, making it even more difficult for migrants to integrate into society.

In the educational setting, migrant children and youth often face discrimination that affects their academic performance and integration in schools. Language barriers, prejudice from teachers and peers, and the lack of adequate educational resources to address the specific needs of migrants contribute to a challenging school experience, impacting the academic development of migrant students and influencing their self-esteem and their perception of belonging to the school community.

In accessing health services, discrimination can limit the availability and quality of medical care that migrants receive. Health provider bias, lack of interpretation and translation services, and administrative barriers can prevent migrants from accessing necessary and appropriate treatment. Causes that affect their physical and psychological health, opening doors to new potential problems or illnesses.

Therefore, it is extremely important to develop inclusive policies and awareness programs that address these issues, as it is essential to ensure equal opportunities and well-being of migrants. The implementation of measures that promote diversity and inclusion in the workplace, equal access to housing, inclusive education and health care without discrimination are primary and necessary issues to combat racism and racial discrimination.

In addition, it is essential to foster an environment of mutual respect and understanding, where migrants can fully integrate and contribute to society without facing discriminatory barriers in society.

Impacts of discrimination:

Discrimination has profound impacts on the lives of migrants, affecting various aspects of their lives. First, it can cause social exclusion, isolating them and hindering their integration into the community, thus causing unwanted loneliness. This isolation prevents the formation of social and professional support networks.
In economic terms, discrimination in employment and housing contributes to economic inequality. Migrants commonly face barriers to accessing well-paying jobs or decent housing, perpetuating cycles of poverty and limiting their financial stability and prosperity.

In addition, constant discrimination can have serious repercussions on their mental health, leading to stress, anxiety and depression. This hostile environment undermines their emotional well-being and creates additional barriers to their adaptation and success in the host country or society.

Mitigation strategies:

To address and reduce these risks, several strategies should be implemented. First, it is essential to **provide education and raise awareness about diversity and inclusion.** This can be achieved through educational campaigns and programs that promote mutual respect and intercultural understanding, helping to dismantle prejudices and stereotypes.
In addition, it is imperative to **establish accessible and safe mechanisms for reporting and support.** Creating adequate channels where migrants can report incidents of violence and discrimination without fear of retaliation is essential to ensure that their rights are protected and their experiences are heard.

Finally, **promoting inclusive public policies** is key to ensuring that migrants' rights are legally protected. This involves advocating for laws and policies that guarantee their equal access to essential services and opportunities, thus promoting effective and fair integration into society. Implementing these strategies will contribute to building a safer and more equitable environment for all migrants.

Psychosocial support and mental health:

To address the challenges of violence and discrimination, migrants need comprehensive psychosocial support. This support should include access to mental health services that address stress, anxiety and other emotional problems associated with the migration experience. Services should provide specialized counseling and therapy, as well as facilitate the formation of support groups where migrants can share their experiences and receive emotional support from people with similar experiences. In addition, it is essential to organize community integration activities to foster positive interaction between migrants and the local community, which helps to improve their adaptation and sense of belonging.

Migration can have a **profound impact on the mental health of migrants**, manifesting itself in various ways. Among the main effects are stress and anxiety, caused by adaptation to a new environment, **legal and economic uncertainty**, and separation from family. Post-traumatic stress disorders may also arise in those who have escaped conflict, violence or natural disasters. In addition, **loneliness and isolation** resulting from lack of support networks and discrimination can intensify emotional distress.

However, accessing mental health services presents other challenges. The **stigma** associated with mental health problems can deter migrants from seeking help. **Language barriers**, such as the lack of services in the migrant's language, can complicate communication and appropriate treatment. Finally, the **lack of resources in mental health services**, which are often underfunded and do not meet demand, further limits access to needed care, especially in communities with a high concentration of migrants.

Legal challenges

Migrants often face significant legal challenges when trying to regularize their status or situation in the destination country. Among the challenges can hinder their ability to access adequate legal services and defend their rights. The following are the main aspects of these challenges.

Complexity of legal systems:

- **Lack of knowledge of rights:** Most young migrants do not have access to clear information about their rights and the laws that protect them in the receiving country. This lack of knowledge may prevent them from identifying and acting against situations of abuse or injustice.
- **Language barriers:** Lack of fluency in the language of the destination country can be a considerable obstacle, making it difficult to understand legal procedures and communicate effectively with lawyers and authorities, which can result in errors or misunderstandings.
- **Legal costs:** The costs associated with legal advice can be high, and many migrants do not have the financial resources to pay for adequate legal services. Lack of access to affordable legal representation can leave migrants vulnerable and unprotected in important legal matters.

Apart from these challenges in legal systems, migrants also face a constant risk that aggravates their vulnerability.

Risk of deportation:

- **Instability and uncertainty:** The constant threat of deportation generates a state of insecurity that profoundly impacts the mental health of migrants, destabilizing their daily lives and making long-term planning difficult, exacerbating stress and anxiety.
- **Barriers to integration:** Fear of deportation can discourage migrants from seeking formal employment, accessing essential services, or participating in community life. Thus perpetuating their exclusion and limiting their opportunities to improve and contribute to society.
- **Impact on the family:** The possibility of deportation can lead to family separation, severely affecting all members of the household. It manifests itself in emotional trauma for adults and children, creating a situation of ongoing instability and suffering.

To conclude this chapter, we consider it necessary to mention migratory mourning, as the main challenge faced by the migrant population. It is considered a natural process of adaptation to the losses associated with the migration experience. This mourning is not considered an illness, but a period of adjustment to the separation of significant elements of the previous life. The main losses include language difficulties, which can generate frustration and embarrassment; separation from family and friends, increasing loneliness; loss of the ethnic reference group, which can make migrants feel like foreigners; and loss of culture and cultural references, such as norms of behavior and family environment.

In order to detect it, it is necessary to know and take into account these signs:

- Frequently thinking about life in the home country and feeling nostalgic about aspects of life, the environment and the country.
- Feelings of anxiety, fear of the future, irritability or sadness. Feeling insecure in solving everyday problems and making decisions that were not difficult before.
- Feeling of having developed two identities: one related to who they were in the country of origin and the other to who they are in the host country, sometimes experiencing conflicts between the two.
- Contradictory feelings towards the host country and the country of origin, such as love/appreciation versus hate/anger.
- Somatizations such as a feeling of having something stuck in the throat, stomach, back or headaches, and tightness in the chest.
- Feelings of guilt for people left behind.

CHAPTER 3: Women's migration process

Migrant women face a number of challenges that are increasingly profound and specific. These challenges include gender-based violence, the pressure of family responsibilities, and exploitation through human trafficking. This chapter analyzes these problems, highlighting the need for gender-sensitive approaches to effectively address the difficulties they face. The experiences of migrant women are diverse and require special attention that recognizes their particular circumstances. It is therefore essential that support strategies are tailored to their specific needs, thus ensuring adequate protection and fuller integration into the destination or host society.

Gender violence:

Migrant women face different forms of gender-based violence throughout their journey from their country of origin to their country of destination. These abuses can be physical as well as emotional, sexual and economic. Specific forms of violence they may experience include:

- **Domestic violence:** In their country of destination, migrant women may continue to suffer domestic abuse. Factors such as economic dependence, social isolation and lack of access to legal support and resources aggravate this situation, so that violence can manifest itself in physical, emotional and sexual aggression within the domestic environment.
- **Sexual violence:** Throughout their migration, women are especially vulnerable to sexual violence. This includes the risk of sexual exploitation and abuse both during transit and in the receiving country. Insecurity and lack of adequate protection increase their vulnerability to these acts.
- **Workplace harassment:** In the workplace, migrant women may be victims of sexual and workplace harassment. This manifests itself through inappropriate comments, unwanted advances and sexual exploitation under the promise of employment or better working conditions.

Contributing factors to gender violence:

The vulnerability of migrant women to gender-based violence is influenced by a series of factors that aggravate their situation:

- **Gender inequality:** Traditional gender norms and expectations reinforce violence against women, both in their countries of origin and destination. These norms can legitimize abuse and perpetuate attitudes that disregard women's rights and dignity.
- **Economic dependence:** Lack of financial independence is an important factor that can force women to remain in abusive relationships. Without financial resources of their own or access to viable economic alternatives, women are trapped in abusive situations, with few options for improving their situation.
- **Language and cultural barriers:** Language differences and cultural barriers can complicate migrant women's ability to seek help and support, as they can make it more difficult to access assistance services, report abuse and receive adequate protection, thus increasing their vulnerability to violence.

Strategies to address gender-based violence:

To address the gender-based violence experienced by migrant women, it is essential to develop and implement comprehensive and targeted strategies that address both direct protection and the support necessary for women's recovery and safe integration into their new communities.

Safe shelters and immediate assistance:

A key priority is the establishment of safe and accessible shelters for migrant women in urgent need of protection. They should provide a safe environment where victims can receive immediate care and support to begin the recovery process. In addition, specialized legal and psychological assistance should be provided to help women cope with the legal and emotional challenges resulting from gender-based violence. Likewise, legal advice should be geared towards resolving specific problems that may arise during the migration process, while psychological support should focus on treating trauma and strengthening mental well-being.

Awareness and education programs

It is equally important to implement awareness programs aimed at both migrant women and receiving communities. These programs should educate about gender-based violence and foster an environment of respect and understanding. By increasing awareness, a culture of support is promoted and the stigmatization of victims is reduced.

Legal information and assistance

To ensure that migrant women are aware of and able to exercise their rights, they should be provided with detailed information about their legal rights in countries of origin, transit and destination. Explanation of relevant laws against gender-based violence and human trafficking should be clear and accessible. In addition, facilitate access to free or low-cost legal assistance from NGOs, as this will help women obtain the necessary support to resolve their legal problems.

Personal safety plan

For the continued protection of migrant women, the development of a personal safety plan is necessary. This plan should include practical tips for maintaining safety during the integration process, such as identifying and avoiding dangerous situations. In addition, provide information on helplines and contacts of support entities, as well as recommend applications and possible digital tools for personal safety. By implementing these strategies in a coordinated manner, a potentially safer and more supportive environment can be provided for migrant women, helping them to overcome that situation and effectively integrate into their new community. The combination of safe shelters, legal and psychological assistance, education and personal safety resources is essential to comprehensively address the challenges faced by these women.

Human trafficking:

In addition to gender-based violence, another serious challenge to which migrant women are exposed is human trafficking or human smuggling. This phenomenon constitutes an extreme violation of human rights and manifests itself in various forms, with sexual exploitation being one of the most common forms, where women are forced or tricked into working in the sex industry. Trafficking can also involve forced labor, where women are subjected to slave-like conditions in sectors such as domestic service, agriculture or industry. In some cases, even migrant women may be forced into forced marriages, where they are treated as property and exploited.

Risk factors for human trafficking:

Several factors contribute to migrant women's particular vulnerability to human trafficking:

- **Economic inequalities:** Lack of economic opportunities in their home countries can lead women to accept job offers that seem promising but are, in reality, deceptive or dangerous. Economic desperation may cause migrant women to risk inhumane working conditions or even fall into the hands of traffickers.
- **Lack of legal documentation:** The absence of legal documentation or work permits can place migrant women in a position of extreme vulnerability. This lack of documentation leaves them in a precarious situation, where it is easier for traffickers to take advantage of them, as fear of deportation or detention may cause women to refrain from seeking help or reporting abuse.
- **Manipulation and misinformation:** Traffickers use various deception tactics to lure migrant women into exploitative situations, promising them well-paying jobs or better living conditions that, in reality, turn into conditions of forced labor, sexual exploitation or servitude. Lack of adequate information and desperation to improve their situation can lead women to trust these fraudulent offers.

Prevention and strategies to combat human trafficking:

To prevent human trafficking and protect migrant women, it is necessary to implement a comprehensive approach that provides for both early identification and effective intervention. This approach should include:

- **Identifying road signs:** It is essential to provide information on how to recognize road signs and exploitation. These signs may include behaviors of excessive control by third parties, restriction in personal decision making, and evidence of physical or emotional coercion. Recognizing these patterns is key to intervening before the situation escalates, allowing help and protection to be offered in a timely manner.
- **Information for reporting**: Provide accessible and clear information on how to report. This includes establishing and promoting anonymous reporting lines and providing contacts with specialized organizations that offer immediate and confidential assistance. Having these resources available facilitates a rapid and effective response to trafficking situations, ensuring that victims can receive help without fear of retaliation.
- **Specialized resources:** Inform migrant women about organizations dedicated to combating human trafficking. These entities often offer a variety of services, including legal assistance, psychological support and safe shelters. Accessing these resources can be important for the protection and recovery of victims, providing a pathway to recovery and reintegration.

In addition to these preventive measures, it is necessary to adopt comprehensive strategies to combat human trafficking:

- **Awareness campaigns:** Implement awareness campaigns in communities of origin and destination to educate about the risks of human trafficking. These campaigns should inform migrant women and the community at large on how to prevent trafficking and recognize the signs of exploitation, as public education and awareness-raising are key tools for the prevention of human trafficking.
- **Support and protection networks**: Establishing support networks that include shelters, legal assistance and psychological support provides a comprehensive protection network for migrant women. These networks should provide a safe environment and the necessary resources to confront and overcome trafficking situations, facilitating access to essential services and ongoing support.

It is also essential to provide direct support to migrant women through:

- **Access to health services and psychological support:** Ensuring that migrant women have access to medical care and mental health services is critical to their overall well-being, to help women regain their physical and emotional health for their healing and recovery process.
- **Shelters and protection from violence:** Creating and maintaining safe shelters for women fleeing situations of violence provides a space where they can find immediate protection and assistance. To provide a safe environment and the support necessary for recovery and rebuilding their lives.
- **Training and economic empowerment programs:** Providing training and employment opportunities to enable women to achieve economic independence, integrate into society, strengthen their autonomy and reduce their vulnerability to future exploitation.

Family burden:

However, there is another significant challenge “family burden” that many migrant women face. The primary responsibility of caring for children and family members can restrict their ability to fully integrate and develop their potential in the new environment.

These responsibilities include childcare, which encompasses not only daily care but also ensuring their education and emotional well-being; support for elderly or dependent family members, both in the destination country and in the country of origin; as well as unpaid work related to household and care, which consumes time and energy and limits employment and educational opportunities.

This family burden can have several negative impacts:

- **Employment limitations:** The need to care for children and other dependents may restrict women's ability to seek or maintain paid employment, limiting their economic independence and professional development.
- **Social isolation:** Lack of time to establish social networks and participate in the community can lead to isolation. This makes it difficult to build support networks and integrate into the host society.
- **Stress and burnout:** The combination of paid and unpaid work, along with caregiving responsibilities, can result in high levels of physical and emotional stress and exhaustion, affecting the overall health and well-being of migrant women.

Measures to support migrant women with family responsibilities:

To address the challenges that migrant women face due to their family responsibilities, it is critical to implement specific and effective support strategies. These strategies include:

- **Child care services:** Providing accessible and affordable child care services is crucial to enable migrant women to participate in employment and education without compromising the well-being of their children, helping to ensure that they can focus on their professional and personal development while their children receive the necessary care.
- **Family support programs:** Develop and implement programs that provide emotional and practical support. They may include support groups and counseling, which help women manage the demands associated with their family responsibilities and overcome the difficulties inherent in their role as caregivers.
- **Work flexibility:** Promoting flexible work options, such as adaptable schedules and part-time jobs, makes it easier for women to balance their family responsibilities with their work needs. This allows them to achieve work-life balance, improving their ability to participate in the labor force.

For the improvement of the management of family burdens and support for the integration of migrant women in their new environment, should be provided:

- **Financial assistance:** Provide information on financial assistance programs to support migrant families in situations of need, as it can alleviate economic pressures and allow them to focus on other crucial areas of their lives.
- **Access to services:** Facilitating children's enrollment in schools and access to social services in the destination country is vital. Providing details on how to access these services helps women better integrate into their new community and ensure that their families receive the support needed to enhance development.

Impact of migration on women's mental health:

Migration can profoundly affect the mental and emotional health of migrant women due to several critical factors.These women face traumatic experiences, such as violence and abuse in their countries of origin and during their journey, as previously mentioned, which can lead to serious mental health problems, including post-traumatic stress disorder (PTSD) and depression. In addition, separation from family and communities can intensify these effects, leading to feelings of loss, loneliness and isolation. All of this, coupled with integration challenges such as language and cultural barriers, contributes to increased stress and anxiety, making it difficult to adapt to the new environment.

Access to mental health services and support strategies for migrant women:

Access to mental health services is important for improving the well-being of migrant women, but faces several significant challenges that must be addressed in a comprehensive manner:

- **Stigma associated with mental health:** Many migrant women face cultural and social stigmas that may discourage them from seeking professional help, preventing them from seeking the necessary support for their mental health problems. Overcoming these barriers is necessary to promote active help-seeking and create an environment in which women feel safe to express their needs.

- **Lack of specialized services**: The lack of mental health services that are gender-sensitive and tailored to the unique experiences of migrant women limits their access to appropriate treatment. Mental health professionals should receive specific training to address the needs of this group, ensuring that the support offered is relevant and effective.
- **Economic barriers:** The costs associated with mental health services can be expensive and inaccessible, especially for migrant women already facing economic hardship. Financial barriers can restrict access to needed care, leaving many women unable to receive the support they need for their emotional well-being.

To address these challenges and provide adequate support to migrant women, effective strategies need to be implemented:

- **Accessible and affordable mental health services:** It is critical to ensure that mental health services are both financially and culturally accessible. These services should be available in the language of the user and designed to consider the specific experiences of migrant women, thus facilitating their access and participation.
- **Training of health professionals:** Mental health professionals should receive specialized training to understand and address the particular needs of migrant women. This training should include an understanding of the traumatic experiences and cultural challenges faced by these women.
- **Creating emotional support networks:** Encouraging the formation of support groups and community networks can provide a safe and supportive space for migrant women to share their experiences and receive emotional support. These networks offer a sense of belonging and can be an invaluable source of support and resources.

Promotion of networks and communities:

Network and community development as a support strategy for the integration and well-being of migrant women:

- **Support networks:** It is important to provide detailed information on entities and organizations that offer support to migrant women. These resources may include emergency services, counseling and support in the local community.

- **Institutional collaborations**: Establishing partnerships between governmental and non-governmental institutions can help provide more coordinated and comprehensive support. These collaborations facilitate the creation of a network of services that effectively responds to the diverse needs of migrant women.
- **Online networks:** Online networks and communities are a valuable tool for connecting migrant women to resources and support. These digital platforms allow women to find support, share experiences and access useful information, facilitating their integration and strengthening their support network.

CHAPTER 4: Mentoring, a process of personalized accompaniment for the migrant.

Mentoring is understood as a tool to support migrants in their integration process in a new environment. Through mentoring, migrants obtain personalized guidance and support that facilitates their adaptation, optimizes their opportunities and contributes to their overall well-being. This chapter discusses the concept of mentoring, highlighting its benefits and strategies for its effective implementation, with a particular focus on how this support can positively influence the mental health of migrants.

What is mentoring?

Mentoring is defined as a supportive and guiding relationship in which a more experienced and knowledgeable person, known as a mentor, provides advice and guidance to another person. This process is designed to help the migrant develop skills, achieve goals and overcome obstacles. In the context of migration, mentoring has several key objectives:

1. **Facilitating social integration:** Mentoring seeks to help migrants understand and adapt to the customs, norms and expectations of the host country. This includes providing information about the local culture, social practices and labor norms, enabling migrants to integrate more effectively into their new community.
2. **Developing skills**: Through mentoring, migrants receive guidance on how to acquire and hone skills needed for both employment and day-to-day activities. This can range from specific professional skills to general competencies such as intercultural communication and time management.
3. **Improving well-being**: Emotional and psychological support is a crucial part of mentoring. Migrants often face a range of emotional and psychological challenges, such as the stress associated with adapting to a new environment and feelings of isolation. Mentoring provides a safe space to discuss these concerns and receive support, helping to improve the migrant's overall well-being.

Importance of mentoring:

Mentoring proves to be an optimal resource for the integration of migrants, as it provides personalized accompaniment in several crucial areas. First, it offers **personalized guidance,** helping migrants adapt to their new cultural and social environment. Through this accompaniment, migrants can understand and adjust to the norms and expectations of the receiving country, thus facilitating a smoother and more effective transition.

Second, mentoring plays a key role in professional development. Mentors support migrants in finding employment and honing their professional skills. This includes advice on resume writing, interview preparation and building professional networks, which is vital for opening up new opportunities in the labor market and fostering professional growth.

In addition, mentoring provides essential emotional support. Mentors offer a safe space where migrants can express their concerns and receive emotional support. This aspect is critical to the migrants' overall well-being, helping them manage the stress and anxiety that can accompany the adaptation process.

Benefits of mentoring for migrants:

As previously mentioned, mentoring is an optimal tool for migrants, providing them with comprehensive support in their process of adapting to a new environment. This support manifests itself in several key areas:

Social integration:

- **Network building:** Mentoring facilitates the creation of social and professional networks, which are critical to success in a new country. Mentors help migrants establish contacts with influential people and integrate into local groups, which can open doors to social and employment opportunities.
- **Cultural awareness:** Through mentoring, migrants are oriented to the cultural norms, values and customs of the host country. This cultural understanding is essential to avoid misunderstandings and to adapt effectively to the new social environment.
- **Community involvement:** Mentors also play a crucial role in encouraging migrants to participate in community activities and local events. This not only promotes a sense of belonging, but also helps migrants integrate more quickly into their new community.

- **Specific benefits of mentoring:**

    - **Personalized guidance:** Mentoring provides guidance tailored to the individual needs of migrants. Mentors work with migrants to identify their goals and develop a clear and realistic plan to achieve them. This personalized approach helps address each person's unique needs.
    - **Emotional support:** In the adaptation process, migrants often face emotional challenges, so mentoring provides a safe space to express concerns and emotions, helping to mitigate the stress and anxiety associated with migration.The emotional support received from a mentor helps maintain mental and emotional well-being.
    - **Networking:** Mentors can facilitate the creation of support networks and employment opportunities. By providing access to an established network, mentors help migrants find employment, access resources and connect with people who can offer additional help and guidance.

- **Skills development:** Mentoring also contributes to the development of personal and professional skills. Mentors offer advice in areas such as job search, improving job skills and adapting to the demands of the new environment, strengthening the competencies migrants need to thrive.

In addition to supporting the social integration of migrants, mentoring plays a key role in developing their skills and improving their employability. This personalized accompaniment process offers a number of benefits in key areas such as career guidance, training and empowerment.

Career guidance: Mentoring facilitates the job search through advice on resume writing, interview preparation and career path development. Mentors provide practical advice and support in professional networking, helping migrants to establish themselves in the labor market and take advantage of the opportunities available in their new environment.

Training: An essential aspect of mentoring is to identify the training needs of migrants and guide them to access courses and training programs that align with their career goals. This training enables them to acquire specific skills that are in demand in the labor market, thus improving their employment prospects and career development.

Empowerment: Mentoring also focuses on strengthening migrants' confidence, self-esteem and self-efficacy. By receiving personalized support and guidance, migrants feel more empowered to make decisions about their future and face the challenges of the work environment. This empowerment helps them build a career and fully integrate into their new community.

Steps for effective mentoring and coaching training:

To ensure that mentoring and coaching are effective and beneficial to migrants, it is essential to follow a series of structured steps:

- **Needs assessment:**
  - **Identifying specific needs:** The first step is to identify the particular needs of migrants. This includes understanding the challenges they face in terms of cultural adaptation, professional development and emotional support.
  - **Context and resource assessment:** It is necessary to assess the context in which the mentoring will take place and the resources available to adapt the program to the specific circumstances of the migrants.

- **Design of the training program:**
  - **Define clear and measurable objectives:** Establish specific objectives for the training, ensuring that they are clear, achievable and measurable, starting with short-term objectives. These objectives will guide curriculum development and mentoring activities.
  - **Curriculum design:** Create a curriculum that combines theory and practice, including modules on mentoring techniques, skills development, and specific aspects of migrant support. The curriculum should be adaptive and flexible to address the varying needs of migrants.

- **Selection of mentors and coaches:**
  - **Search for qualified candidates:** Select individuals with mentoring and coaching experience and relevant skills.Mentors and coaches must have the ability to offer effective guidance and empathy to migrants.
  - **Skills assessment:** Assess candidates' empathy, patience, and communication skills to ensure they are able to provide support in a sensitive and effective manner.

- **Training of mentors and coaches:**
  - **Training in mentoring and coaching techniques:** Offer specific training in mentoring and coaching techniques, including strategies for establishing effective relationships and providing constructive feedback.
  - **Inclusion of modules on mental health:** Incorporate training on mental health and emotional well-being to prepare mentors and coaches to address the emotional and psychological needs of migrants.

- **Program execution:**
  - **Assigning mentors and coaches:** Matching migrants with appropriate mentors and coaches, ensuring that each pair has clear objectives and expectations.
  - **Conduct follow-up sessions:** Conduct regular follow-up and evaluation sessions to monitor progress and make necessary adjustments to the program.

- **Evaluación y ajuste:**
  - **Recogida de feedback:** Obtener retroalimentación de los participantes para evaluar la efectividad del programa y detectar áreas de mejora.
  - **Ajuste del programa:** Modificar el programa según la retroalimentación recibida y los resultados de la evaluación para mejorar continuamente la efectividad del mentoring y coaching.

Migrant mental health in the context of mentoring:

Mentoring, in its integral role in the integration of migrants, not only facilitates social adaptation and professional development, but also addresses crucial aspects of mental health and emotional well-being. The emotional support provided through mentoring can be instrumental in overcoming the challenges associated with the migration process.

Emotional support and mental health strategies

It offers significant emotional support that can effectively contribute to the mental health of migrants:

- **Stress reduction:** By providing a safe space to discuss concerns and challenges, mentoring helps mitigate the stress and anxiety that migrants may experience in their new life with the goal of achieving a healthier management of emotions.
- **Emotional support:** Mentors play a key role in employing empathy and understanding, essential factors in promoting emotional well-being and strengthening resilience. This emotional connection can help migrants feel valued and understood.
- **Access to Mental Health Resources:** Orient migrants on how to access mental health services and psychological support, providing them with information on these resources and ensuring that migrants can get the professional help they need to deal with their emotional challenges.

Mental health challenges in the migration process:

However, migrants often face numerous challenges that could have an impact on their mental health:

- **Adaptive stress:** Transitioning to a new cultural and social environment can be a considerable source of stress.Language, cultural and economic barriers amplify this burden, making adaptation a complex and often overwhelming process.
- **Previous trauma:** Many migrants have fled situations of violence, persecution or natural disasters, which can result in post-traumatic stress disorder (PTSD) and other related conditions. The experience of these previous traumas requires specialized care and comprehensive support.
- **Isolation and loneliness:** Separation from family and lack of support networks in the new country can generate profound feelings of isolation and loneliness. Language and cultural barriers can exacerbate these feelings, making social integration even more difficult.

Supportive mentoring strategies for addressing mental health challenges:

Mentoring can implement and provide various strategies to address these challenges:

- **Active listening:** Practicing active listening is essential to ensure that migrants feel understood and valued. This involves paying full attention to their concerns without unnecessary interruptions and validating their experiences.

- **Mentoring mental health resources:** Helping migrants identify and access mental health resources is crucial.Mentors can provide information and connect migrants with professional services that can offer psychological and emotional assistance.
- **Promotion of self-care:** Encouraging self-care practices, such as regular physical activity, a balanced diet and seeking social support, contributes significantly to the overall well-being of migrants.
- **Stress management and resilience:** Providing tools and techniques for stress management and building emotional resilience enables migrants to face their challenges more effectively and with greater strength.

List of possible skills and knowledge required for accompaniment:

For effective accompaniment in the mentoring context, it is important to have a set of skills and knowledge to provide comprehensive support to migrants. Below is a list of the skills and knowledge required, with a brief description of each:

Key skills

- **Empathy and active listening:**
  - **Understanding and sharing feelings:** Empathy involves putting yourself in the migrant's shoes, understanding their emotions and experiences, and responding sympathetically. It is fundamental to building a relationship of trust.
  - **Listen without judgment:** Listen openly and without prejudice, showing genuine interest in what the migrant shares. This helps them feel valued and understood, facilitating more open and effective communication.

- **Effective communication:**
  - **Verbal communication:** To ensure mutual understanding during the communication process, it is essential to adopt certain strategies:
    - **Use of clear and accessible language:** Use simple language and avoid confusing technical terms. Consider cultural differences and language barriers, using short, direct sentences to facilitate understanding.
    - **Clarity in the meaning of terms**: Make sure that the terms and concepts you use have a clear and uniform meaning to the person you are talking to. Words can have different meanings even within the same language.

- **Active listening:** Keep your attention on the conversation without tuning out or leaving the person waiting in silence for a long time, especially in situations with language difficulties. Avoid unnecessary interruptions, use gestures of assent and rephrase questions to confirm understanding. Periodically verify that the person has understood what you have explained by asking him/her to summarize or repeat the information.
- **Vocalization and rhythm:** Speak more slowly and clearly to facilitate comprehension. Avoid raising the volume, as the problem is usually comprehension rather than hearing.
- **Translation and intercultural mediation services:** Offer translation services if the person is not fluent in the local language. You can also use intercultural mediation provided by specialized organizations if necessary.
- **Adequate time for care:** Understand that serving people with language or cultural barriers may require more time. If you are unable to provide adequate care within the time available, schedule a new appointment rather than rushing the visit. Equity involves tailoring care to the specific needs of each individual.

- **Non-verbal communication:** Non-verbal communication plays a crucial role, especially for migrants with language barriers. Our facial expressions, tone of voice and body language convey messages continuously, and proper use can enhance our interactions, while improper use can have negative effects.
  - **Body language awareness:** Difficulty expressing or understanding information can lead to frustration and embarrassment, affecting self-esteem. Negative nonverbal reactions can exacerbate these feelings. Therefore, it is important to be aware of how our body language can facilitate communication and make the person feel understood and confident.
  - **Attitude and personal state:** Before interacting with the migrant make sure you are in an appropriate emotional state. If you are anxious or worried, this may negatively influence the quality of care. Take a moment to relax and calm down if necessary.
  - **Conveying empathy and support:** Be sure to project empathy, support and reassurance through your body language. Nonverbal communication should reflect understanding and respect, contributing to a more effective and positive interaction.

List of basic knowledge in mental health:

- Basic knowledge of common mental health problems:
  - **Recognition of common conditions:** Familiarity with disorders such as post-traumatic stress disorder, anxiety and depression, and how these can manifest in migrants.
  - **Identifying warning signs:** Ability to recognize signs that may indicate mental health problems and the need for professional intervention.
- Techniques to provide emotional support:
  - **Emotional support techniques:** Knowledge of methods and approaches to provide emotional support, such as validation of feelings, positive reinforcement and support in the development of coping strategies.
  - **Referral to professional resources:** Know how to direct migrants to mental health and psychological support services, facilitating access to appropriate professional help when needed.

Resources available for training:

A variety of training resources can be used to develop and strengthen these skills and knowledge:

- **Specialized training:** Courses and workshops in social skills, intercultural communication and mental health.
- **Best Practices Manual:** Guides and manuals that offer proven strategies and techniques for mentoring and emotional support.
- **Simulations and role-playing:** Practical activities that allow mentors to practice their skills in simulated situations.
- **Expert advice:** Consultations with mental health professionals and migration experts for additional guidance and specific questions.

In the following, we analyze case studies and best practices of mentoring programs implemented in several European cities.

Case studies and examples of good practices:

Case study 1: Mentoring program in a European city

In a European city with a significant migrant population, a mentoring program with clear objectives and effective strategies was implemented:

- **Objectives:** To facilitate the social integration of migrants and improve their employment opportunities.
- **Strategies:** Mentors and mentees were matched based on common interests and goals. In addition, training was provided to mentors and regular meetings were organized to foster ongoing communication and support.
- **Results:** Program participants reported increased confidence in their abilities, more effective integration into the community, and a marked reduction in stress and anxiety.

Case study 2: Mentoring for migrant women

A mentoring program focused on migrant women highlighted the need for gender-specific and gender-sensitive approaches:

- **Objectives:** To support migrant women in their integration and empowerment process, addressing particular challenges such as gender-based violence and family responsibilities.
- **Strategies:** Trained mentors on gender issues, organized support groups, and offered workshops on rights and resources available to migrant women.
- **Results:** Participants experienced a significant improvement in their emotional well-being and in their ability to manage both family and work responsibilities.

CHAPTER 5: Networking and International Opportunities for Young Migrants

Networking is seen as an essential strategy to support the integration and comprehensive development of young migrants. This chapter discusses the importance of establishing support networks, identifies the key actors and organizations involved, and explores international opportunities that can benefit these young people. Cooperation among various entities and sectors can provide a wide range of resources, support and opportunities that facilitate both the integration process and the empowerment of migrants.

The importance of networking:

Networking represents a fundamental tool for the support and integration of young migrants, offering many significant benefits:

- **Improved access to resources:** Networking facilitates access to a wide variety of essential resources, including educational services, legal advice, medical care and employment opportunities. This connection to varied resources enables migrant youth to obtain the support necessary to address their specific needs and improve their quality of life.
- **Social support network:** Integrating young migrants into a support network helps them overcome the isolation and loneliness that accompany migration. This social network provides a space to build meaningful relationships, share experiences and receive emotional support, which is crucial for their psychological and social well-being.
- **Personal and professional development opportunities:** Networking connects migrant youth to key opportunities for their growth. This includes access to training programs, educational scholarships and employment opportunities, allowing them to develop skills, advance their careers and achieve their personal and professional goals.
- **Sharing knowledge and best practices:** Networking facilitates the exchange of knowledge and experiences among organizations working with young migrants. This exchange of good practices and lessons learned contributes to improving the effectiveness of support programs, ensuring that the strategies used are more effective and tailored to the needs of migrants.

Despite the aforementioned benefits it offers, networking also faces a number of challenges that can complicate its implementation and effectiveness:

- **Coordination and communication:** Coordination and communication between multiple entities and entities can be complex and challenging. Different entities may have different objectives, methods and systems of operation, which can lead to misunderstandings, lack of synchronization and difficulties in the joint management of projects and resources.
- **Limited resources:** Many agencies working with migrant youth face budget constraints and resource limitations.This lack of resources can limit the ability of agencies to collaborate effectively, implement comprehensive programs and respond adequately to the emerging needs of migrants.
- **Cultural and linguistic barriers:** Differences in culture and language between entities and migrant youth can present significant barriers to collaboration. Difficulties in cross-cultural communication and understanding can hinder the establishment of effective relationships and the implementation of culturally sensitive and appropriate support strategies.

Key actors in supporting young migrants:

Supporting young migrants is an effort that requires the collaboration of different actors, each contributing their expertise and resources to facilitate the integration and development of these young migrants in their new environments. These are the main actors involved and their role in this process:

- **International Organizations**
  - **United Nations (UN):** UN agencies, such as the United Nations High Commissioner for Refugees **(UNHCR)** and the International Organization for Migration **(IOM)**, play an important and indispensable role in protecting and assisting migrants and refugees.
    - **UNHCR** is responsible for providing humanitarian assistance, protection and durable solutions for refugees and displaced persons, ensuring that their rights are respected and their basic needs are met.
    - **IOM** focuses on managing migration in a safe and orderly manner, offering assistance services, policy development and programs that facilitate the integration and well-being of migrants.

- **European Union (EU):** The EU supports initiatives aimed at migrant integration through funding programs and policies.
  - **Erasmus+** offers educational and mobility opportunities for young migrants, promoting cultural exchange and professional development.
  - **The EU** also promotes projects that strengthen the capacity of member countries to manage migration and support migrants in areas such as education, employment and health.

- **International Labor Organization (ILO):** The ILO works to improve working conditions and guarantee the rights of migrant workers.
  - It focuses on promoting decent and fair employment, addressing issues such as labor exploitation and the protection of labor rights.
  - Provides guidelines and recommendations to ensure that young migrants have access to equitable and secure employment opportunities.

- **National and local governments**
  - **Ministries and Departments of Migration:** At the national level, these government agencies are responsible for developing and implementing migration-related policies.
    - They design strategies for the integration of migrants, from the management of visas and permits to the implementation of support programs and services.
    - They work in collaboration with other entities to coordinate efforts and maximize the impact of migration policies.
  - **Local authorities:** Local authorities play an essential role in the practical application of integration policies at the community level.
    - They provide direct services such as housing, education, and social assistance, adapting national policies to local realities.
    - Facilitate the social integration of young migrants by organizing community activities and supporting local programs.

- **Non-Governmental Organizations (NGOs)**
  - **Save the Children:** Focuses on the protection and development of migrant children and youth.
    - It provides educational programs, health services and child protection to ensure that young migrants receive the support necessary for their well-being and development.

- It works to improve living conditions and ensure that the rights of migrant children are respected.

- **Amnesty International:** Defends the human rights of migrants globally.
  - It advocates for just and humane immigration policies, and focuses on denouncing abuses and rights violations faced by migrants.
  - It conducts awareness campaigns and lobbies governments and organizations to promote dignified and fair treatment of migrants.
- **Refugees International:** Dedicated to influencing policies that benefit refugees and migrants.
  - It advocates for effective and sustainable humanitarian policies and conducts research on the conditions of migrants to inform and improve the global response.

- **Educational Institutions**
  - **Universities and schools:** They have a significant impact on the integration of young migrants.
    - They offer educational programs that support young people in their academic and social adjustment, including language courses and academic support.
    - They facilitate inclusion through extracurricular activities and student support networks that help migrant youth (YM) integrate into the school community.
  - **Vocational training programs:** Focus on specific skills development and job training.
    - They provide young migrants with practical skills and certifications that improve their employment prospects and their ability to contribute to the local labor market.
    - These programs are usually aligned with the demands of the labor market and offer support for job search and professional insertion.
- **Migrant communities and networks**
  - **Migrant associations:** They play an important role in promoting social integration.
    - They offer a space for the migrant community where they can share experiences, receive support and access resources specific to their situation.
    - They encourage the creation of support networks and promote active participation in community life.

- **Support groups:** Offer direct and emotional assistance to young migrants.
  - They provide safe spaces where migrants can voice their concerns, receive guidance and build meaningful connections.
  - They organize activities and events that help young people integrate and adapt to their new environment.

However, there are other international alternatives and opportunities designed to facilitate their integration and promote their personal and professional development. These programs and resources offer support in key areas such as education, vocational training, employment and social integration. By taking advantage of these programs, young migrants can overcome barriers, acquire new skills and build support networks that enable them to adapt.

International opportunities for young migrants

Educational and training programs

1. **Scholarships and study programs:** Numerous universities and international organizations offer scholarships designed specifically for young migrants. These scholarships help remove financial barriers, allowing students to access higher education and achieve their academic and career goals. In addition, some programs offer additional support, such as tutoring and academic guidance.
2. **VET programs:** There are a number of vocational training programs that are intended to provide technical training and specialized skills to migrant youth. These programs are designed to enhance employability by providing practical skills that are highly valued in the labor market, as well as training in specific areas that can open doors to new employment opportunities.

Employment and volunteer programs

1. **European Voluntary Service (EVS):** Integrated into the Erasmus+ framework, the European Voluntary Service offers young migrants the opportunity to participate in volunteer projects throughout Europe. It allows them to gain practical experience, develop personal and professional skills, and build an international network of contacts while contributing to important social causes.

2. Internship programs: Various international organizations, NGOs and companies offer internships that provide young migrants with the opportunity to gain work experience in a professional environment. These internships help enhance resumes and also facilitate the creation of professional networks and the development of skills that are essential for success in the world of work.

3. **Youth employment initiatives:** Many countries have developed specific programs to support youth employment, which include resources and assistance for young migrants in their search for employment, ranging from career counseling and job preparation workshops to subsidies for companies that hire young migrants, thus facilitating their insertion into the labor market.

Social and cultural integration projects

1. **Community projects:** At the local level, community projects play a decisive role in the social and cultural integration of young migrants. These projects can include activities that promote intercultural understanding, collaboration and mutual support between migrants and local communities, contributing to greater social cohesion and the building of support networks.
2. **Cultural exchanges:** Cultural exchange programs allow young migrants to share aspects of their culture with local residents, as well as learn about the culture of the host country, helping to foster mutual respect and integration while enriching the cultural experience of all participants.
3. **Sports and recreational activities:** Participation in sports and recreational activities is a good way for migrant youth to integrate into their communities, as they promote a healthy lifestyle and provide opportunities to develop friendships, improve emotional well-being and establish social connections.

Best practices in networking:

Networking benefits from the implementation of best practices that optimize collaboration and the impact of initiatives.

Cross-sector collaboration

Public-private partnerships represent one strategy for addressing the needs of young migrants. These entities can combine resources, expertise and experience, resulting in more comprehensive and effective support. In addition, the establishment of multilevel networks, ranging from local to national and international levels, facilitates a more cohesive and coordinated response. Thus, such networks allow for the integration of efforts and resources from various areas, maximizing impact and ensuring that responses to migrants' needs are more comprehensive and effective.

Context-sensitive approaches

Cultural and linguistic adaptation of programs and services is critical to ensure that they are accessible and relevant to migrant youth. This involves designing initiatives that respect and accommodate the diverse cultures and languages of migrants, ensuring that they receive the necessary support in a format they can understand and use effectively. In addition, the active participation of young migrants in the design and implementation of these programs ensures that solutions reflect their specific realities and needs. This inclusive approach enhances the effectiveness of the programs, as well as empowering migrants by giving them a voice in the process.

Monitoring and evaluation

The implementation of monitoring and evaluation mechanisms is crucial to measure the success and impact of initiatives to support migrant youth. Regularly evaluating programs allows for real-time adjustments to strategies and ensures that efforts are aligned with objectives and emerging needs. On the other hand, sharing results and best practices among the organizations involved fosters transparency and mutual learning. All of this contributes to continuous improvement and innovation in support strategies, promoting more effective networking and integration of young migrants.

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CONCLUSION AND GLOSSARY

It is essential to raise awareness of the situation of migrants and their positive impact on society. This can be achieved through different strategies:

- **Awareness campaigns:** These campaigns seek to inform the public or population about the challenges faced by migrants and highlight their positive stories. They can include media advertisements, community events and the use of digital platforms to disseminate constructive and positive messages about migration. These campaigns help to dismantle stereotypes and prejudices, promoting a more sympathetic and empathetic view of migrants.
- **Community education:** Educational programs on diversity, inclusion and human rights play a key role in raising awareness. Implementing these programs in schools, community centers and other educational spaces fosters a deeper and more respectful understanding of migration experiences. In addition, they not only inform about migrants' rights, but also promote an environment of acceptance and solidarity.

Contributions and participation of migrants

Migrants bring with them a rich cultural diversity and experience that can significantly enrich society. Therefore, it would be necessary:

- **Recognize and value their contributions:** It is important to ensure that migrants are appreciated for their skills, talents and contributions to the community. Recognizing their achievements and value enriches the social fabric and fosters a sense of belonging.
- **Facilitate their integration and active participation:** Create opportunities for migrants to integrate and actively participate in community and civic life. Including access to public spaces, participation in community activities and support in their professional development.
- **Promote cultural exchange and mutual learning:** To foster understanding and mutual respect through cultural, educational and recreational activities, as it helps to build bridges between different cultures. Thus allowing the sharing of ideas, experiences and values, enriching all participants.

- **Encouraging volunteerism and activism:** Encouraging migrants to participate in volunteerism and activism can strengthen their connection to the community and contribute to social welfare. They can play a crucial role in promoting social, environmental and community causes, drawing on their unique experience and perspectives.
- **Development of joint community initiatives:** Implement projects and programs that involve both migrants and natives in joint activities. Promoting teamwork, empathy and compatibility.

ANNEX: Glossary of terms

- **Access to justice:** The right of all persons, including migrants, to obtain justice and legal protection without discrimination.
- **Humanitarian action:** Interventions aimed at alleviating suffering and protecting the dignity of people affected by crises and conflicts, including migrants and refugees.
- **Cultural adaptation:** The process of adjustment by migrants to integrate into a new culture, including learning the social norms, values and behaviors of the host country.
- **Diplomatic asylum:** Protection granted by a State outside its borders in places with immunity, such as embassies or residences of heads of mission, to persecuted persons seeking protection. This form of asylum is not granted in the headquarters of international organizations or consular offices. Although every state has the right to grant asylum, it is not obliged to grant or justify its refusal.
- **Territorial asylum:** Protection offered by a State to a foreigner in its territory, preventing the State of origin from exercising jurisdiction over him, based on the principle of non-refoulement. This protection includes access to certain internationally recognized rights.
- **Asylum:** Protection offered by a country to persons who have fled their place of origin due to persecution or imminent danger.
- **Assimilation:** The process by which one social or ethnic group, usually a minority, adopts the language, traditions, values and behaviors of another dominant group. Assimilation involves a deep integration that can lead to a significant modification in feelings of origin and fundamental life issues. Unlike acculturation, which refers to the adaptation of certain cultural aspects while maintaining the original identity, assimilation involves a more complete incorporation and absorption into the dominant culture.
- **Language barriers:** Obstacles faced by individuals due to differences in spoken language, which can hinder communication and integration.
- **Change of status:** The process by which a foreign national in legal status may apply for a change of immigration status. For example, a foreign student may, upon completion of his or her studies, apply for a change of status so that his or her student visa is replaced by a work visa.
- **Coercion:** The use of force, physical violence, or the threat of its use to compel a person to say or do something against his or her will.

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- **Social cohesion:** Level of union and cooperation among the members of a society, reflected in solidarity and mutual support.
- **Technical cooperation:** Exchange of information and knowledge in specific areas, with a focus on public sector functions. Includes the development of legislation and procedures, assistance in the design and implementation of infrastructure, and the strengthening of technological development.
- **Human rights:** Inalienable rights that belong to all people, regardless of their nationality, ethnicity or migratory status.
- **Labor rights:** A set of rights that protect workers, including migrant workers, in the workplace, such as fair working conditions and protection against exploitation.
- **Community development:** The process by which a community works to improve its economic, social and cultural well-being through cooperation and active participation.
- **Social inequality: A** situation in which certain groups have fewer opportunities and less access to resources than others, often exacerbated in migratory contexts.
- **Internally Displaced Persons:** Individuals or groups who have been forced or obliged to flee their homes or habitual residences due to armed conflict, situations of generalized violence, human rights violations, or natural or human disasters, without crossing an internationally recognized border.
- **Racial discrimination:** Is abusive or discriminatory conduct towards individuals of another race. This type of discrimination implies any distinction, exclusion, restriction or preference based on race, color, lineage, or ethnic or national origin, which has the purpose or result of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other sphere of public life.
- **Discrimination:** Consists in treating people unequally without reasonable justification between the advantaged and the disadvantaged. It is prohibited in relation to “race, sex, language or religion” according to Art. 1 (3) of the Charter of the United Nations (1945) and is reaffirmed in Art. 2 of the Universal Declaration of Human Rights (1948), which states that everyone is entitled to enjoy the rights and freedoms set forth in the Declaration without distinction of any kind, such as race, color, sex, language, religion, political opinion, national or social origin, property, birth or other status. Furthermore, no distinction should be made on the basis of the political, legal or international status of the country or territory to which a person belongs.

- **Cultural diversity:** Variety of cultures and perspectives that coexist within a community, enriching the social and cultural life of society.
- **Immigration documentation:** Legal documents that prove the status of a migrant, such as visas, residence permits or refugee documents.
- **Empowerment:** The process by which individuals or communities gain control over their lives and make decisions that affect their well-being and development.
- **State of employment:** The country in which the migrant worker plans to perform, is performing, or has performed a remunerated activity (Art. 6 (b) of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990).
- **Exclusion:** Exclusion is the formal denial of admission of a foreigner into a country. In some countries, border officials or other authorities have the power to refuse entry to foreigners; in others, this order is issued by a judicial authority after a hearing.
- **Exodus:** Refers to the mass migration of a large number of people or a significant part of a community out of their country of origin, either simultaneously or in a concentrated period of time. This phenomenon may occur in organized, dispersed or occasional movements.
- **Exploitation:** Refers to the act of taking unfair advantage of a person or resource for personal gain. This may include situations such as sexual exploitation, forced labor, slavery or similar practices, servitude and the sale of organs.
- **Expulsion:** Action carried out by a state authority with the purpose and effect of forcing one or more foreigners to leave the country's territory, against their will.
- **Undocumented alien:** A person who enters or remains in a country without the required documentation. This includes, among others: (a) those who enter clandestinely without any type of documentation; (b) those who enter using falsified documents; and (c) those who, after having entered with legal documentation, remain in the country beyond the authorized time or, after violating the conditions of entry, remain without authorization.
- **Feminization of migration:** The increased participation of women in migratory movements. Nowadays, migrant women move more independently, not solely on the basis of their position within the family or under male authority. This phenomenon reflects a significant change in the role of women in migration, highlighting their growing autonomy and protagonism in these processes.

- **Economic inclusion:** The process of ensuring that all individuals, including migrants, have equitable access to economic and financial opportunities.
- **Social inclusion:** The process of ensuring that all individuals, especially those from marginalized or disadvantaged groups, participate in and benefit from the social, economic and cultural life of the community.
- **Labor integration:** The process by which migrants obtain employment and adapt to the labor market of the host country.
- **Integration: The** process by which migrants adapt and become active and accepted members of the host society.
- **Cultural exchange:** Activities and programs that facilitate interaction between people from different cultures, promoting mutual understanding and cultural enrichment.
- **Forced migration:** Movement of people that occurs due to external and compulsory factors, such as conflict, persecution or natural disasters, which people cannot avoid.

- **Migrant:** An individual who moves from one place to another, often with the intention of settling in a new region or country.
- **Civic participation:** Active involvement of migrants in the democratic process and in making decisions that affect their host community and country.
- **Residence permit:** Authorization granted by the authorities of a country to a migrant to reside legally in that country for a specified period of time.
- **Training programs:** Educational initiatives that provide specialized training in skills and knowledge to improve job opportunities and personal development.
- **Resettlement programs:** Initiatives that help refugees move to and settle in a third country, providing support in terms of housing, education and employment.
- **International protection:** A set of measures and rights offered to people who are in a situation of vulnerability and need protection outside their country of origin, such as refugees and asylum seekers.
- **Refugee:** A person who has been forced to leave his or her country due to persecution, armed conflict, generalized violence or other circumstances seriously disturbing public order.
- **Regularization:** The process by which a country grants legal status to a foreigner who is in an irregular situation. This generally includes practices such as amnesty or “legalization”, which allows foreigners who have resided in the country without proper documentation for a certain period of time, and who do not present grounds for inadmissibility, to obtain legal status.

- **Reintegration:** Process by which migrants returning to their country of origin are assisted to reintegrate into their community and economy after having lived in another country.
- **Reintegration:** The process by which a person is readmitted or reintegrated into a group, system or activity after having been excluded or separated. This may apply to re-entry into the community, work environment, or any other context from which the person has been absent.
- **Involuntary Repatriation:** The process by which a receiving country induces the repatriation of refugees to the country of origin by creating conditions that limit their options and force them to return. In these cases, refugees do not choose to return freely, but are forced to do so due to circumstances imposed by the receiving country, such as lack of adequate alternatives or pressure to return.
- **Repatriation:** The individual right of a refugee or prisoner of war to return to his or her country of nationality under specific conditions, as established in various international instruments. Repatriation ensures that people can return to their country of origin once the circumstances that led to their displacement have been resolved, provided that their return is safe and voluntary.

- **Permanent residence:** Right granted by a State to a foreigner, allowing him/her to live and work indefinitely in its territory.
- **Residence:** The place where a person lives temporarily. Unlike domicile, which implies a fixed and permanent abode with the intention of establishing one's business and interests there, residence refers primarily to physical presence in one place. Although a person may have multiple residences, he/she may have only one domicile.
- **Resilience:** Capacity of a person or community to recover from adversity or crisis and adapt positively to change.
- **Health:** A state of complete physical, mental and social well-being of a person, not limited solely to the absence of disease.
- **Cultural sensitivity:** Ability to recognize, respect, value and adapt to cultural differences in the provision of services and interaction with people from different backgrounds.
- **Migrant support services:** Services designed to assist migrants in areas such as housing, education, health, legal advice and employment.
- **Asylum seeker:** A person who has requested international protection and whose application is in the process of being assessed.

- **Forced labor:** Service performed by a worker under conditions of servitude due to economic reasons, such as indebtedness for a loan or wage advance. In these cases, the worker is bound to a creditor for a determined or indefinite period until the debt is paid off.
- **Trafficking in persons:** The recruitment, transportation, transfer, harboring or receipt of persons by means of coercion, deception or force.
- **Victim of human trafficking:** Individual who has been subjected to the crime of trafficking, i.e., has been subjected to exploitation through coercion, deception or abuse of power for the purpose of forced labor, sexual servitude, or other forms of exploitation.
- **Gender-based violence:** Any form of violence that is directed against a person because of his or her gender, especially against women. This includes acts of physical, sexual or psychological violence, as well as threats of such acts, coercion or arbitrary deprivation of liberty. This violence can occur in both the public and private spheres, and has the potential to cause significant harm or suffering to women.
- **Exit visa:** Document issued to persons whose visa has expired, allowing them to regularize their status before leaving the country. This visa facilitates the temporary extension of their stay permit to ensure a legal exit from the territory.
- **Transit visa:** Temporary authorization, generally valid for three days or less, that allows a person to pass through one country en route to a final destination in another country. This visa facilitates transit through the issuing country without allowing extended stays.
- **Visa:** Official stamp affixed by a consular post to a passport or identity certificate certifying that the consular officer considers the holder to be a non-national of the issuing State and authorizes entry into the territory, in accordance with the laws in force. The visa defines the requirements and conditions for admission to the country of destination.
- **Xenophobia:** A feeling of aversion or animosity towards foreigners. Although there is no universally accepted definition at the international level, xenophobia can be described as attitudes, prejudices or behaviors that reject, exclude and, in many cases, belittle people based on their status as outsiders or as aliens to the identity of a community, society or country. Xenophobia and racism are closely related, and are often difficult to distinguish from each other.

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Resources for professional practice

Welcome form

How to use this card:
This form is completed during the first session(s) with the migrant, in a conversational, not interrogative, manner. It does not need to be completed in a single session or in a strict order. Sections 7 and 8 require particular sensitivity: the aim is not to "interrogate," but rather to remain alert to signals that the person spontaneously shares. All data collected must be treated confidentially and with the person's informed consent.

Don't treat it like a form to be filled out "in front" of the person without explaining why. Before the first question, take the time to explain the purpose of this form and what will be done with the information (informed consent, section 10).

- Opening statement of the session (before any questions)
- "Before anything else, I'd like to briefly explain what we're going to do today. I'm going to ask you a few questions to better understand your situation and help you in the most appropriate way. There's no rush; you can take all the time you need, and if there are any questions you'd rather not answer now, that's perfectly fine. Everything we discuss is confidential."

There's no need to ask for the administrative details (date, file number, professional, organization), fill them in yourself before or after the session, don't interrupt the first contact with that.

- If the person arrives via institutional referral (for example, from social services or due to a risk situation), asking directly about it can sound like "Why were you sent here?" It's best to phrase it as part of the conversation, not as a checklist item spoken aloud.
- Flexible order. You don't have to follow the 0-10 order literally. If the person starts talking about their legal situation before you get to that section, go with the flow and resume the order later.
- Several sessions, not just one. The manual points out that "depending on the driving factors, this phase may occur prematurely", so if the person is exhausted, anxious, or language is a barrier, it is preferable to split the process into 2-3 sessions rather than force it into one.

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0. INTERVIEW DATA

Date: _____ **File number:** _____

Professional: _____ **Organization:** _____

Session No.: _____ **Duration:** _____

Access route: _____

Mark the corresponding access route:

- ☐ Institutional referral
- ☐ Family / support network
- ☐ Self-initiated
- ☐ Other: _____

1. BASIC PERSONAL DATA

Name and surname: _____

Age: _____ **Sex / gender:** _____ **Nationality:** _____

Languages: _____ **Do you need an interpreter?** _____

Family composition: _____

Minors in care: _____ **Contact information:** _____

Address / location: _____

Observations: _____

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2. PERSONAL HISTORY AND MIGRATION CIRCUMSTANCES

Country or region of origin:

Migration trajectory:

Reason for migration:

Arrival date:

Mark the relevant circumstances:

- ☐ Traumatic experiences
- ☐ Family unit in the host country
- ☐ Possible return
- ☐ Asylum application / procedure
- ☐ Unaccompanied minor
- ☐ Other: _____

3. SOCIOCULTURAL AND SOCIOECONOMIC CONTEXT

Training:

Previous work experience:

Relevant cultural/religious aspects:

Socioeconomic situation before migrating:

4. BASIC NEEDS AND ACCESS TO SERVICES

- ☐ Stable housing
- ☐ Feeding
- ☐ Social assistance
- ☐ Sinhogarismo
- ☐ Healthcare
- ☐ Financial coverage

Observations / immediate needs:

5. LEGAL STATUS AND DOCUMENTATION

Immigration status:

Current documentation:

Documentation available:

- ☐ Passport
- ☐ Work permit
- ☐ Census
- ☐ Residence permit
- ☐ Application / Asylum card
- ☐ Lack of documentation

Observations:

6. EDUCATION, EMPLOYABILITY AND SKILLS

Current educational situation:

Professional skills:

Training needs:

Interests / support requested:

- ☐ Language learning
- ☐ Employment
- ☐ Mentoring
- ☐ Vocational training
- ☐ Driver's license
- ☐ Others: _____

Observations:

7. SOCIAL SUPPORT NETWORK AND RELATIONAL SITUATION

Contacts, family members or reference community:

Indicators to explore:

- ☐ Social isolation
- ☐ Economic dependence
- ☐ Lack of support network
- ☐ Signs of imposed isolation

8. VULNERABILITY INDICATORS AND WARNING SIGNS

This section is sensitive and based on IOM/UNHCR vulnerability criteria and chapters 2 and 3 of the Toolkit. Explore with particular sensitivity and respect the person's pace.

General vulnerability

- ☐ Age / Minority
- ☐ serious illness or medical needs
- ☐ Language barriers
- ☐ Disability or dependency
- ☐ Pregnancy / maternity
- ☐ Lack of network or hosting

Violence, exploitation and trafficking

- ☐ Physical or psychological violence
- ☐ Labor exploitation
- ☐ Coercion or threats
- ☐ Sexual violence
- ☐ Human trafficking
- ☐ Debt / dependence

Observations and protective measures:

8. VULNERABILITY INDICATORS AND WARNING SIGNS

Mental health and migration grief

- ☐ Intense emotional distress
- ☐ Migratory grief
- ☐ Problematic consumption
- ☐ Anxiety / depression
- ☐ Sleep disturbances
- ☐ Risk of self-harm

Description / observations:

⚠ If there is a risk of self-harm or imminent danger, activate the organization's urgent protocol and make the corresponding referral.

9. PROFESSIONAL ASSESSMENT AND INITIAL ACTION PLAN

Professional summary:

Priority level:

- ☐ Urgent
- ☐ Priority
- ☐ Ordinary

Short-term objectives:

Derivatives:

Next appointment:

Responsible / follow-up:

Observations:

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10. INFORMED CONSENT AND SIGNATURES

The information collected on this form is intended to guide the intake process, the initial needs assessment, and the support provided. It will be treated confidentially and in accordance with the GDPR and applicable data protection regulations. You have the right to refuse to answer any question and to request information about the use of your data.

I declare that I have received sufficient information, that I have been able to ask questions, and that I give my consent freely and in an informed manner:

☐ Yes, I agree ☐ I do not consent

Observations / limits of consent:

Companies

Signature of the interviewee: **Signature of the professional:**

Place: **Date:**

CLOSURE AND CONFIDENTIALITY

Confidential document. For internal use only. Includes GDPR and applicable data protection regulations.

Quick guide by block

0. Interview data: smooth transition, without sounding like a checklist.

1. Basic personal data

The sensitive point is "marital status / dependent children" and "sex/gender": avoid taking Western family structures for granted.

"Tell me a little about your family: who do you live with, do you have children or dependents?"

For sex/gender, let the person express it in their own words instead of offering closed categories.

2. Personal history and migration circumstances

It helps to understand motivations and challenges, but be careful not to unnecessarily relive trauma. Don't ask "What happened to you on the journey?" directly and openly. Let the person decide the level of detail about traumatic experiences from the trip.

"If you're okay with it, I'd like to understand a little about your journey so far. You can tell me whatever you feel comfortable sharing; you don't need to go into detail if you don't want to."

3. Sociocultural and socioeconomic context

The manual focuses on the "valuation" block, not the deficit block, emphasizing the recognition of culture and values, not just shortcomings.

"I'd like to know a little about where you come from: what your daily life was like, your work or studies there, to better understand your situation."

4. Basic needs

Here it's important to be specific and practical (housing, food, health) because there may be real emergencies. Ask about urgent matters first.

- "Is there anything you need to sort out right now, this week? For example, where to sleep tonight, or something related to your health."

5. Legal status and documentation

- Use a technical block to ensure the person understands the processes, not just listing documents. Avoid asking about "irregularity" as a label; ask about specific documents.
- "What's your immigration status right now? Don't worry if you're not entirely sure, that's what we're here for."

6. Education, employability and skills

Motivational block, a good time to give prominence:

"What would you like to do here: continue studying, work on something you already know how to do, learn something new?"

7. Social support network

Sensitive to isolation, so she asks indirectly before going to the checklist:

"Do you have anyone here you can count on if you need to: family, friends, an acquaintance?"

If you detect dependence on a single person (possible imposed control/isolation), do not confront it directly in this first session; note it as an observation for follow-up.

8. Warning indicators (violence, trafficking, mental health, migration grief)

The most delicate section. Golden rule of the manual: do not force questions, only be attentive to what arises spontaneously. There is no "standard question" for trafficking or gender-based violence in an initial assessment; forcing the issue can be revictimizing and counterproductive. Instead:

"How are you feeling about this whole process? Sometimes it's a difficult time, and that's normal."

This opens the door without forcing anything. If something is revealed, validate it without surprise or judgment: "Thank you for telling me, I'm sorry you went through that," never "Why didn't you report it?" or questions that sound like they're questioning the person.

The self-harm item is never asked directly in this form; it is an indicator that is marked if it appears spontaneously or is observed, not a question to be asked.

9. Professional Assessment

- It's not about the person's face, it's about your internal synthesis.

10. Consent and signatures

- "Do you have any questions about how we're going to use this information before you sign?"

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Personalized itinerary model for supporting young migrants

This document operationalizes the 'support stages' described in Chapter 1 of the Toolkit, combining them with pathway models already validated by administrations and entities in the sector. It is used in conjunction with the Initial Assessment and Reception Form.

1 WHAT IS A SUPPORT ITINERARY?

A support itinerary is a personalized and flexible plan that organizes, in sequenced phases, the actions that a young migrant will carry out with the support of their accompanying entity to advance towards their personal, social and labor autonomy.

It is not a simple referral to resources, but a continuous guidance and support process, centered on the person, which takes into account their initial situation, their goals, their timelines and their strengths.

The itinerary is built jointly between the young person and their reference professional, is reviewed periodically and adapted to any changes that may arise.

KEY PRINCIPLES:

1. PERSONALIZATION: each itinerary is adapted to the history, needs and aspirations of the young person.
2. PARTICIPATION: The young person actively participates in all decisions that affect him/her.
3. INTEGRALITY: the personal, educational, work, social and administrative dimensions are addressed in a coordinated manner.

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T4i phased model

The itinerary is structured in six sequential and flexible phases, focused on the person and oriented towards their social, educational and employment inclusion.

0 Welcome	1. Evaluation	2 Planning	3 Development	4 Autonomy	5 Closure

Phase 0 · Welcoming and establishing the relationship

- Objective: to create a safe and trusting environment; first informative contact.
- Approximate duration: 1-2 sessions (1-2 weeks).
- Tool: Initial Reception and Diagnosis Form (blocks 0-1).
- Phase closure milestone: the person understands the service, has signed the informed consent and the next appointment has been scheduled.

Phase 1 · Needs assessment and diagnosis

- Objective: to identify needs, risks and skills, following the employability diagnostic model and social profile used in integration pathways (e.g., 5G Employment, EQUAL Ercova).
- Approximate duration: 2-4 weeks (may require several sessions if there is a language barrier).
- Tool: Welcome Form (blocks 2-8) + professional assessment.
- Phase closure milestone: complete diagnosis, including review of alert indicators (block 8) and, if applicable, first urgent referrals activated.

Phase 2 · Planning and design of the individual itinerary

- Objective: to agree with the person on realistic and prioritized objectives, in the short, medium and long term, following the Personalized Integration Itinerary (IPI) model: diagnosis → design of the action plan → monitoring → evaluation.
- Approximate duration: 1 session (1 week).
- Tool: Individual itinerary table (section 4 of this document).
- Phase closure milestone: signed/agreed itinerary with the person, with at least one objective per priority area.

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T4i phased model

The itinerary is structured in six sequential and flexible phases, focused on the person and oriented towards their social, educational and employment inclusion.

0 Welcome	1. Evaluation	2 Planning	3 Development	4 Autonomy	5 Closure

hase 3 · Development: access to resources and continuous support

- Objective: to implement the agreed actions — legal guidance, language, training, health, housing, mentoring (Chapter 4), employment — with sustained emotional and practical support.
- Estimated duration: 3-12 months, variable depending on objectives and availability of local resources.
- Tool: individual itinerary + referral protocol + mentoring plan sheet, where applicable.
- Phase closure milestone: verifiable progress in each area worked on (e.g., legal appointment made, language level achieved, training started).

Phase 4 · Empowerment and autonomy

- Objective: the person gradually assumes decision-making and management of their own procedures and resources, with increasingly less frequent support.
- Estimated duration: variable; overlaps with the end of Phase 3.
- Phase closure milestone: the person independently resolves tasks that previously required direct assistance.

Phase 5 · Monitoring, evaluation and closure

- Objective: to assess the itinerary as a whole, to collect the assessment of the person himself and to formalize the closure or the transition to a spaced maintenance follow-up (following the "on-the-job follow-up" model of the job placement itineraries).
- Approximate duration: 1 closing session + periodic reviews if follow-up is maintained (e.g., every 2-3 months).
- Closing milestone: itinerary closed or transformed into maintenance monitoring, with documented objectives achieved.

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Individual itinerary template

Table to be completed for each person, reviewing it at each follow-up session. It can be expanded with as many rows as specific actions agreed upon within each phase.

Phase	Start date	Expected end date	Specific objective	Actions / resources	Responsible	Status
0. Intake						
1. Assessment						
2. Planning						
3. Development						
4. Autonomy						
5. Closure						

Itinerary adaptations according to profile:

The standard itinerary is adapted, never replaced, when the initial diagnosis detects profiles with specific needs described in Chapters 2 and 3 of the Toolkit.

Itinerary for migrant women (Chapter 3)

- Incorporate in Phase 1 a specific assessment of gender violence and care burden, paying special attention to how and when to ask (see conversation guide in the Welcome Form).
- In Phase 3, prioritize access to childcare services and flexible training schedules, so as not to reproduce the barrier of family burden described in the manual.
- Link, where appropriate, with support networks and specialized shelters from the very beginning, not just after a risk situation has been detected.

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Individual itinerary template

Itinerary for unaccompanied minors

• Phases 0 and 1 require prior coordination with the child protection system; the youth worker's itinerary is structured as a complement to, not a substitute for, guardianship.
• Phase 3 prioritizes schooling and document regularization over employability.

Urgent itinerary / high vulnerability

- When indicators of imminent risk are detected in Phase 1 (block 8 of the Welcome Sheet), the standard itinerary is paused and the urgent referral protocol is activated directly.
- Phases 2 to 4 are resumed once the risk situation has been resolved or stabilized, not in parallel.

Phase	Objective	Estimated duration	Milestones / indicators	Tool
0. Intake	Establish a relationship of trust	1-2 weeks	Consent form signed; next appointment set	Intake Form (0-1)
Assessment	Comprehensive diagnosis of needs	2-4 weeks	Diagnosis complete; alerts reviewed	Intake Form (2-8)
2. Planning	Design the action plan	1 week	Pathway agreed and signed	Individual pathway table
3. Desarrollo		3-12 months	Verifiable progress by area	Pathway + referrals + mentoring
Autonomy	Consolidate independent management	Variable	Tasks handled without direct support	Individual pathway
5. Closure	Evaluate, close, or space out follow-up	1 session + reviews	Objectives achieved documented	Closing report

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This document is used in conjunction with the Initial Assessment and Reception Form (section 8: vulnerability indicators) and the Support Pathways (Phase 3: referrals). It adapts the IOM's model of vulnerability determinants and referral mechanism guidelines, as well as UNHCR's perspective on migrants in vulnerable situations, to the project's practice.

What is a shunt and when is it activated?

Referral is the process by which a professional, upon identifying a need that cannot be met directly by their organization, connects the individual with the appropriate specialized service or resource, transfers the necessary information (with their consent), and follows up until confirming that the individual has received the necessary care. It is not simply "passing" the person on to another place and washing their hands of the matter: the youth worker's responsibility does not end with the referral, but rather with the confirmation that the individual has been served.

Referral is activated whenever the initial diagnosis (Reception Form, block 8) or during the itinerary detects a need, risk or vulnerability that exceeds the competencies or resources of the organization that accompanies the person.

Reference vulnerability model

To assess when and how urgently to refer a person, this protocol relies on the IOM's determinants of vulnerability model. This model understands that a migrant's vulnerability does not depend on a single factor, but rather on the balance between risk and protective factors present at four levels. The presence of a risk factor does not automatically make a person vulnerable if there are protective factors that counteract it.

□ Individual: age, gender, health, disability, educational level, language proficiency □ Family/household: presence or absence of family support, caregiving responsibilities, economic dependence □ Community: support networks, isolation, discrimination in the host community □ Structural: migration route (regular/irregular), legal framework of the destination country, access to services

Levels of urgency

Every indicator detected is classified into one of these three levels, which determine the timeframe and form of the referral:

LEVEL	TIMEFRAME	PROFESIONAL'S RESPONSE
URGENT	Same day / 24-48h	Schedule an appointment with the specialized resource. Confirm with the person within 48-72h that first contact has been made. Maintain close follow-up until effective assistance is provided.
PRIORITY	1-2 weeks	Schedule an appointment with the specialized resource. Confirm with the person within 48-72h that first contact has been made. Maintain close follow-up until effective assistance is provided.
ROUTINE	Standard pathway follow-up	Incorporate the referral into the individual pathway (Phase 3). Review status at the next follow-up session.

Levels of urgency

Criteria that determine the URGENT level

- Life risk, ideation or intention of self-harm / suicide.
- Recent or ongoing physical or sexual violence.
- Clear indications of an active trafficking or exploitation situation.
- Minor in a situation of immediate vulnerability.
- Urgent medical need (high-risk pregnancy, serious illness, acute mental health crisis).
- Homelessness situation that arose (that same night).

Criteria that determine PRIORITY level

- Gender violence without immediate physical risk but sustained over time.
- Risk of homelessness in the coming days.
- Legal or administrative deadline about to expire (asylum application, permit renewal).
- Pregnancy without active medical monitoring.
- Evidence of labor exploitation without immediate physical coercion.
- Severe isolation with a visible impact on emotional state.

Criteria that determine ORDINARY level

- Training, language, educational or employment guidance without an urgent deadline.
- Administrative procedures with no upcoming deadline.
- General guidance on community resources.
- Interest in mentoring programs, leisure or social participation.

Referral criteria by area

Regardless of the level of urgency, each area of need is referred to a different type of resource. This table indicates "to whom"; the directory in section 6 is completed with the actual resources in each territory.

Área	Type of destination resource	Example criterion
Urgent physical health	Emergency health services	Serious illness, high-risk pregnancy, injury
Mental health	Specialized mental health / crisis services	Suicidal ideation, severe post-traumatic stress, acute anxiety crisis
Gender-based violence	Specialized gender-based violence resources	Domestic, sexual, or intimate partner violence (Ch. 3)
Human trafficking	Specialized anti-trafficking body	Signs of exploitation, third-party control, document retention
Legal status / asylum	Specialized immigration legal advice	Asylum application, regularization, permit renewal
Housing	Municipal social services / accommodation resources	Homelessness, housing at risk
Unaccompanied minors	Child protection system	Municipal social services / accommodation resources
Employment and training	Public employment services / integration organizations	Job seeking, vocational training
Education	Educational centers / adult education	Schooling for self or dependent minors

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1 Detection	2 Level assessment	3. Contact with the resource	4 Information transfer	5 Confirmation of receipt	6. Follow-up

Branch circuit

1. Detection: during reception, diagnosis or any follow-up session of the itinerary.
2. Level assessment: the professional classifies the need according to the criteria in section 3.
3. Contact with the resource: the appropriate resource is located in the directory (section 6) and contact is established, by the fastest possible means if the level is urgent.
4. Information transfer: only the necessary information is shared, always with the informed consent of the person except in cases of imminent life risk.
5. Confirmation of receipt: it is recorded that the destination resource has received and attended to (or summoned) the person.
6. Follow-up: the outcome of the referral is reviewed in the next session and the individual itinerary is updated.

Derivation sheet

It is completed at the time of activating a referral and is kept along with the person's itinerary.

Date:			
Referring Organization:		**File number:**	
Name of the person			

Reason for referral (brief description of the situation):	

Level of urgency:	☐ Urgent (24-48h)	☐ Priority (1-2 weeks)	☐ Ordinary (standard follow-up)

Derivation area:	☐ Physical health	☐ Mental health
	☐ Gender violence	☐ Human trafficking
	☐ Legal status / asylum	☐ Dwelling
	☐ Unaccompanied minor	☐ Employment / Training
	☐ Education	☐ Other:

Derivation	
Destination resource/service:	**Contact person:**
Contact phone number / email:	**Appointment date, if known:**

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Accompaniment and consent

Is the person physically accompanied?

□ Yes □ No — referred with telephone/telematic follow-up

Consent:

□ The person has been informed and consents to the transfer of information to the destination resource

If the situation is URGENT and life-threatening, referral can be activated without explicit consent, prioritizing the person's protection. The reason for referral must also be documented.

Information transferred to the destination resource:

Confirmation and follow-up

Confirmation of receipt (date): **Confirmed by:**

Outcome / follow-up after referral:

Signature of the professional: **Next review:**

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Assessment tools

Evaluation of support for young migrants.
"Evaluation" means different things depending on who is observing the process. This document distinguishes three levels, each with its own tool:

- Level 1 · The person being accompanied: their progress on the itinerary and their assessment of the service received
- Level 2 · The professional: their own support skills (Chapter 4 of the Toolkit)
- Level 3 · The project/program: aggregate results of all people served, useful for reports and summaries to the funder
- The three levels feed into each other: the data from Level 1, aggregated and anonymized, is the basis of Level 3.

In order for the individual assessment (Tool 1) and the aggregate assessment (Tool 5) to be consistent with each other and comparable with external standards, the assessment areas are aligned with the common European framework of integration indicators, expanded with the area of emotional well-being that is specific to the Toolkit T4i approach (Chapters 2 and 3).

Área	What it measures
Employment	Employment status, vocational training, skills
Education	Schooling for self or dependent minors, language level
Social inclusion	Housing, health, access to services and benefits
Active citizenship	Community participation, social networks, sense of belonging
Emotional wellbeing	Mental health, migratory grief, absence of alert indicators
Legal status	Regularization, documentation, access to rights

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Tool 1: Individual assessment of the itinerary

It is completed in Phase 0 (Reception, as a baseline) and reviewed at each stage of the program and at closure. Scale of 1 to 4 in each area:

□ 1 = Critical need, unmet □ 2 = In process / partially met □ 3 = Met, with professional support □ 4 = Managed autonomously by the person

Área	Baseline (Reception)	Review 1	Review 2	Closure
Employment and training				
Education				
Social inclusion (housing, health, services)				
Active citizenship and support network				
Emotional wellbeing				
Legal status				

Baseline:		**Review 1:**	
Review 2:		**Closure:**	

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Tool 2: Satisfaction questionnaire of the person accompanied

It is delivered at the end of the program or after a significant period of support (e.g., 6 months). It uses simple language and can be supplemented with support from the professional or an interpreter if needed. It is anonymous if the person prefers.

	Not at all	*A little*	*Quite a lot*	*Very much*
I have felt listened to and respected				
The people who have supported me have understood my situation				
I received the information I needed clearly				
I feel I have made progress on what I set out to do				
I would recommend this service to someone else in my situation				

What has helped you the most?

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Tool 3: Self-assessment of professional skills

An individual or team reflection tool to be completed periodically (e.g., every 6 months) or after particularly challenging situations. It covers the key skills described in Chapter 4 of the Toolkit (empathy, active listening, verbal and non-verbal communication, and basic mental health knowledge).

Scale: 1 = I need to strengthen this area · 2 = developing · 3 = consolidated

□ I practice active listening without interrupting or judging. □ I adapt my language, avoiding technical jargon and long sentences. □ I am aware of my body language and attitude before each session. □ I recognize basic signs of post-traumatic stress, anxiety, or depression. □ I know when and how to refer to a specialized mental health resource. □ I examine my own biases or cultural assumptions before intervening. □ I take care of my own emotional well-being in high-stress situations (self-care). □ I know the directory of referral resources in my area.

Area I want to strengthen in the coming months:

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Tool 4 Mentoring session tracking sheet

To be completed by the mentor after each session (Chapter 4 of the Toolkit). It allows for assessing the continuity of the process; it does not replace the individual plan.

Date:		**Session no:**	
Mentor:		**Supported person**	

Session objective:

Progress observed:

Difficulties or barriers detected:

□ A new session is scheduled □ A pause or closure of the mentoring is proposed □ The case is referred to another resource

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Tool 5 aggregated project scoreboard

For reports, follow-up reports, and reports to the funder. It is constructed by aggregating (in an anonymized way) the data from Tool 1 for all people served in a given period.

Indicator	Suggested formula	Area
People supported in the period	Total number of active or closed pathways	General
Employment/training access rate	% of people with employment/training started, out of total	Employment
School enrollment rate	% of people (or dependent minors) enrolled in school	Education
Document regularization rate	% of people with progress in their legal status	Legal
Stable housing access rate	% of people with stable housing, out of total	Social inclusion
Improvement in emotional wellbeing	% of people whose score (Tool 1) improves between baseline and closure	Wellbeing
Participation in community activities	% of people participating in active citizenship / mentoring activities	Active citizenship
Average service satisfaction	Average score on the Satisfaction Questionnaire (Tool 2)	Service quality
Referrals made and confirmed	Number of referrals (Referral Form) with confirmed receipt	Referral

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1 Reception	2 Revision 1	3 Revision 2	4 Closure	5 Aggregate Report

Moment	What is evaluated	Tool
Reception (baseline)	Initial situation across all areas	1
Periodic review (e.g. every 3 months)	Progress of the pathway	1
After mentoring sessions	Continuity and specific progress	2
Closure of the pathway	Final outcome and satisfaction	1 AND 2
Periodic team review (e.g. every 6 months)	Professional's competencies	3
Report to the funder (biannual/annual)	Aggregated project results	3

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CASE STUDIES

The four cases in this section are fictional and composite: they do not represent any real person, although they are based on situations and patterns described in Chapters 1 to 4 of the Toolkit. Their purpose is educational, to show how the Intake Form, the Support Itinerary, the Criteria and Referral Sheet, and the Assessment Tools work together for different profiles and levels of complexity.

Each case follows the same structure to facilitate its use in team training sessions, whether individually or in groups:

- Context: a brief situation, such as might occur in an initial reception session.
- Application of the Welcome Form: which blocks are activated and what information is key.
- Assessment with Referral Criteria: level of urgency and area, if appropriate to activate a referral.
- Resulting itinerary: which phases are prioritized and with what tools.
- Evaluation: Which tool from the Evaluation Tools document does it apply to, and what would it measure?
- Questions for discussion: to work on the case in team formation, before reading the commented guidance.
- Annotated orientation: one possible interpretation of the case, not the only valid one.

- Usage recommendation: first present the context and discussion questions to the team, allow for free discussion, and only then compare with the commented guidance and the rest of the case development.

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Case study 1: A smooth itinerary
General profile · Chapter 1 and Chapter 5 of the Toolkit (standard support, networking)

Context
D. is 22 years old and arrived three weeks ago for economic reasons. He completed his high school studies in his home country and has previous experience as a kitchen assistant. He was referred by an acquaintance who used the service a year ago. He speaks an intermediate level of the local language, doesn't mention any traumatic experiences during his journey, and has a cousin in the same city with whom he shares an apartment.

Application of the Welcome Form
- Block 2 (migration history): trajectory without noteworthy incidents, clear economic motivation.
- Block 4 (basic needs): housing covered by the cousin; there are no immediate emergencies.
- Block 6 (education and employability): clear interest in language training and in validating their work experience.
- Block 8 (alert indicators): no items marked in the first session.

Assessment using Referral Criteria
Standard level in all areas. Referral to a language training resource and a career guidance service, without urgency. The Referral Form is not activated in its urgent or priority form—simply recording the standard referral in the individual's record.

Phase	Main focus	Estimated duration
0-1. Reception and assessment	Confirming existing support network; no urgent needs detected	2-3 weeks
2. Planning	Objective: improve language skills and validate work experience	1 week
3. Development	Language course + employment guidance + possible mentoring	3-6 months

Assessment

Tool 1 already has a favorable baseline in most areas; the focus of the reviews will be on Employment and Education. It is also a good candidate for the Satisfaction Questionnaire (Tool 2) at the end, given that it is an uneventful itinerary that allows for a good assessment of the perceived quality of service.

QUESTIONS FOR THE DEBATE IN TRAINING

1. What are the risks of treating this case as "simple" from the outset and neglecting to pay attention to warning signs in subsequent sessions?
2. D.'s cousin is already familiar with the service: how could this existing support network be leveraged within the itinerary, beyond housing?
3. At what point in the itinerary would it make sense to propose that D. participate as a possible mentor to other people in the future (Chapter 4)?

Annotated orientation:

- An itinerary without initial incidents does not exempt one from reviewing block 8 in each follow-up session: the absence of alerts at the beginning does not guarantee their absence later on.
- The support network (the cousin) can become an active resource in the journey, not just a piece of housing information, for example, by involving it in the autonomy phase.
- A profile with a stable track record and motivation can later be a good candidate to mentor other newcomers (Chapter 4), which connects Phase 4 (autonomy) with the sustainability of the program itself.

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Case study 2: What is not said in the first session
Migrant woman with family responsibilities · Chapter 3 of the Toolkit (gender violence, family responsibilities)

Context
M. is 31 years old and arrives accompanied by her two young children (ages 4 and 7). In the first session, she explains that she has come for family reunification with her partner, who arrived two years ago. During the conversation about basic needs, she indirectly mentions that "things have been difficult at home lately" and quickly changes the subject to the children's schooling. There are no visible marks or explicit account of violence.

Application of the Welcome Form
- Block 1: Family composition with two minors in care; it is advisable to carefully explore the relationship with the partner without presuming anything.
- Block 6: priority and explicit interest in the schooling of children — a good entry point for a relationship of trust.
- Block 7 (support network): total dependence on the partner as the only link in the destination country — without one's own network.
- Block 8: The spontaneous comment ("things at home are difficult") and the abrupt change of subject are indications to be recorded as an observation, not as confirmed gender violence.

Assessment using Referral Criteria
Based on the information available in the first session, there is insufficient evidence to warrant an urgent intervention or to explicitly activate a referral for gender-based violence. The indication is recorded in the observations (block 8), and active listening is maintained in subsequent sessions, adhering to the Toolkit principle of avoiding forced inquiry. The children's schooling is referred to the ordinary/priority level and also serves as a legitimate reason for maintaining frequent contact.

If in a subsequent session M. verbalizes or more clear signs of violence are detected (physical, severe economic control, imposed isolation), the case would be moved to PRIORITY or URGENT level according to the Urgency Level Table, activating the Referral Sheet towards a specialized resource in gender violence.

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Phase	Main focus	Estimated duration
0-1. Reception and assessment	Priority: children's school enrollment; ongoing observation of block 8	2-4 weeks
3. Development (adapted, Ch. 3)	School enrollment + specific assessment of gender-based violence and caregiving burden	Variable
Cross-cutting	High contact frequency to sustain the relationship of trust	Throughout the pathway

Assessment
Tool 1 is reviewed more frequently than usual in the areas of "Emotional Well-being" and "Active Citizenship and Support Network," given the isolation detected. The Satisfaction Questionnaire (Tool 2) is postponed until a more established relationship of trust exists, to avoid forcing a premature assessment.

QUESTIONS FOR THE DEBATE IN TRAINING
1. How can you ask, or not ask, about the comment "things are difficult at home" in the next session, without it sounding like an interrogation?
2. What risks would there be in prematurely referring a case to a gender violence resource with no further indications than this comment?
3. What role does the schooling of minors play as a legitimate "gateway" to maintain contact without generating alarm?

Annotated orientation

The Toolkit is explicit: do not force the inquiry. The correct strategy is to keep the door open ("if at any point you want to talk about something else, I'm here") and observe in subsequent sessions, not push in the first one.

- A premature referral based on nothing more than an ambiguous comment could break the trust that has been built and, in real cases, expose the person if the information reaches the partner prematurely.
- The schooling of minors is not only an objective in itself: it maintains the necessary frequency of contact so that, if the risk situation is confirmed later, there is already a relationship of trust on which to activate the referral.

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Case study 3: When the standard itinerary is paused
Signs of labor exploitation and possible trafficking · Chapters 2 and 3 of the Toolkit (urgent level)

Context
J. is 19 years old and was referred by another agency after a routine police check. He has no identification documents with him: he explains that they are being held by "the person who got him the job." He works in agriculture, in shifts he describes as "all day, every day," and lives with other colleagues in a house he cannot describe precisely ("where the van takes us"). He has difficulty maintaining eye contact and responds evasively when asked about his employer.

Application of the Welcome Form
- Block 5 (legal situation): without documentation in its possession, it is being held by a third party.
- Block 8: several simultaneous indicators are marked, there is an absence of a contract, withholding of documents, abusive working hours, difficulty in describing their own housing situation, indications of control by third parties.
- The combination of several indicators from block 8 (not one in isolation) is what triggers suspicion of a possible situation of trafficking or serious labor exploitation, following the IOM's model of determinants of vulnerability.

Assessment using Referral Criteria
URGENT level. The combined indications of document withholding, lack of a contract, excessive working hours, and third-party control coincide with several of the urgent level criteria in the Referral Criteria document (possible active trafficking situation). The Referral Form is activated immediately to the specialized trafficking agency, without waiting to complete the remaining sections of the Intake Form.

According to protocol: J. is not left alone at any time during the process, his protection is prioritized over completing the diagnosis, and the transfer of information to the specialized resource is done as quickly as possible, informing J. of each step as far as the urgency allows.

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The standard itinerary (Phases 2-4) is paused. It will only be resumed, and in an adapted form, once the immediate risk situation has stabilized or been resolved, as outlined in the "urgent itinerary / high vulnerability" variant of the Support Itineraries document.

Assessment:
In this case, Progress Assessment Tool 1 is not applied until the risk situation is resolved it would be pointless to measure "progress" in a pathway paused by an urgent referral. The case is documented in the project's aggregated indicators table (Tool 5), in the "Referrals Completed and Confirmed" row.

QUESTIONS FOR THE DEBATE IN TRAINING

1. What other indications, besides those described, could reinforce or qualify the suspicion of trafficking? Which ones should not be used alone as "proof"?
2. How can J. be told what will happen next without generating further distrust or fear, given that he probably fears legal consequences for himself?
3. What is the difference between "not leaving the person alone" in this case and in a case of risk of self-harm (Reception Form, block 8)? Does the way of accompanying change?

Annotated orientation:

- No single indicator (not even the lack of documentation, which is very common and not always associated with trafficking) should be read as definitive proof; it is the combination and the difficulty of the person to describe their own situation that raises suspicion.
- It is crucial to separate, in the discourse towards J., the assistance offered to him from any migratory or legal consequences, so as not to reinforce the fear that the exploiters themselves often instill in the victims.
- In both cases the person is not left alone, but support for someone at risk of self-harm involves immediate emotional containment, while here it is primarily about physical protection and managing a network of possible external coercion and the professional must also avoid exposing J. to the person who exerts control.

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Case study 4: The grief that goes unseen
Migration grief and mental health · Chapter 2 of the Toolkit (mental health, mentoring as support)

Context
A. has been in the destination country for eight months, is 26 years old, and, in "objective" terms, her itinerary is progressing well: she has improved her language skills and has a temporary work contract. During the periodic review of her itinerary, the professional notes that A. appears apathetic, mentions frequent stomach aches "for no reason," and comments that she constantly thinks about her home country and feels guilty for having left her family behind.

Application of the Welcome Form
- Block 8 (mental health and migration grief): several indicators present: somatizations, recurring thoughts about the country of origin, feelings of guilt for people left behind.
- There is no verbalization of self-harm thoughts or extreme hopelessness: the level of risk is not urgent, but it does deserve active attention.
- The Toolkit frames this pattern as migration grief: a natural process of adaptation to the losses associated with migrating, not an illness, but one that requires support.

Assessment using Referral Criteria
ORDINARY-PRIORITY level according to intensity: If symptoms are mild and recent, they are initially addressed through self-support (active listening, validation, basic psychoeducation on migration grief). If symptoms intensify or new indicators appear (see full section 8), the patient is referred to a specialized mental health resource at the priority level.

Phase	Main focus	Estimated duration
Development (adjustment)	Incorporate explicit emotional support, not just "measurable" goals (employment/language)	Immediate
Development	Consider joining a mentoring programme (Ch. 4) to reduce isolation	1-2 months
Follow-up	More frequent review of the emotional wellbeing block	Every 3-4 weeks

Assessment:
A good example of why Tool 1 includes "Emotional Well-being" as its own area, separate from "Employment" and "Education": a career path can progress professionally while simultaneously regressing in emotional well-being if this is not explicitly addressed. The Professional Self-Assessment (Tool 3) is also relevant here; recognizing signs of migration grief that are not immediately apparent is one of the competencies covered by this tool.

QUESTIONS FOR THE DEBATE IN TRAINING

1. Why is it easy for a case like A.'s to go unnoticed if only the "objective" indicators of the itinerary (employment, language) are considered?
2. What is the difference between providing support during a migration-related grief and referring someone to mental health services? Where is the reasonable limit for a youth worker without clinical training?
3. How could a mentoring program (Chapter 4) specifically help in a case of migration grief, beyond generic emotional support?

Annotated orientation:
The "objective" indicators (employment, language) do not reflect emotional well-being; hence the Welcome Form and Tool 1 dedicate a separate block/area to it, and reviewing it cannot depend solely on the person mentioning it spontaneously.

- Supporting the grieving process related to migration within the service itself is legitimate as long as there are no signs of greater risk (self-harm, severe and sustained symptoms); once that threshold is exceeded, professional responsibility requires referring to specialized mental health services instead of supporting the case through general support.
- A mentoring program with someone who has lived through a similar migration process can validate A.'s experience in a way that a professional without that experience cannot always offer, and directly reduces the isolation that migration grief often intensifies.

TEAM BUILDING EXERCISES

Each exercise indicates its approximate duration, format (individual, pairs, groups), and which part of the Toolkit or its appendices it relates to. It is recommended not to combine more than 2-3 exercises per training session, and to always reserve a few minutes for closing/debriefing to consolidate learning.

- The exercises are organized into five blocks: communication and listening, handling the Welcome Form, assessment and referral, designing itineraries, and team self-care

BLOCK A
Communication and listening
Chapters 1 and 4 of the Toolkit — cultural sensitivity, active listening, nonverbal communication

Exercise 1 · The first session
⏱️ 20-25 min 👥 Couples 🔗 Welcome Form, block 0

Objective: To practice opening a first welcome session: presentation of the service, tone and opening phrase.

Materials: One short profile card per pair (the context of any of the Case Studies can be used).

Development:

- In each pair, one person plays the professional and the other the newcomer, following the profile card.
- The person acting as a professional formulates the opening phrase and the first two questions of block 0 (access route).
- The exercise is stopped after 5 minutes and the roles are exchanged with a different profile.

- Close / debrief:
- At what point did it sound like a "checklist" instead of a conversation?
- Which opening line felt most natural coming from you?
- How did the person who played the migrant feel?

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Exercise 2 · Paraphrase without judging
⏱️ **15 min** 👥 **Trios** 🔗 **Chapter 4 — active listening**

Objective: To train active listening and paraphrasing, avoiding reformulation in terms of judgment or immediate solution.

Development:

- In each trio: one person speaks for 2-3 minutes about an everyday difficulty (fictitious, not personal), another just listens and at the end paraphrases what was heard without adding opinion or advice, and the third observes in silence.
- Rotate the three roles until everyone has paraphrased once.

- Close / debrief:
- What was more difficult: not interrupting or not giving advice?
- Did the observer detect value judgments that the listener did not notice in themselves?
- How does this translate to an actual session with a migrant in a difficult situation?

Exercise 3 · Speaking without words
⏱️ 10-15 min 👥 Couples or large group 🔗 Chapter 4 — active listening

Objective: To experience communication when language is not available, and to notice the role of rhythm, tone, and body language.

Development:
1. In pairs, one person must explain a simple procedure (for example, "how to get to the health center") using only gestures, drawings or an invented language, without recognizable words.

- 2. The other person tries to understand and repeat what they have understood.
- 3. Change roles.

- Close / debrief:

Relate this to the Toolkit's recommendation to speak more slowly, not louder, when faced with a language barrier.

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BLOCK B
Handling the Welcome Form
Practice using the tool itself, with simulated profiles

Exercise 4 · Complete the worksheet
⏱️ 30-35 min 👥 Groups of 3-4 🔗 Initial Assessment and Reception Form

Objective: To become familiar with the complete structure of the worksheet and to practice what to ask (and what not to ask) in each section.

Materials: One copy of the Welcome Form and the profile of one of the Case Studies per group.

Development:

- Each group receives the context of a different Case Study, without seeing the rest of the case development.
- The group completes blocks 1 to 7 of the form with the available information, also marking what data is missing and will need to be asked in a subsequent session.
- Sharing: each group shares which block they found most difficult to complete and why.

- Close / debrief:
- What information was unnecessary to force in the first session and could wait?
- Compare with the actual development of the case: Does the group's reading coincide with the commented orientation of the Practical Cases document?

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Exercise 5 · Detect the signal

⏱️ 20 min 👥 Individual + group discussion 🔗 Welcome Sheet, block 8

Objective: To train the identification of warning indicators without over-interpreting or overlooking them.

Development:
The transcribed dialogue from a fictional session is distributed.

- Each person individually marks which items in block 8 they would mark and with what level of certainty ("I mark it", "I note it as an observation, not as a confirmed alert", "I do not mark it").
- Sharing in a large group, comparing criteria.

- Close / debrief:
- Have there been any notable differences between people? Why?
- In what cases has the group tended to over-interpret, and in which to under-interpret a signal?

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BLOCK C
Assessment and referral
Apply the Referral Criteria and the Referral Sheet

Exercise 6 · Classify the level
⏱️ 20 min 👥 Groups of 3-4 🔗 Referral Criteria, section 3

Objective: To practice the rapid classification of a situation into urgent, priority, or ordinary levels.

Materials: 10 cards with short situations (one sentence each, combining examples from the three levels of the Referral Criteria document).

Development:

- Each group receives the set of 10 cards and sorts them into three columns: Urgent / Priority / Ordinary.
- The classifications are shared and compared with the document's criteria table.

- Close / debrief:
- Which cards have generated the most disagreement within the group?
- What additional information would have helped to make a more informed decision?

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BLOCK C
Assessment and referral
Apply the Referral Criteria and the Referral Sheet

Exercise 7 · Fill in the derivation
⏱️ 20-25 min 👥 Couples 🔗 Referral Sheet

Objective: To practice completing the Referral Form in an urgent situation.

Materials: The context of Case Study 3 and a blank copy of the Referral Sheet.

Development:

- Each pair reads the context of Case Study 3 (indications of trafficking).
- Complete the Referral Form: level, area, information to be transferred, consent, accompaniment.
- Sharing the decisions that are most difficult to justify in writing.

- Close / debrief:
- What was more difficult to decide: the level, the area, or what information to transfer?
- How would you explain to the person what is going to happen, in a language they can understand?

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BLOCKED D
Route design
Build an individual itinerary based on a diagnosis

Exercise 8 · Design the itinerary
⏱️ 30 min 👥 Groups of 3-4 🔗 Accompaniment Itineraries

Objective: To practice the step from diagnosis to action plan: to convert identified needs into concrete objectives and actions.

Materials: A profile (one of the Case Studies can be reused) and the blank individual itinerary template.

Development:

- Each group receives a profile and completes Phases 2 and 3 of the individual itinerary template: specific objective, actions/resources and responsible party.
- One group explains its itinerary to the rest.

- Close / debrief:
- Are the proposed objectives realistic within the indicative timeframes of the phased model?
- What was prioritized first and why, when there were several needs at the same time?

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BLOCK AND
Self-care and teamwork
Supporting the team that supports the support

Exercise 9 · My area to strengthen
⏱️ 15 min 👥 Individual + pairs 🔗 Tool 3 — Self-assessment of skills

Objective: To practice using self-assessment of skills as a tool for reflection, not as an exam.

Materials: One copy of Tool 3 (Self-assessment of professional skills) per person.

Development:

- Each person completes Tool 3 individually and silently.
- In pairs, they only share the area that each one wants to strengthen in the coming months, without needing to show the rest of the scores.

- Close / debrief:
- Do the areas to strengthen coincide between the two people in the couple?
- What support from within the team itself could help strengthen that area?

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BLOCK AND
Self-care and teamwork
Supporting the team that supports the support

Exercise 10 · Download Circle
⏱️ 10-15 min 👥 Large group 🔗 Chapter 2 — Emotional impact of accompaniment

Objective: To conclude a training session or a work day with complex cases, giving space to the emotional impact it generates in the team itself, not just in the person being supported.

Development:
In a circle, each person shares in one sentence (no more) how they are leaving the session; they can remain silent if they prefer.

- The facilitator concludes by reminding everyone that not leaving the person being accompanied alone begins with not leaving the team alone.

- Close / debrief:

No debate opens after the statements — it is a closing, not an analysis.

- If someone expresses a significant emotional burden, they are offered individual space afterwards, outside of the group.

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ANNEX: Glossary of terms

- **Access to justice:** The right of all persons, including migrants, to obtain justice and legal protection without discrimination.
- **Humanitarian action:** Interventions aimed at alleviating suffering and protecting the dignity of people affected by crises and conflicts, including migrants and refugees.
- **Cultural adaptation:** The process of adjustment by migrants to integrate into a new culture, including learning the social norms, values and behaviors of the host country.
- **Diplomatic asylum:** Protection granted by a State outside its borders in places with immunity, such as embassies or residences of heads of mission, to persecuted persons seeking protection. This form of asylum is not granted in the headquarters of international organizations or consular offices. Although every state has the right to grant asylum, it is not obliged to grant or justify its refusal.
- **Territorial asylum:** Protection offered by a State to a foreigner in its territory, preventing the State of origin from exercising jurisdiction over him, based on the principle of non-refoulement. This protection includes access to certain internationally recognized rights.
- **Asylum:** Protection offered by a country to persons who have fled their place of origin due to persecution or imminent danger.
- **Assimilation:** The process by which one social or ethnic group, usually a minority, adopts the language, traditions, values and behaviors of another dominant group. Assimilation involves a deep integration that can lead to a significant modification in feelings of origin and fundamental life issues. Unlike acculturation, which refers to the adaptation of certain cultural aspects while maintaining the original identity, assimilation involves a more complete incorporation and absorption into the dominant culture.
- **Language barriers:** Obstacles faced by individuals due to differences in spoken language, which can hinder communication and integration.
- **Change of status:** The process by which a foreign national in legal status may apply for a change of immigration status. For example, a foreign student may, upon completion of his or her studies, apply for a change of status so that his or her student visa is replaced by a work visa.
- **Coercion:** The use of force, physical violence, or the threat of its use to compel a person to say or do something against his or her will.

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- **Social cohesion:** Level of union and cooperation among the members of a society, reflected in solidarity and mutual support.
- **Technical cooperation:** Exchange of information and knowledge in specific areas, with a focus on public sector functions. Includes the development of legislation and procedures, assistance in the design and implementation of infrastructure, and the strengthening of technological development.
- **Human rights:** Inalienable rights that belong to all people, regardless of their nationality, ethnicity or migratory status.
- **Labor rights:** A set of rights that protect workers, including migrant workers, in the workplace, such as fair working conditions and protection against exploitation.
- **Community development:** The process by which a community works to improve its economic, social and cultural well-being through cooperation and active participation.
- **Social inequality: A** situation in which certain groups have fewer opportunities and less access to resources than others, often exacerbated in migratory contexts.
- **Internally Displaced Persons:** Individuals or groups who have been forced or obliged to flee their homes or habitual residences due to armed conflict, situations of generalized violence, human rights violations, or natural or human disasters, without crossing an internationally recognized border.
- **Racial discrimination:** Is abusive or discriminatory conduct towards individuals of another race. This type of discrimination implies any distinction, exclusion, restriction or preference based on race, color, lineage, or ethnic or national origin, which has the purpose or result of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other sphere of public life.
- **Discrimination:** Consists in treating people unequally without reasonable justification between the advantaged and the disadvantaged. It is prohibited in relation to “race, sex, language or religion” according to Art. 1 (3) of the Charter of the United Nations (1945) and is reaffirmed in Art. 2 of the Universal Declaration of Human Rights (1948), which states that everyone is entitled to enjoy the rights and freedoms set forth in the Declaration without distinction of any kind, such as race, color, sex, language, religion, political opinion, national or social origin, property, birth or other status. Furthermore, no distinction should be made on the basis of the political, legal or international status of the country or territory to which a person belongs.

- **Cultural diversity:** Variety of cultures and perspectives that coexist within a community, enriching the social and cultural life of society.
- **Immigration documentation:** Legal documents that prove the status of a migrant, such as visas, residence permits or refugee documents.
- **Empowerment:** The process by which individuals or communities gain control over their lives and make decisions that affect their well-being and development.
- **State of employment:** The country in which the migrant worker plans to perform, is performing, or has performed a remunerated activity (Art. 6 (b) of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990).
- **Exclusion:** Exclusion is the formal denial of admission of a foreigner into a country. In some countries, border officials or other authorities have the power to refuse entry to foreigners; in others, this order is issued by a judicial authority after a hearing.
- **Exodus:** Refers to the mass migration of a large number of people or a significant part of a community out of their country of origin, either simultaneously or in a concentrated period of time. This phenomenon may occur in organized, dispersed or occasional movements.
- **Exploitation:** Refers to the act of taking unfair advantage of a person or resource for personal gain. This may include situations such as sexual exploitation, forced labor, slavery or similar practices, servitude and the sale of organs.
- **Expulsion:** Action carried out by a state authority with the purpose and effect of forcing one or more foreigners to leave the country's territory, against their will.
- **Undocumented alien:** A person who enters or remains in a country without the required documentation. This includes, among others: (a) those who enter clandestinely without any type of documentation; (b) those who enter using falsified documents; and (c) those who, after having entered with legal documentation, remain in the country beyond the authorized time or, after violating the conditions of entry, remain without authorization.
- **Feminization of migration:** The increased participation of women in migratory movements. Nowadays, migrant women move more independently, not solely on the basis of their position within the family or under male authority. This phenomenon reflects a significant change in the role of women in migration, highlighting their growing autonomy and protagonism in these processes.

- **Economic inclusion:** The process of ensuring that all individuals, including migrants, have equitable access to economic and financial opportunities.
- **Social inclusion:** The process of ensuring that all individuals, especially those from marginalized or disadvantaged groups, participate in and benefit from the social, economic and cultural life of the community.
- **Labor integration:** The process by which migrants obtain employment and adapt to the labor market of the host country.
- **Integration: The** process by which migrants adapt and become active and accepted members of the host society.
- **Cultural exchange:** Activities and programs that facilitate interaction between people from different cultures, promoting mutual understanding and cultural enrichment.
- **Forced migration:** Movement of people that occurs due to external and compulsory factors, such as conflict, persecution or natural disasters, which people cannot avoid.

- **Migrant:** An individual who moves from one place to another, often with the intention of settling in a new region or country.
- **Civic participation:** Active involvement of migrants in the democratic process and in making decisions that affect their host community and country.
- **Residence permit:** Authorization granted by the authorities of a country to a migrant to reside legally in that country for a specified period of time.
- **Training programs:** Educational initiatives that provide specialized training in skills and knowledge to improve job opportunities and personal development.
- **Resettlement programs:** Initiatives that help refugees move to and settle in a third country, providing support in terms of housing, education and employment.
- **International protection:** A set of measures and rights offered to people who are in a situation of vulnerability and need protection outside their country of origin, such as refugees and asylum seekers.
- **Refugee:** A person who has been forced to leave his or her country due to persecution, armed conflict, generalized violence or other circumstances seriously disturbing public order.
- **Regularization:** The process by which a country grants legal status to a foreigner who is in an irregular situation. This generally includes practices such as amnesty or “legalization”, which allows foreigners who have resided in the country without proper documentation for a certain period of time, and who do not present grounds for inadmissibility, to obtain legal status.

- **Reintegration:** Process by which migrants returning to their country of origin are assisted to reintegrate into their community and economy after having lived in another country.
- **Reintegration:** The process by which a person is readmitted or reintegrated into a group, system or activity after having been excluded or separated. This may apply to re-entry into the community, work environment, or any other context from which the person has been absent.
- **Involuntary Repatriation:** The process by which a receiving country induces the repatriation of refugees to the country of origin by creating conditions that limit their options and force them to return. In these cases, refugees do not choose to return freely, but are forced to do so due to circumstances imposed by the receiving country, such as lack of adequate alternatives or pressure to return.
- **Repatriation:** The individual right of a refugee or prisoner of war to return to his or her country of nationality under specific conditions, as established in various international instruments. Repatriation ensures that people can return to their country of origin once the circumstances that led to their displacement have been resolved, provided that their return is safe and voluntary.

- **Permanent residence:** Right granted by a State to a foreigner, allowing him/her to live and work indefinitely in its territory.
- **Residence:** The place where a person lives temporarily. Unlike domicile, which implies a fixed and permanent abode with the intention of establishing one's business and interests there, residence refers primarily to physical presence in one place. Although a person may have multiple residences, he/she may have only one domicile.
- **Resilience:** Capacity of a person or community to recover from adversity or crisis and adapt positively to change.
- **Health:** A state of complete physical, mental and social well-being of a person, not limited solely to the absence of disease.
- **Cultural sensitivity:** Ability to recognize, respect, value and adapt to cultural differences in the provision of services and interaction with people from different backgrounds.
- **Migrant support services:** Services designed to assist migrants in areas such as housing, education, health, legal advice and employment.
- **Asylum seeker:** A person who has requested international protection and whose application is in the process of being assessed.

- **Forced labor:** Service performed by a worker under conditions of servitude due to economic reasons, such as indebtedness for a loan or wage advance. In these cases, the worker is bound to a creditor for a determined or indefinite period until the debt is paid off.
- **Trafficking in persons:** The recruitment, transportation, transfer, harboring or receipt of persons by means of coercion, deception or force.
- **Victim of human trafficking:** Individual who has been subjected to the crime of trafficking, i.e., has been subjected to exploitation through coercion, deception or abuse of power for the purpose of forced labor, sexual servitude, or other forms of exploitation.
- **Gender-based violence:** Any form of violence that is directed against a person because of his or her gender, especially against women. This includes acts of physical, sexual or psychological violence, as well as threats of such acts, coercion or arbitrary deprivation of liberty. This violence can occur in both the public and private spheres, and has the potential to cause significant harm or suffering to women.
- **Exit visa:** Document issued to persons whose visa has expired, allowing them to regularize their status before leaving the country. This visa facilitates the temporary extension of their stay permit to ensure a legal exit from the territory.
- **Transit visa:** Temporary authorization, generally valid for three days or less, that allows a person to pass through one country en route to a final destination in another country. This visa facilitates transit through the issuing country without allowing extended stays.
- **Visa:** Official stamp affixed by a consular post to a passport or identity certificate certifying that the consular officer considers the holder to be a non-national of the issuing State and authorizes entry into the territory, in accordance with the laws in force. The visa defines the requirements and conditions for admission to the country of destination.
- **Xenophobia:** A feeling of aversion or animosity towards foreigners. Although there is no universally accepted definition at the international level, xenophobia can be described as attitudes, prejudices or behaviors that reject, exclude and, in many cases, belittle people based on their status as outsiders or as aliens to the identity of a community, society or country. Xenophobia and racism are closely related, and are often difficult to distinguish from each other.

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