

## LUXEMBURG

### Fostering local development in rural areas

#### Location

Remerschen

#### Programming period

2014 – 2020

#### Priority

P6 - Social Inclusion and  
Economic Development

#### Measure

M19 – Support for LEADER  
local development (CLLD)

#### Funding (EUR)

Total budget 40 000

EAFRD 4 800

National/regional 3 200

Other 32 000

#### Project duration

2017 – 2017

#### Project promoter

- Moselle Diversity: LAG Miselerland
- World City: Maison relais Schengen

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#### Website

[www.mosellediversity.eu/fr/partenaires](http://www.mosellediversity.eu/fr/partenaires)

As part of the greater LEADER project 'Moselle Diversity' the sub-project 'World City' supported the organisation of summer activities for children aged between 7 and 12, including children of refugees, and fostered cultural diversity and the values of 'living together'.

### Summary

World city supported the organisation of summer activities for children aged between 7 and 12 living in the LEADER area of Miselerland, including the children of refugees residing in the city. The thematic focus was geared towards cultural diversity, fostering shared attitudes and values conducive to 'living together'.



The sub-project was embedded in a wider social inclusion strategy entitled 'Moselle Diversity' implemented at municipality level within a Local Inclusion Plan. The idea to World City was elaborated by the coordinator of 'Moselle Diversity'. Naturally, the coordinator of the LEADER project 'Moselle Diversity' tackles energetically in organizing 'World City' activities. Otherwise 'World City' is financed outside of LEADER with other national and local funds.

Rather World City was carried out in the recreational centres of the Miselerland area in partnership with the Immigration Office (OLAI), the Union of local authorities (SYVICOL) and the Ministry of family affairs and social inclusion.

### Results

About 300 children from the different municipalities of the region participated every day to World City activities, with an average of 10% of refugees' children.

Around 70 caregivers, social education workers, animators or students and up to 20 volunteers were involved to ensure the successful flow of the events.

There was unanimous agreement on the success of World city and the 2018 edition is confirmed.

### Lessons & Recommendations

- The concept of World City could be replicated to any local community willing to promote cultural diversity within the new generation. The relaxed environment facilitates the acquisition of basic knowledge. Linguistic integration is promoted through ludic courses. The variety of activities and spaces gives the possibility to every child to evolve at his/her own rhythm, without any pressure.

## Context

The LEADER area of Miselerland is part of the Luxembourg-France-Germany tri-border area and is world famous for its town-centre of Schengen where the first European agreement on a common visa policy was signed in 1985. The Schengen area symbolises the free movement of people and goods and the abolition of internal borders in Europe.

As for the wider region, it is an attractive immigration area with a very high rate of population growth. In the rural area of Miselerland, 40% of the population comes from other countries and more than 120 nationalities are represented. This extremely high diversity among a rural community of 40 000 inhabitants represents both a challenge and an opportunity for peaceful, open and respectful cohabitation.

World city is a sub-project of a wider social inclusion scheme called ‘Moselle Diversity’. The Miselerland LAG participated to a pilot experiment in 2012-2014, testing the delivery mechanism of the now widely applied ‘Local Inclusion Plan’, co-funded by the Immigration office .

## Objectives

The overarching objective of World city was to promote the benefits of cultural diversity among children aged 7-12 through recreational activities by inviting children from refugees’ families to participate.

## Activities

During 2 weeks in the summer time, a recreational centre was arranged as a ‘World City’, a multi-cultural hub proposing free leisure activities to several hundred kids of the area.

The World City was organised in continents, countries and regions reflecting the various origins of the children. It had its own Parliament and each continent had a workshop area, an action area, a chill area and a building area.

While playing and tinkering together, the kids could gain experience and knowledge in many diverse domains. Traveling from one continent to another with their workshop and thematic areas, a role game allowed them to become in turn a local resident, a tourist, a refugee, a diplomat, etc.

The overall organisation was in the hands of the children themselves. The mentoring team (adult staff) got involved in the role game with special passports and supported the

kids in the practical organisation of the World City. Visitors only had short-term visas. The recreational centre is organised along the following principles:



**The Parliament** The parliament gathered all or part of the children community; this was the place to discuss and make decisions about the organisation of the World City, its rules and activities.

**Workshop areas** Topics of the workshops could be generic (culture and origins, languages of the world, history of the world, war and peace, solidarity, migration, religion, gender, environmental issues, etc.), or specific (my country of origin, my family, my culture, my religion, etc.), putting the focus on cultural diversity and social inclusion. Everything was based upon exchange in order to know each other better. All sorts of activities could be proposed in relation to these topics, leaving enough room to the imagination of the children, who could modify, adapt or complete any activity, as long as the decision was taken jointly and in a democratic manner.

**Action areas** Music and dance were also means to represent another culture, but also video or drawing could serve the same purpose. In the world kitchen, the kids could prepare traditional food with the support of their parents or other volunteers, and organise tasting sessions. All these activities led to intense cultural exchanges.

**Building areas** Some space was reserved to tinkering and thematic hand made construction: sculpture, suspension bridge, ships, barracks, cars, etc.

**Chill areas** These areas were designed as quiet resting spaces, allowing children to rest, read or chat.

**Media team** Media is part of daily life, even for children. Within the media team, the kids learned how to manage information, to collect and analyse documentation on their own and to work with different media tools. For instance, a press conference was organised with the Prime Minister of Luxembourg, where two junior journalists were handling the microphone and asking questions while the session was filmed.

