

D23 – Local Research Report - Cyprus

WP2: Research & Needs Analysis



Harnessing the Potential of Migrant Women as Integration Experts [INTEGR8]

Work Package 2: Research & Needs Analysis *D23 – Local Research Report for Cyprus*

Prepared by CARDET

Project Title: Harnessing the Potential of Migrant Women as
Integration Experts [INTEGR8]

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CARDET is one of the premier social justice oriented organizations in Cyprus with extensive experience developing and implementing programs focusing on migrants and integration. We are the founders of the Mediterranean Migration Network (www.migrationnetwork.org), which is funded by EU Solidarity funds, with more than 150 organizations as members from EU and the world. CARDET is also the Cyprus Focal Point of the European Website on Integration (<http://ec.europa.eu/ewsi/en/index.cfm>) and the Cyprus partner for Migrant Integration Policy Index Project (MIPEX),- <http://www.mipex.eu/>. Moreover CARDET completed more than 12 projects on issues related to migration and integration, under the Solidarity Funds and the Lifelong Learning Programs. In addition, CARDET is the Cyprus focal point of the Global Network “Social Watch”, with more than 200 member organizations, working in the fields of social justice and social integration. Furthermore, CARDET is a founder member of the Cyprus Platform for Non-Governmental Development Organizations, with more than 30 member organizations.

A. Findings of the Literature Review

Annex 1a: Migrant integration best practices

1. Country CYPRUS

2. Overview of the national context *(include most recent migration data, policies impacting on migrant education, support, integration etc.)*

Being extensively influenced by the refugee crisis in 2015, Cyprus sees the migration phenomenon as an issue of high importance at a social, cultural, financial, political, educational, language, etc. level. The governmental strategies towards integration, however, and efforts to join forces with the international community for the creation and maintenance of an appropriate context for the migrants' integration, lead to failure. The situation is similar to many parts of the world, e.g. Greece, Spain; etc., where the inadequacy of the governments and organisations working in the reception of migrants and the failure of the integration and inclusion system that leads migrants in a ghettoised social, economical and political context, have made the migrant issue not a theoretical but a real problem to address nowadays.

With a total of 85,543 immigrants, of which 44,492 are women, Cyprus struggles to face the migration phenomenon. Their successful integration into the receiving/ host country is the key to maximising the opportunities of legal migration and making the most of the contributions that immigration can make to EU development.

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Comparing to migrant men, migrant women often suffer from lower integration rates, as they face additional discriminations and challenges in accessing education and the labour market in the receiving/ host country.

In the absence of effective EU and national immigrant integration policy, successful measures for migrants integration are needed and effective initiatives and approaches in the framework of migrant women integration best practices are required. These may pave the way for future effective policies and practices that will give local governments a central role in promoting inter-cultural dialogue and a culture of welcoming communities.

- 3. Indicate the range of integration programmes/ projects/ initiatives aimed at migrant women available** (e.g. language/ citizenship/ other training and courses; workshops, events and trips; civic, social and recreational opportunities; support including volunteer support, APL and recognition of previous qualifications. Please note whether these are open to all migrant women or whether specific criteria apply, e.g. for third country national or refugee women only etc.

Although the limited integration initiatives in Cyprus have been addressing all categories of migrants, i.e. women, men, children, elderly people, etc., there are some recent initiatives referring particularly to women migrants. These are mainly initiated by non-profit organisations and private institutions and funded by the European Union:

1. Initiatives addressing all migrants:

1.1. Migrant Info Centre (MIC)

The purpose of MIC programme is to provide a comprehensive service towards the needs of migrants, asylum seekers and refugees arriving/ living in the consortium countries fostering their integration process. Beneficiaries are supported in accessing services and resources that meet their needs and build their new skills to adjust harmonically to the Cypriot social and cultural settings. MIC endeavours in filling a huge ‘gap’ on the integration services available and in making a positive impact on the lives of thousands of foreign people who live in Cyprus.

The project runs in collaboration with the University of Nicosia, the research organisation CARDET, the Cyprus University of Technology and Neapolis University Paphos. The Action, entitled: **Migrant Info-Centre (CY/2016/AMIF/SO2.NO2.1.3)** is co-funded by the European Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%). Further information may be reached at: <http://www.mihub.eu>

1.2. Infobus

The purpose of this program is to provide social and psychological support for asylum seekers and people in need of international protection in Cyprus districts with the creation of Mobile Unit (INFO-BUS) Information – Service. Counselling and training in new skills at an individual level is intended to mitigate the effects of social and psychological difficulties in the target group, due to past negative

experiences or/and because of present difficult living conditions and functionality. Further information can be reached at: <http://www.infobuscy.eu/index.php/en/>

1.3. Survey about the EU Policy on Migration and Asylum

The purpose of this survey is to gauge public opinion of European Citizens on current challenges, strategic priorities and key actions for the development of a common EU Policy in the areas of asylum and migration. It further aims to understand the perceptions and attitudes of citizens towards migrants, immigrants and refugees, as well as various migration policy options, and to comprehend the awareness and knowledge about the phenomenon and the “new multicultural scenario”. The survey is conducted in the framework of the project “Migrations, Integration and Co-Development in Europe”, co-funded by the Europe for Citizens Program of the European Union. Further information may be reached at: <http://cardet.org/news/537-migrations-integration-and-co-development-in-europe-a-survey-about-eu-policy-on-migration-and-asylum>, whereas the survey may be found at:

<https://docs.google.com/forms/d/e/1FAIpQLSeOCvWcDFTqh0Y06szXWT74M2aS5oG-307huq5BrTfAzTN-QQ/viewform?c=0&w=1>

2. Initiatives addressing mainly women

2.1. Mothers and Children in L2:

This completed Erasmus funded project aimed at designing and piloting a methodology and tools to involve young migrant mothers with children aged 2-6 in a language and content integrated training.

A training course was delivered in every partner country with the aim to teach migrant mothers L2 together with useful contents related to family management and basic active citizenship skills: basic ICT (using a browser and an email software), nursing principles, information about nursing services in the host countries, citizenship, food education, health education.

Further information regarding this initiative, can be reached at: www.mothersandchildren.eu

2.2. LeFamSoL: Learning for Female African Migrants’ Solidarity

This is a curriculum development project for hard-to-reach target groups of adults, oriented towards cultural mediation and peer training. At its pilot phase, the project focused on Female African Migrant Groups, aiming initially to create a pool of human resources that can operate gender/ethnically delineated “Self-Help Desks.”

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Therefore, knowledge building and sharing is geared towards self-sustainability, capitalizing upon ethnic networking to achieve a multiplier effect.

In focusing on this target group, the project elicits transnational challenges of the specific migrant group transiting from Turkey via Greece to Italy and, thereon, to other Schengen zone states. Thus the interrelation between national and international migration regimes is explored, exploring transversal themes, such as trafficking, and contextually bounded, such as racist violence.

Further information on this initiative, may be reached at:
<http://www.cardet.org/projects/current/40-lefamsol-learning-for-female-african-migrants-solidarity>

4. **Successes/issues**(including those identified through awards, publications, external evaluation reports or events etc.) relating to:
 - a. *the planning and delivery of integration measures aimed at migrant women in general and those specifically aimed at supporting and facilitating social and civic participation*

Successful measures regarding the issue of migration, aimed at migrant women in general or specifically at supporting and facilitating social and civic participation, may be detected in the framework of National and EU funded projects and programmes and their relevant outputs. A list of selected initiatives is given below:

1. PROJECTS/ PROGRAMMES

-INTO – Intercultural Mentoring tools to support migrant integration at school (INTO).

For further information on the project, please visit:
<http://www.cardet.org/projects/current/42-intercultural-mentoring-tools-to-support-migrant-integration-at-school-into>

-MEDBALT – Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions. For further information on the project, please visit:
<http://www.cardet.org/projects/current/538-strategic-partnership-in-adult-migrant-education-perspectives-from-mediterranean-and-baltic-sea-regions-medbalt>

- Migrations, Integration and Co-Development in Europe. For further information on the project, please visit:
<http://www.cardet.org/projects/current/528-migrations-integration-and-co-development-in-europe>

2. PUBLICATIONS

-European Commission (2012). Country Factsheet: Cyprus 2012 – European Migration Network – available at:
https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/country-factsheets/cyprus-emn-country-factsheet_en.pdf

-Charalambidou-Solomi, D., Maouri, C. and Economidou-Stavrou, N. (2010). Female Immigrants in Cyprus – profile, obstacles, needs, aspirations. UNESCO Papers – available at:
https://www.ucy.ac.cy/unesco/documents/unesco/Articles_2010-2010_conference/Solomi_paper.pdf

-Nicos Trimikliniotis and Mihaela Fulas-Suroulla (2009). “New Female Migration and Integration related policies in Cyprus”. In M. Kontos & Slany Krystyna *The new female migrants in European societies – A state of the Art*, (Eds) pp. 166-185] – available at:
<http://www.red-network.eu/resources/toolip/doc/2011/11/16/nt--mfs-migrant-women-krakow-book.pdf>

-Hanife Aliefendioglu (2002) Migrant women workers in Cyprus: A literature review. *International Journal of Business and Globalisation*, 8 (4): 491-502 - available at:
https://www.researchgate.net/publication/263660477_Migrant_women_workers_in_Cyprus_A_literature_review

b. engagement and social/civic participation of migrant women on integration measures

A number of activities on the island of Cyprus attempt to address the integration issue calling for the participation of migrants in fostering their harmonically adjustment to the Cypriot settings. Certain activities which are particularly addressing migrant women, besides those noted above, are the following:

-International Migrants’ Day – 18th December
<http://kisa.org.cy/18th-december-international-migrants-day/>

-International Day for the Elimination of All Forms of Racial Discrimination – 21st March
<http://cyprus-mail.com/2016/03/20/calls-to-better-integrate-migrants-into-cypriot-society-on-eve-of-anti-racism-day/>

-World Refugee Day
<http://www.cyprusevents.net/events/world-refugee-day-2015>

c. funding of integration measures aimed at migrant women

In Cyprus, initiatives regarding migrants are mainly initiated by non-governmental organisations. Projects, programmes, actions and campaigns funded by national, international and EU agents and services, aim to foster the harmonious and smooth adjustment and integration of migrants on the island. Some NGOs based in Cyprus, whose funded initiatives aim at migrant women are the following:

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Cyprus Focal Point of the European Website on Integration (<http://ec.europa.eu/ewsi/en/index.cfm>) and the Cyprus partner for Migrant Integration Policy Index Project (MIPEX),- <http://www.mipex.eu/>. Moreover CARDET completed more than 12 projects on issues related to migration and integration, under the Solidarity Funds and the Lifelong Learning Programs. In addition, CARDET is the Cyprus focal point of the Global Network “Social Watch”, with more than 200 member organizations, working in the fields of social justice and social integration. Furthermore, CARDET is a founder member of the Cyprus Platform for Non-Governmental Development Organizations, with more than 30 member organizations. For further information regarding CARDET's projects, please visit: <http://www.cardet.org/projects#OurWork>

-KISA: This NGO's action is focused on the fields of Migration, Asylum, Racism, Discrimination and Trafficking, and it includes awareness-raising of the Cypriot society as well as lobbying in order to influence the legal and structural framework, the policies and practices in these fields. KISA operates a Migrant and Refugee Centre that provides free information, support, advocacy and mediation services to migrants, refugees, victims of trafficking and racism / discrimination and ethnic minorities in general, as well as promotion of the integration, empowerment and self-organisation of migrants and refugees. Further information regarding KISA, may be reached at: <http://kisa.org.cy/mission-objectives/>

-The Mediterranean Institute of Gender Studies (MIGS): This non-profit organisation's action is the promotion and contribution to projects of social, political, and economic themes relating to gender with an emphasis on the Mediterranean region. Further information may be reached at: <http://www.medinstgenderstudies.org/welcome/>

5. Any identified gaps/ unmet needs in relation to supporting the integration of migrant women

Bureaucracy at an administration level is a barrier to integration, similarly to language (Greek and English), job seeking/ finding, and the high cost of living, along with low salaries for migrant women in the Cypriot settings. Added to the barriers above is, at times, people's attitude towards migrants, refugees and asylum seekers. This is a result from the refugee crisis that is not only observed in the Cypriot society.

Campaigns and actions should aim to promote the living togetherness, acceptance and tolerance, whereas further measures and actions that function as good practices in other contexts and other countries should be piloted and adopted.

6. Identified skills, topics and/or learning outcomes with relevance and/or transferability to Integr8 (identify areas of relevance as appropriate e.g. engagement, the Migrant Integration Expert curriculum content, the Train the Trainer curriculum content, the toolkit, dissemination, sustainability etc.

A number of ideas may be transferred to Integr8:

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- Education Institutions at all levels (kindergarten, primary schools, secondary/high schools universities) should be actively involved or host campaigns, actions, programmes and initiatives for the integration of migrant women.
- Joint actions/ initiatives between local people and migrant women (e.g. cooking competitions/ marathons, aromatic plants groups, etc.).
- Free face-to-face sessions, Apps, online classes on migrant women essential needs and skills to foster smooth integration (e.g. language skills, self-confidence, self-presentation skills, job interview skills, etc.).
- Services/ initiatives that will foster the easy access of migrant women to services.

7. Summary of data used with links/references to relevant websites/reports etc.

Funded Projects

-INTO – Intercultural Mentoring tools to support migrant integration at school (INTO).

<http://www.cardet.org/projects/current/42-intercultural-mentoring-tools-to-support-migrant-integration-at-school-into>

-MEDBALT – Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions.

<http://www.cardet.org/projects/current/538-strategic-partnership-in-adult-migrant-education-perspectives-from-mediterranean-and-baltic-sea-regions-medbalt>

-Migrations, Integration and Co-Development in Europe.

<http://www.cardet.org/projects/current/528-migrations-integration-and-co-development-in-europe>

-Mothers and Children in L2

www.mothersandchildren.eu

-LeFamSol – Learning for Female African Migrants’ Solidarity

<http://www.cardet.org/projects/current/40-lefamsol-learning-for-female-african-migrants-solidarity>

Organisations’ Websites

-CARDET, <http://www.cardet.org/>

-KISA, <http://kisa.org.cy/mission-objectives/>

-The Mediterranean Institute of Gender Studies (MIGS):

<http://www.medinstgenderstudies.org/welcome/>

Publications

-European Commission (2012). Country Factsheet: Cyprus 2012 – European Migration Network – available at:

https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/country-factsheets/cyprus-emn-ountry-factsheet_en.pdf

-Charalambidou-Solomi, D., Maouri, C. and Economidou-Stavrou, N. (2010). Female Immigrants in Cyprus – profile, obstacles, needs, aspirations. UNESCO Papers – available at:

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https://www.ucy.ac.cy/unesco/documents/unesco/Articles_2010-2010_conference/Solomi_paper.pdf

-Nicos Trimikliniotis and Mihaela Fulas-Suroulla (2009). “New Female Migration and Integration related policies in Cyprus”. In M. Kontos & Slany Krystyna *The new female migrants in European societies – A state of the Art*, (Eds) pp. 166-185] – available at:

<http://www.red-network.eu/resources/toolip/doc/2011/11/16/nt--mfs-migrant-women-krakow-book.pdf>

-Hanife Aliefendioglu (2002) Migrant women workers in Cyprus: A literature review. *International Journal of Business and Globalisation*, 8 (4): 491-502 - available at: https://www.researchgate.net/publication/263660477_Migrant_women_workers_in_Cyprus_A_literature_review

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Annex 1b: National integration measures for migrant women – 3 examples of best practice

Title of migrant integration measure:

The Cyprus Gender Research Centre (EKIF) Survey on Immigrant Women Issues, 2010

Lead organisation details (names, contact details, website etc.):

1. Organisation: Cyprus Gender Research Centre (EKIF) [Ε ρ ε υ ν η τ ι κ ό Κ έ ν τ ρ ο Ι σ ό τ η τ α ς Φ ύ λ ο υ (Ε Κ Ι Φ)].
2. Contact Person: Dr Dena Charalambidou-Solomi, President
3. Address: 17 Ithakis Street, Makedonitissa, 2400 Nicosia, CYPRUS
4. Phone: +357-22358580 +357-99435235
5. Fax: +357-22353336
5. E-mail: info@ekif.org despina_eey@msn.com
6. Website: www.ekif.org
7. Legal Status: Non-profit, non-governmental organization established in 2005 in Nicosia.

Registration Number: 2874. EKIF is governed by a Board of seven Members. It has its own structure of administration and a team of researchers with high academic qualifications and expertise in research and gender issues. The Centre is a Member of the National Machinery for Women of the Ministry of Justice and Public Order.

Short description of the best practice (include any key features as appropriate, e.g. aims, objectives, design features, curricula design and/or content, training, how implemented, resources such as toolkits, websites etc.)

The Cyprus Gender Research Centre (EKIF), an NGO aiming at the promotion of quality of sexes and women issues, conducted **a survey on a pancyprian basis, aiming at raising the voice of women immigrants in Cyprus by recording their views on issues of work, information available, education and training opportunities, obstacles and problems they might be facing in their work and social settings.** The anonymous bilingual questionnaire – Greek/ English – addressed the following thematic parametres: social profile, employment, legal/human rights, education and professional development and integration.

What can we learn from this best practice that is relevant or transferable to INTEGR8?

-This best practice indicates certain parametres/ fields/ sectors (e.g. education, health, labour, that are important for a smooth women migrant integration. Measures suggested by the researchers/ authors should be taken into account in the framework of INTEGR8 for better mapping and comprehending the issue/ phenomenon in question.

-This report suggests to two further good practices: the establishment of **The Multicultural Centres** so as to offer events in immigrants’ mother tongue and **The Immigrants’ Advice Bureau** aimed at offering migrants information in their mother tongue, as language is always a need and an obstacle in migrants’ early and later days’ communication and integration.

Are there any resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts? If yes, please list these resources and comment on the license of the resource, i.e. are the copyrighted or open source resources? Please also provide a link to the resources.

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-The suggested questionnaire could be a useful resource in terms of re-usability of resources.

-The suggested establishment of these two services (The Multicultural Centres and the Immigrants’ Advice Bureau) will advance services supporting the migrants early days, and later on needs, adjustment and integration in the Cypriot settings.

Links/references to relevant websites/reports etc. Please include relevant web links

[-https://www.ucy.ac.cy/unesco/documents/unesco/Articles_2010-2010_conference/Solomi_paper.pdf](https://www.ucy.ac.cy/unesco/documents/unesco/Articles_2010-2010_conference/Solomi_paper.pdf)

Findings from the Interviews with Migrant Women

In this section there are general, summarized findings from the analysis of eight interviews with migrant women; four (4) questionnaires were applied face-to-face and four (4) questionnaires were completed via telephone communication.

A. BACKGROUND INFORMATION

Maysaa, from Pakistan (10 years); Heba from Egypt (1 year); Hameba, from Lebia (2 years); Ivan from Bulgaria (6 years); Udeni, from Sri Lanka (4 years); Thusara, from Sri Lanka (4 years); Nikka, from Philippines (4 years); and Theresita from Philippines (4 years), were the migrant women who participated in the field research of INTEGR8 Project in Cyprus. Their **countries of origin** are: Philippines, Sri Lanka, Pakistan, Bulgaria, Lebia and Egypt, whereas based on their statements the **languages spoken/ written** are: Arabic, Bulgarian and English, Filipino, Sinhalese and Urdu. Most of them have been **living in Cyprus** for a period between 1 to 10 years.

With respect to their past **education, training, paid or voluntary work, caring/ other responsibilities**, the majority of participants are non-educated women who have been housewives (5 out of 8) in their home countries. Two of them have worked as English teachers and one as a teacher of Arabic. With respect to their **present education, training, paid or voluntary work, caring/other responsibilities**, the majority of them work as housekeepers (5 out of 8). Two of them are translators and the remaining two are housewives. Speaking about their **future plans (personal, social, professional, education, etc.)**, the majority of them (6 out of 8) declared they want to go back to their home countries one day, whereas two of them said they would like to earn money to help themselves and their family.

B. INTEGRATION

1. Explaining **what integration means** to them, the interviewees mentioned ‘good communication’, ‘knowing each other, traditions, likes and dislikes’, ‘feeling good, happy and safe’ and ‘be around people’, underlining aspects of familiarity, communication, safety and satisfaction.

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2. In speaking about **everyday life examples of moments when they do feel integrated/part of life in this country/area/community**, the migrant women mentioned aspects of familiarity and good human relations: ‘to know each other, traditions, like and dislikes’, ‘people tell my name’ and ‘people smile to me’; ‘good communication’; safety and satisfaction/ happiness, ‘whenever I feel safe and happy’.
3. In giving **everyday life examples of moments when they do not feel integrated/part of life in this country/area/community**, the migrant women referred to instances of ‘feeling embarrassment’, ‘feeling discomfort’ and ‘when people avoid me’, stressing aspects of feeling at ease with one’s self and the others.
4. To the majority of the migrant women (6 out of 8) **the main issue, problem or barrier to integration in Cyprus** is the fact that the cost of living in high/ the island is expensive. One of them mentioned that too many refugees/ migrant people is a problem in Cyprus, whereas another one underlined that language is a main barrier: ‘when people speak another language and I cannot understand’ (MW1).
5. The interviewees gave various answers when asked about **what would help them to feel more integrated in this country**. Three of them mentioned the job aspect either for them (2 out of 8) or for their husbands (1 out of 8); two of them mentioned housing; one of them spoke about satisfaction and happiness; another one mentioned education for her children; and two of them mentioned the aspect of acceptance and social life, e.g. ‘people inviting me to their house’ (MW6).
6. When asked about **what would help migrant women to feel more integrated in this country**, the majority stated that a job (6 out of 8) and friends (5 out of 8) would be essential. Three of them mentioned language; two of them mentioned education; and two mentioned housing.

C. NEEDS ANALYSIS

1. The research was conducted pointing out that a key aim of the INTEGR8 project is to develop a Migrant Integration Expert curriculum for migrant women, so the main objective of this curriculum is to support migrant women in a new role as a community liaison officer for migrant communication. The interviewees were asked to **rate their training needs in each of the following skill areas**, using a scale of 1-5 where 1 represents a low level of needs and 5 represents strong need for training in this area.

Surprisingly, the majority of migrant women (6 out of 8) declared a strong need in all areas noted in the questionnaire, marking 5 in all occasions. Only two of them (interestingly, the two migrant women with higher language skills who work as translators) declared lower level of needs in most areas and strong need for

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training, i.e. 4 or 5, in certain areas, e.g. working with people from different cultures (4); organisation skills (5); managing challenging people (5); resolving conflict in a professional manner (5); resolving conflict with people from different cultures (5).

2. The migrant women who were interviewed listed the **languages they currently have some fluency in/knowledge of, and ascertained their level of competence in each language**. Being the interviewees’ **mother tongue**, Arabic, Bulgarian, Filipino, **Sinhalese** and Urdu are noted in B1/2 or C1, whereas the levels of competence in English vary from A1 to C1.

3. When asked whether they **have tried sharing skills, experiences and expertise with others, in an organized matter (i.e. internal trainings)**, the majority of women (6 out of 8) said they have not had such an experience before. The two respondents who were experienced, noted down various skills, such as the following: ‘English language teaching skills’ (1 out of 8); ‘cooking skills’ (1 out of 8); ‘haircut skills’ (1 out of 8); ‘nail cure skills’ (1 out of 8) ‘make-up skills’ (1 out of 8); and ‘knitting’ (1 out of 8).

4. Interestingly, the majority of women admitted they have **no confidence at all** (5 out of 8) **or not much confidence** (2 out of 8) **in sharing skills with other migrant women in their community**. Only one migrant woman expressed her trust in trying such a role, as she did it before.

5. Most of them admitted they did not feel **much confident** (5 out of 8) **or not confident at all** (2 out of 8) **in sharing skills with other migrant women from other migrant communities/nationalities/ ethnicities**. Only one migrant woman admitted she was confident enough to do so, as she did it before.

6. Assuming that they take on this role as an advisor to other migrant women, the interviewees were asked **to list 3 supports that we could offer them that would help them to feel confident in this role**. Interestingly, all but one interviewee mentioned money/ salary/ payment as a type of support, whereas the majority noted down ‘speaking/ presentation skills’ (6 out of 8) and ‘how to become confident’ (5 out of 8) on the top of the list. Among the remaining types of support, they mentioned they might need: ‘a computer of their own to work’ (2 out of 8), and ‘space/ place for the classes’ (2 out of 8).

7. Considering the type of training the INTEGR8 project team is proposing, the interviewees were asked to **list 3 strengths/qualities/skills/expertise they can share with other migrant women**. The two out of eight interviewees who provided an answer to this question mentioned the following: ‘Cooking skills’ (2 out of 8); ‘beauty classes’ (1 out of 8); and ‘English language’ (1 out of 8).

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D. INTEGR8: With a view to implementing the INTEGR8 project, which means training migrant women to support other migrant women in their communities, the interviewees were asked a series of questions that aim to assess their attitude towards such training.

1. In explaining **what support they think migrant women in this area/ community/ estate need**, interestingly, all interviewees mentioned the financial support, whereas the majority pointed out that they would like to have ‘private time/ time for myself’ (5 out of 8) and ‘leisure’ (5 out of 8). Following the previous, the migrant women noted a need to support the aspects/ areas/ parametres below: ‘housing’ (4 out of 8), ‘Greek and English language’ (3 out of 8); ‘education’ (2 out of 8); ‘job’ (1 out of 8); ‘self-confidence’ (1 out of 8); ‘self-presentation skills and effective communication’ (1 out of 8); and ‘how to feel safe/ self-protection and self-defence’ (1 out of 8).

2. All migrant women consider that there are no **specific cultural practices in relation to their own culture or the host country’s culture that are important for women and women’s participation**.

3. The majority of the interviewees were reluctant and sceptical in **using their skills to support migrant women**, answering either ‘maybe’ (3 out of 8) or ‘no’ (4 out of 8). Only one was happy with the idea.

4. In expressing their **interest in doing some training to support migrant women in their area/ community/ estate**, some of them replied with a ‘maybe’ (2 out of 8) or gave a ‘no’ answer (4 out of 8). Only two were happy with the idea.

5. When asked about **what they would like this training to include**, the migrant women interviewed pointed out the following areas: ‘how to make my own money’ (3 out of 8); ‘Greek language’ (1 out of 8); ‘English language’ (1 out of 8); ‘cooking skills’; and ‘beauty classes’ (1 out of 8).

6. After the training, these migrant women who will become trainers/consultants for their communities would offer **support to other migrant women**. This support should, from their point of view, involve: ‘salary/payment’ (all); ‘a job offer’ (2 out of 8) and ‘own computer’ (2 out of 8).

7. Regarding the **format of training delivery they would prefer**, 6 of the respondents indicated the ‘online training (video lectures, e-learning platform, on line resource toolkit)’ option and 2 of the respondents indicated the ‘face-to-face training’ option, consisting of workshops, seminars, and classroom-based activities.

8. All the interviewees chose the ‘Online platform with resources’; the ‘Online forum for networking with peers’; and the ‘Videos’ as **the types of additional training supports** the presuming trainees would like, whereas four out of eight voted for case studies.

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9. In stating **how much time they are willing to spend on a weekly basis for this training**, the majority of the migrant women indicated that they prefer ‘less than an hour’ (6 out of 8) or ‘between 1 and 3 hours per week’ (2 out of 8).

10. In underlining the **limiting factors they have faced so far in previous education or training**, time and costs came to be of high importance to the majority of the interviewees (7 out of 8). Then, the remaining factors were also important, i.e., location; academic level of the course; language skills for completing a course in your host nations’ language; childcare; and transport (6 out of 8).

11. Regarding **their availability**, the majority of the migrant women indicated they could attend the training courses on Saturdays (6 out of 8), whereas two chose Monday.

12. With respect to **the support they would need in order to participate in the planned INTEGR8 training**, the migrant women who were asked mentioned: ‘free classes/ no fees’ and ‘money/ salary’ (7 out of 8); ‘transportation’ (6 out of 8); ‘a computer’ (2 out of 8); and ‘language/ translating services or resources’, (e.g. ‘I need a translator for English and Greek’) (2 out of 8).

13. The interviewees stated that there are no **specific cultural or traditional practices that support women coming together, supporting each other, etc.**

B. Findings from the Interviews with Migrant Agencies and Educators

These are the general, summarized findings from the analysis of four interviews with representatives of Migrant Agencies; all of the interviews were face-to-face.

1. Experience of working with migrant women

- a. The main **elements of their work which are specifically targeted at supporting migrants/migrant women** are: language teaching (3 out of 4); informative and emotional support (2 out of 4); trainers’ training (2 out of 4); and intercultural education (1 out of 4).
- b. In highlighting the **elements of their work specifically targeted at supporting integration/facilitating contact between migrant women and host communities**, the interviewees mentioned the teaching of a second language with emphasis on the communicative aspect of the language (2 out of 4); and adult educators’ training, enabling them to provide effective instruction aiming to promote an intercultural perspective to the learning process (2 out of 4). One of them mentioned that she is a mediator between communities and the women (1 out of 4)
- c. **The main issues/ barriers to integration in this area/ community/ estate** are the following: lack of opportunities for employment; lack of educational opportunities towards women that can empower them in terms of

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self-awareness; lack of welfare services and psychological support; and not enough contact points to help them. Issues of language and gender were also mentioned as obstacles.

- d. When it comes to **bringing migrant and host communities together**, the interviewees suggested the following:
- educating both migrant women and host country nationals in order to be able to promote empathy and awareness towards issues related to migration and its implications.
 - train the trainers: professionals working with migrant women should be educated in order to be able to better understand their needs and provide appropriate support by adopting a more personalized perspective.
 - organising some social activities, such as social events, can be a good way of bridging the two communities. These can be intercultural and can include aspects like getting to know the different cuisines, languages, dances, etc.
 - initiating cultural events, campaigns that raise awareness
 - setting-up Information Centres
- e. Most interviewees stated that **the specific support migrant women in this area/ community/ estate need** focuses on employment opportunities [3 out of 4]. Further support is needed however, in the areas of education (educational opportunities) and professional development; as well as health (e.g. support with pregnancy) and welfare (e.g. counselling services to foster welfare, such as personalized psychological support by professionals).

The interviewees' organisations and institutions are mainly education and training organizations which collaborate with other organisations initiative and implementing measures on migration (e.g. The Migration Information Centre in CY; Mihub; etc.)

- f. All interviewees indicated that their organizations are not **able to provide support with childcare**.

2. Training Needs Analysis of Migrant Support Workers

- a. Regarding **the skills considered to be the most important to their organisations for delivering services to migrant women**, all interviewees highlighted second language training and work-related skills (time management, organization, digital literacy, entrepreneurship etc.). The majority of the interviewees mentioned 'intercultural awareness', 'communication', 'interpersonal skills', 'negotiation skills', 'conflict management skills', 'influencing skills', and 'facilitation', whereas one migrant support worker referred to 'training to promote intercultural awareness to professionals working with them'.

b. Training in ‘content related to particular issues for migrants’ and ‘communication skills’ were identified by interviewees as [1, 2] **training or support needs that would build their capacity to support the integration of migrant women.**

c. **The organization employees’ experience of delivering training to migrants** focuses on the following areas:

-teaching Greek as a second language online

-provision of second language training to migrant mothers and their children (ages 3-6)

-training of educators in intercultural education and communication

-work-related training, e.g. entrepreneurship, digital literacy etc.

-training based on the Community Health Educator (CHE) model, where there are facilitators in each community that help other migrants cope with health literacy issues.

d. Regarding the **formal or informal training qualifications of the employees** it was highlighted that most of employees have at least a Masters’ degree in various fields, such as education, training, language learning, Greek language teaching, environmental sciences, social sciences, international communication, business. Some employees have a PhD, in education and (digital) technologies. There are several other qualifications among employees that are acquired through training and seminars for professional development.

e. In **rating the level of competence of employees in their organisations** respondents, using a scale of 1-5 where 1 represents a low level of competence and 5 represents high competence evaluate as follows: communication skills as well as presentation skills and public speaking - 5 (all respondents); facilitation skills – managing group dynamics – 4 and 5 (2 responses out of 4 respectively); intercultural competence (awareness and appreciation) and conflict resolution – 4 and 5 (3 and 1 responses out of 4 respectively); IT skills, E-tutoring – being able to access learning materials online and to facilitate training in a fully online/blended environment, organisation skills and assertiveness – 4 and 5 (1 and 3 responses out of 4 respectively); and managing challenging people – 5 (2 responses out of 4), 4 (1 response out of 4), and 4 (1 response out of 4).

f. If they were to complete the INTEGR8 Train the Trainer programme, the interviewees propose **the following topics to be included in the curriculum:**

-Conflict resolution and empowerment; communication skills; facilitation skills (e.g. listening, facilitating discussions, etc.); and seminar organizing. A number of interviewees mentioned that information about Cyprus as well as emergency numbers should be included.

g. In declaring **the type of training for the purposes of the participation in the INTEGR8 Train the Trainer Programme**, interviewees said they would prefer either the ‘online – video lectures, e-learning platform, online resource toolkit’

“Harnessing the potential of migrant women as integration experts” (INTEGR8)

option (3 responses) or the ‘blended – online lectures supplemented by face-to-face workshops’ option (2 responses).

The **preferred type of additional training supports** are the case studies (4 responses); the online forum for networking with peers (3 responses) and videos (3 responses); the online platform with resources (2 responses) and the learner/tutor manual; and podcasts (1 response).

Interviewees admitted that they would be willing to spend either ‘between 1 and 3 hours’ or ‘less than 1 hour’ on a weekly basis for this training, whereas they noted that the evening (16.00-19.00) (2 responses), the afternoon (12.00-16.00) (1 response) or morning time (9.00-12.00) (1 response) would be **the time of the day that would best suit them to attend training sessions.**

	Organisation Interviewed	Name of Interviewee(s)	Job Title of Interviewee(s)	Website of Organisation	Date & Location of Interview
1	Cyprus University of Technology	Maria Solomou	Faculty on New Technologies and Gamification	http://www.cut.ac.cy/?lang_uageld=1	21 February 2017, work office, face-to-face
2	University of Cyprus	Ourania Miliou	Researcher on Instructional Design	http://www.ucy.ac.cy	21 February 2017, work office, face-to-face
3	Mihub, Nicosia	Georgia Prastitou	Social Worker	http://www.mihub.eu	21 February 2017, work office, face-to-face
4	Online Greek as a Foreign Language School /CARDET	Eliza Theofanous	Greek as a Foreign Language online teacher/ Researcher	http://www.cardet.org	21 February 2017, work office, face-to-face

C.

1. Social and civic inclusion methods (outputs)

An App supporting the early days of young migrants/ refugees/ asylum seekers

Project: BLEND-IN – Cultural and Social Orientation For Young Refugees

ERASMUS+ KA2 – [AGREEMENT NR. 2016-2-IT03-KA205-008838]

<http://www.blend-in.eu/>

2. Name and contact details of lead organisation

Lead Organisation: ANS, Modena, ITALY

Consortium: KMOP, Greece; FSM, Malta; CARDET, Cyprus; CWC, London, UK; CALEIDOS, Modena, Italy; and EEO, Greece.

3. Purpose/Aim of the methodology

This App aims at meeting the early day's needs of refugees in the host country (e.g. housing, food, job, education, health, language/ translation services leisure, etc.), so as to foster their smooth integration.

4. Short description of the methods/output and how implemented

This App is an intellectual outcome of the Erasmus+ KA2 funded project: BLEND-IN – Cultural and Social Orientation For Young Refugees (<http://www.blend-in.eu/>). Following an interview with refugees and social workers/ educators the refugees' early day's needs are identified and prioritised (e.g. housing, food, job, education, health, language/ translation services, leisure, etc.), in order to develop an application that will foster refugee's integration in the host country.

5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform requirements, content and outcomes:

-A good search in advance, so as to identify the places/ spaces where refugees are met/ gather (e.g. migration centres, refugees' meeting points, etc.) in finding participants for the purposes of the research in question.

-A well planned set of questions to ensure the success of the interviews/ focus groups with refugees and social workers/ educators.

-Translators providing translation/interpreting services so as to assist during the interviews/ focus groups sessions (and at later stages of the programme).

-Notifying the participants (refugees and social workers/ educators) that they may withdraw from the group/research at any stage of their involvement.

6. Links/references to relevant websites/reports etc.

<http://www.blend-in.eu/>

1. Social and civic inclusion methods (outputs)

Urban Agriculture Labs

Project: Urbagri4women – Innovative practices and joint urban initiatives to foster the integration of migrant women in the receiving society within urban agriculture practices

<http://ied.eu/what-we-do/projects/urbagri4women/> (this is not the official website or logo of the project)

2. Name and contact details of lead organisation

Lead Organisation: TAMAT Centro Studi Formazione e Ricerca – Perugia, Italy

Address: Via Dalmazio Birago 65, 06124 Perugia (Italy) [Go to the map](#)

Secretary: (+39) 075 5055654 - Fax: (+39) 075 5156151

E-mail: info@tamat.org

Website: <http://www.tamat.org/>

Consortium: SUDWIND, Austria; AMSED, France; CARDET, Cyprus; AIDGLOBAL, Portugal; IED, Greece; GYROS, UK.

3. Purpose/Aim of the methodology

The Urbagri4women project is a two-years-project aiming to implement innovative practices and joint urban initiatives to foster the integration of migrant women in the receiving society within urban agriculture practices, thus preventing their social exclusion, combating discrimination and segregation by facilitating their smooth cultural and social integration in the host community.

One of the good practices that will be developed in the course of this project is **to set up Urban Agriculture Labs in empty spaces and "non-places" of cities.**

4. Short description of the methods/output and how implemented

The set-up of Urban Agriculture Labs in empty spaces and "non-places" of cities will activate urban regeneration and social recovery initiatives, foreseeing actions that contribute to the local economy and a more positive discourse around migrants contributing to the integration of migrant women with citizens and a culture of welcoming communities while improving the urban management.

5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform: requirements; course content and outcomes:

The setting-up of Urban Agriculture Labs in empty spaces and "non-places" of cities will:

- activate urban regeneration and social recovery initiatives,
- foresee actions that contribute to the local economy
- build a culture of welcoming communities while improving the urban management
- encourage communication with people from different backgrounds
- contribute to the integration of migrant women with citizens

“Harnessing the potential of migrant women as integration experts” (INTEGR8)

- create/ develop a more positive discourse around migrants
- increase migrant women’s self-confidence
- boost migrant women’s creativity

5. Links/references to relevant websites/reports etc.

<http://ied.eu/what-we-do/projects/urbagri4women/> (this is not the official website or logo of the project)

E. Conclusions and Recommendations

In the light of new developments as a result of the refugee crisis in 2015, Cyprus following the international and European trends, sees the migration phenomenon as an issue of high importance at levels (i.e. social, cultural, financial, political, educational, language, etc.). It goes without saying that the failures and inadequacies accompanying actions towards the maintenance of an appropriate context for the migrants’ integration, have made the migrant issue not a theoretical but a real problem to address nowadays. With governmental and non-governmental measures addressing general migrants’ integration and with mainly NGOs actions referring to women’s migrants issues, there is an emerging need to support migration integration initiatives deeply and rigorously. Good practices with general applicability that will smoothen migrants’ early and later days’ in the hosting countries are essential at this stage.

The excessive bureaucracy in the administration, the language barriers, and the restrictions of the labour market as well as education and training for immigrants, create gaps and obstacles towards the goal of migrant integration. The limited services provided also function as an obstacle and, although various voluntary initiatives run towards the goal, they are never enough.

Good practices, leaving much hope towards the issue in question, emerge as outcomes from funded projects and actions, mainly initiated by the NGOs that are based on the island of Cyprus. With mechanisms and methodologies detecting the needs and gaps, funded initiatives suggesting the implementation of migrants tailored measures, create solid ground for methodologies and best practices supporting migrants’ integration.

The field research that was conducted in the framework of OI1 of this project, involved 8 interviews with migrant women and 4 interviews with migrant agencies and educators.

In the interviews held with migrant women, the majority of them were reluctant and sceptical in using their skills to support other migrant women in their process to integration. The major areas they would like to be approached in training are language as well as personal and professional development classes.

The interviewed migrant agencies and educators emphasized that the migrant women’s integration within the host communities can be supported through a number of initiatives, serving as good practices, such as the following:

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- educating both migrant women and host country nationals in order to be able to promote empathy and awareness towards issues related to migration and its implications.
- train the trainers: professionals working with migrant women should be educated in order: to be able to better understand their needs and provide appropriate support by adopting a more personalized perspective.
- organising some social activities such as social events can be a good way of bridging the two communities. These can be intercultural and can include aspects like getting to know the different cuisines, languages, dances, etc.
- initiating cultural events and campaigns to raise awareness
- setting-up Information Centres providing services that assist migrants in meeting their early and later days needs in the host country

Support in learning Greek or English and housing (finding a house) were highlighted as the main needs of women migrants. Along with these, employment and professional development opportunities (finding a job), so as to make some earnings, also emerged as one of the essential needs for migrant women, especially living on an island with a high cost of living. Migrant women interviewed underlined that education (educational opportunities), health (e.g. support with pregnancy) and welfare (e.g. counselling services to foster welfare, such as personalized psychological support by professionals) are also areas with constant needs to be met.

The INTEGR8 Train the Trainer Programme would be delivered through either the ‘online – video lectures, e-learning platform, online resource toolkit’ option or the ‘blended – online lectures supplemented by face-to-face workshops’ option, whereas emphasis should be given to the following areas: language skills; conflict resolution and empowerment; communication skills; facilitation skills (e.g. listening, facilitating discussions, etc.); and seminar organizing.

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