

D23 – Local Research Report - Romania

WP2: Research & Needs Analysis



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

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

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

Prepared by UPIT

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

Project Number: HOME/2015/AMIF/AG/INTE/9101

INTEGR8 Local Research Report for Romania

A. Findings of the Literature Review

Annex 1a: Migrant integration best practices

1. Country ROMANIA

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

Romania has usually been considered just a country of transit to the Western Europe, facing with a limited number of immigrants who intended to establish in Romania, but, as a consequence of the refugee crisis in 2015, the immigration issue has become one of public interest. In this context, the Government approved The National Strategy for Immigration 2015-2018 and The Action Plan, intending to participate to the international community efforts to provide immigrants with a proper political and social context for integration. These basic documents highlight the importance and the necessity to

establish some facilitating mechanisms of admission in schools/ labour market and to develop certain procedures in order to facilitate the studies and competences recognition. We should note that they exist but there are still some issues which should definitely be solved. Moreover, the Education National Law provides equal right to access the educational system in Romania, both at primary/secondary level and high education. As a consequence, nowadays, there are almost 7110 students from third countries in our schools and universities.

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.

The integration initiatives in our country do not refer especially to migrant women, but to all categories of migrants: women, men, children etc. They have a general applicability, having no restrictions. The programme Migrant in Romania provides a website with information for the migrants in our country or for those who intend to come and establish here. Through this wide programme, there are organized many activities for migrants. In those cities which are partners in this programme, there are organized local seminars for migrant integration periodically. Once a year, there is the national conference Migrant in Romania, where many institutions dealing with the migration phenomenon participate. Moreover, there are many events for migrants, such as: Timișoara - The Refugee Day 2016, EPALE - Migrant Education Week, Beyond Borders with One World Romania 2016.

Other initiatives:

The project INTEGRARE+, funded at national level, intends to provide assistance services to migrants (social, medical, psychological or legal).

My Place: the Multifunctional Cultural Centre, financed through the General Programme "Solidarity and Management of Migration Flows" provides a place for meeting, relaxing, socialization, and offers a great variety of cultural and educational activities for foreign people.

According to our national law, the foreign residents in Romania can get free courses of Romanian language. There are many non-governmental organizations which deal with including or attracting marginalised groups or migrants into education. They have the main contribution in point of integrating the migrants and refugees in Romania, followed by the state institutions.

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

The successful measures regarding the integration are available on the website of Migrant in Romania project, <http://migrant.ro>, and also they are published in the Migrant in Romania magazine, so that people know the successful activities in this field and take them as an example.

- Sustainable solutions for the refugee crisis applied in Romania (regarding the relocation of 40 Iraqi people from Turkey) – June 2014 (*Migrant in Romania* magazine, no. 22/2014)
- Through the Migrant in Romania project, there has been established a group of cultural mediators who deal with the cultural and social integration of migrants; they are both Romanian people and foreign people, which make their work more interesting. (*Migrant in Romania* magazine, no. 20/2014)

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

There are many activities all around Romania focusing on the integration problem. In many cases, the immigrants are asked to participate, even if in a small number, in order to socialize, present their culture and customs and become familiar with our country. There are also activities organized especially for immigrant women.

- Brașov Multicultural Day (*Migrant in Romania* magazine, no. 26/2015)
- The Refugee Global Day (*Migrant in Romania* magazine, no. 22/2014)

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- Establishing the analysis for a good inclusive govern from the migrant perspective (*Migrant in Romania* magazine, no. 20/2014)
- Social integration of the migrant women workshop (*Migrant in Romania* magazine, no. 16/2013)
- Africa day in Romania (*Migrant in Romania* magazine, no. 26/2015)
- Refugee women organization in Romania

c. funding of integration measures aimed at migrant women

In Romania, the non-governmental organizations mainly deal with the immigration issues. They are developing projects which intend to facilitate the integration of migrants in our country. Among these projects which develop measures for integration, we can identify:

- MigraNet – Regional Network for Migrant Integration, funded by AMIF (Asylum, Migration and Integration Fund);
- Migrant in Romania (IF/11.01 – 04.01/2012);
- My Place- the Cultural Multifunctional Centre – a bridge for third countries citizens integration in Romania (IF/12.02 – 04.01)

These projects and many others are co-funded by: European Commission, National Budget, the beneficiary’s contribution.

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

The stereotypes and the cultural differences are the first problems regarding the integration. There are many non-governmental organizations dealing with this kind of issues. Their work is fruitful but it must be further developed. The lack of agreements between Romania and a certain origin state of a migrant in matters of education and competences recognition make the recognition process quite difficult. In Romania, in the case of at least 103 professions there is possible to evaluate the competences for those with no study documents. The labour market is also restrictive, just because in case of losing a job, the migrant has only 60 days for finding a new one. If they do not manage to find a job in this period, there may appear legal issues regarding his/her stay in the country. The excessive bureaucracy in the administration is a barrier in supporting the integration. Another problem is that there are a few information regarding migration in Romania which is translated in foreign languages, making the communication process a difficult one. After the refugee crisis, people’s attitude towards migrants has become another problem, just because they are more suspicious when it is about interacting with migrants. In order to improve this situation, there should be organized information sessions for people on immigration themes, in order to promote the acceptance and tolerance.

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.*)

There are many topics and ideas which may be used in the Integr8 Project. Among them, we identify:

- Engage schools/ universities and the institutions which work with the immigrants in a common effort;
- Organize activities where both immigrants and local people should participate (the number of immigrants and local people should be almost the same);
- Organize information sessions for immigrants on different topics related to their integration (such as legal issues);
- Identify the domains on the labour market which need people to work and try to guide and provide immigrants with vocational training in order to access the respective jobs;
- Identify the integration in schools of immigrants and provide solutions to them;
- Increase immigrants’ participation and naturalization in the civic life;
- Improve the relationship between immigrants and local people in the host country;
- Increase the immigrants cultural integration knowledge about the history, culture and traditions in the host country), preserving their natural origin;
- Cultural exchange;

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- Build connections and a sense of belonging within their own community and the receiving community;
- Engage immigrants in the host community activities.

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

For this research, we mainly have used the results of the existent projects on the topic of immigration, *Migrant in Romania* magazines, which are available on the project website, where all the results and the successful stories are published.

- <http://imigranti.ro>
- <http://www.migrant.ro>
- <http://www.migrant.ro/revista>
- http://www.cdcdi.ro/files/services/1_4_Rap.literatura.pdf
- <http://www.fundatia.ro/sites/default/files/BII%202015%20final%202015.pdf>
- The National Strategy regarding Immigration for the period 2015-2018
- The Integration Barometer

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

Title of migrant integration measure: <i>Romania and the policy in the field of migration. Recommendations on the protection of civil right of migrants in Romania</i>
Lead organisation details (names, contact details, website etc.): <i>Societatea Academică Română</i> http://sar.org.ro/contact/ Street Mihai Eminescu, no. 61, Bucharest, Sector 2, 020071, Telephone: +40 21 2111477; 0721 261 509, Fax: +40 21 2111477, E-mail: office@sar.org.ro
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.) <ul style="list-style-type: none">- The research presents the context in which it was done (the issues related to the 2015 refugee crisis). Under these circumstances, the Romanian government elaborated the National Strategy for Migration (2015-2018), as well as a Plan of Actions for the same period.- It includes the causes facilitating the infringement of the foreigners’ civil rights in Romania such as: corruption, bureaucracy, lack of information, some racist xenophobe attitudes, problems within the frame of the health system, services of integration of the foreign students.- The research takes into account fields such as: dwelling, health, education, labour, goods and services and proposes two types of perspectives: maintaining the status-quo and implementing new reforms related to these issues.
What can we learn from this best practice that is relevant or transferable to INTEGR8? This best practice provides information related to some fields (dwelling, education, health, labour, goods and services) which seem relevant in Romania in order to respect the migrants’ rights. We consider important that the measures proposed to be implemented aim at different categories involved in the relation with the migrants, not only to the migrants directly; for instance, the measures aim at the public institutions and authorities, as well as at their employees and at the population in general as it is considered that improvements in the quality of migrant integration cannot be accomplished without a full understanding of the phenomenon by the whole population which is, as the research shows, quite reticent to migrants in Romania.
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. We consider that even if the research does not include specific resources or learning materials, the Table 1 which the document contains which proposes the measures to be taken in order to integrate migrants may be regarded as useful. It is included in an ISSN publication available on-line as an outcome of a project financed by an EEA grant (The Policy brief no. 72/ November 2015).
Links/references to relevant websites/reports etc. Please include relevant web links http://sar.org.ro/policy-brief-72-noiembrie-2015-romania-si-politicile-in-domeniul-imigratiei-recomandari-privind-protectia-drepturilor-civile-ale-imigrantilor-din-romania/

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Title of migrant integration measure: <i>The Barometer of the migrants’ integration</i>
Lead organisation details (names, contact details, website etc.): <i>The Ministry of Domestic Affairs (http://www.mai.gov.ro/ Street Piața Revoluției no. 1 A, sector 1, Bucharest, 004021/303.70.80; petitii@mai.gov.ro), The Soros Foundation – Romania (http://www.fundatia.ro/, Street Căderea Bastiliei no. 33, Sector 1, Bucharest, Romania, 010613, Tel: +40 21 212 1101/02, Fax: +40 21 212 1032, info@fundatia.ro), The Romanian Association for Promoting Health (http://arps.ro/ro, Street Comănița no. 9, ground floor, 020557, sector 2, Bucharest, Romania, Tel: 004040215277979, Fax: 004040215277980, office@cdcdi.ro)</i>
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 research conducted was achieved by two main means: asking for information from different sources and a questionnaire elaborated for three categories: the Romanian National Council for Refugees, The People’s Lawyer Institution, people taken individually. The fields for which questions were formulated are: the free circulation, the public opinion, strategic planning, non-discrimination, language and culture of the host country, education, the family reunification, wellbeing, labour and economic integration, the civil society’s involvement, rights, civic and politic participation, assertive measures, obtaining citizenship.
What can we learn from this best practice that is relevant or transferable to INTEGR8? We appreciate that one of the issues taken into account by this best practice and which should be focused on within the frame of INTEGR8 is the issue of the family reunification. It may happen for the migrant women to migrate either with their children, or with their husbands, so approaching the issue of the family reunification could be vital.
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. The research includes a questionnaire (p. 157) addressed to Romanians; it measures the degree of tolerance towards migrants and their integration in the Romanian society including questions related to support programmes for immigrants and questions related to special groups of immigrants such as those coming from Moldavia or the refugees.
Links/references to relevant websites/reports etc. Please include relevant web links: http://www.fundatia.ro/sites/default/files/BII%202014_final.pdf www.cdcdi.ro

B. Findings from the Interviews with Migrant Women

In this section there are general, summarized findings from the analysis of eight interviews with migrant women; all the questionnaires were applied face to face during two focus groups, with four participants per group.

A. BACKGROUND INFORMATION

Oxana Comanescu, Perlita Lagrita Lungu, Susi Herowati, Kazina Marin, Mariana Lozan, Albina Manea, Leila Tudor, Renata Zhaylavova were the migrant women who participated in the field research of INTEGR8 Project in Romania. Their **countries of origin** are: The Republic of Moldavia, Philippines, Indonesia, Kazakhstan and Russian Federation. According to their frequency in the responses, the **languages spoken/ written** are: Romanian, English, Russian, Kazakh, German, Bahasa Indonesia, Sunda, Arabic and French. Most of these migrant women are **married** with Romanian citizens and they have been **living in Romania** for many years (between 3 and 19 years).

With respect to their past **education, training, paid or voluntary work, caring/ other responsibilities**, the majority of participants are educated women; they have graduated high school, college or faculty, and they worked in their countries (a teacher of English, an economist, an IT technician). If they came to Romania a long time ago, they have graduated high school or vocational school here. More than half of the interviewees work, even if some of them are not legally employed. Speaking about their **future plans (personal, social, professional, education, etc.)**, almost all of them declared they want to find a (secure) job, then to attend some courses, a form of education, even faculty.

B. INTEGRATION

1. When asked **what integration means** to them, the most frequent answer was related to speaking the host country language, then knowing the traditions and the lifestyle in host country. Some of them mentioned aspects of integration such as respect, adaptation, job, family, children growing up in a proper atmosphere.
2. Among **everyday life examples of moments when they do feel integrated/part of life in this country/area/community**, the migrant women included especially aspects of family life (‘my husband is good to me’, ‘when I walk in the park with my children’, ‘when I participate in my child’s education’), or life in the community (good relations with neighbours and friends, with school teachers and other parents, feeling satisfied with helping other people).
3. Most of the respondents could not give any **everyday life examples of moments when they do not feel integrated/part of life in this country/area/community**, because they say they feel integrated. However, some of them mentioned the unfair attitude of the people, the bureaucracy, even the cold winter weather which is so different from their countries of origin.
4. **The main issues, problems or barriers to integration here** are considered to be the language barrier, not having a job, people’s mentality, lack of communication. The financial problems represent the common background of all the respondents, but these are related to people’s mentality rather than laws.
5. The interviewees highlighted **what would help them to feel more integrated in this country**, including a job, which is the most frequent problem, then a flexible program, as these women have children and have to take care of them. Some of them mentioned they would feel more integrated if they had a better social life, if people were honest and they were better advised.
6. As far as **migrant women**, in general, are involved, they consider that they would **feel more integrated in this country** if they had a good job, a family, a friend from the same community, support, communication, appreciation, financial independence.

C. NEEDS ANALYSIS

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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.

As a result, the following training needs were identified and assessed: facilitation skills – 4/5 (4 responses out of 8); personal effectiveness/ self-confidence – 5 (4 responses out of 8); presentation skills – 5 (3 responses out of 8); public-speaking in your native language – 5 (3 responses out of 8); public-speaking in your host country language – 5 (5 responses out of 8); intercultural awareness and appreciation – 5 (5 responses out of 8); working with people from different cultures – 5 (5 responses out of 8); organisation skills – 5 (4 responses out of 8); communication skills – 5 (6 responses out of 8); IT skills – accessing information online - 5 (6 responses out of 8); E-learning – learning through an online platform/video lectures – 5 (5 responses out of 8); online networking – online messaging, using Skype, etc. – 5 (5 responses out of 8); managing challenging people – 5 (6 responses out of 8); resolving conflict in a professional manner – 5 (5 responses out of 8); resolving conflict with people from different cultures – 5 (5 responses out of 8).

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**. Consequently, the researcher can notice that Russian occurs most of the times, very frequently associated with C1 level (6 respondents out of 8). Then, on the second position, Romanian is correlated with C1 level by 4 respondents, while 2 interviewees evaluate their competence at B1 level and one respondent chooses A2 level. The levels of competences in English vary from A1 to C1 (7 respondents out of 8).

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 the respondents said they have not had such an experience (6 respondents out of 8). Only two of them mentioned they have tried sharing their skills and expertise with others and one of them, who is a nurse at a kindergarten, said she did this with children at her workplace.

4. Regarding their **confidence in sharing skills with other migrant women in their community**, the majority of the migrant women interviewed expressed their trust in trying such a role (6 respondents out of 8), while 2 of them considered that is not what they would like to do.

5. The same number of women expressed their **confidence in sharing skills with other migrant women from other migrant communities/nationalities/ ethnicities**, while one of the 8 interviewees mentioned that the language could be a barrier.

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**. Among the types of support they might need, there are personal development consultancy, moral support, Romanian language courses, relations with the host community, emotional support, knowledge about the host country and its culture, connections with local authorities.

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** and the results of their responses show that communication competences represent a major strength. Other qualities mentioned by the respondents were: honesty, reliability, patience, hard-working, optimism, responsibility, language competences, knowing the traditions in host country, self-confidence, and adaptability.

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. The research aimed to find out **what support they think migrant women in this area/ community/ estate need**, and they often mentioned support for learning Romanian and for communication. The need for education, in general, and for information about the host country was also identified. However, financial support and helping the women in finding a job remains a major problem.

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2. Most of the migrant women who were interviewed (6 out of 8) 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**. Only two respondents mentioned that there are several such practices, but the migrants should adjust.
3. All the interviewees declared **they would be happy to use their skills to support migrant women**, without any additional commentaries.
4. The question about their **interest in doing some training to support migrant women in their area/ community/ estate** is tightly connected to the previous one, but the responses are slightly different. Only 7 respondents said ‘Yes’, while one of them chose ‘Maybe’.
5. When asked about **what they would like this training to include**, the migrant women who participated in the focus groups pointed out several major directions: IT qualification courses; Romanian language courses; integration support of any type; personal development courses.
6. After the training, these migrant women who become trainers/consultants for their communities would offer **support to other migrant women**. This support should be, in their opinion: information, communication, integration, finding a job.
7. Regarding the **format of training delivery they would prefer**, 5 of the respondents indicated the blended one, but face-to-face training, consisting in workshops, seminars, classroom-based, as well as the online training (video lectures, e-learning platform, on line resource toolkit) were voted three times each.
8. The **type of additional training supports** the presuming trainees would like refers both to on line platform with resources (5 responses out of 8), and to on line forum for networking with peers (5 responses out of 8). The next types in the top of preferences are case studies and learner/tutor manual (2 responses out of 8).
9. All the interviewees chose duration between 1 and 3 hours per week when they were asked to think about **how much time they are willing to spend on a weekly basis for this training**.
10. On the first place in a top of **limiting factors they have faced so far in previous education or training** there are cost and childcare (4 responses out of 8, for each of them). Then, on the second place, we find location and transport, two factors which are tightly connected (3 responses out of 8). Other factors which were indicated are time and the academic level of the course.
11. Regarding **their availability**, four of the interviewees indicated they could attend the training courses on weekend, while the others chose various days of the week either in the morning, or in the afternoon.
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: financial support, time, transport support/facilities for delivering the course in the town they live, language support, personal development support, resources (manuals) support.
13. Most of the respondents considered that there are no **specific cultural or traditional practices that support women coming together, supporting each other, etc.** (6 out of 8). However, one participant mentioned that there are social and religious traditional practices that could be used in developing social exchanges, in special places for meeting and socializing.
14. All the participants in the focus groups said they are content with the support they have received so far, but any type of support, especially financial support, is welcomed and they hope they will continue to be assisted in their integration efforts.

C.

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; two of the interviews were face to face, two of them were on the telephone.

1. Experience of working with migrant women

- a. The main **elements of their work which are specifically targeted at supporting migrants/migrant women** are: inform and advise; facilitate access to medical care system, to educational system and to labour market; integration, which means support. One of the respondents said “Our entire activity since 2009 is focused on migrants, but there are no specific activities for women”. The authorities are in charge with specific activities with a view to ensuring the legal residency in Romania for the foreigners. The main idea with all the interviewees is that there are no elements specifically targeted at migrant women.
- b. When asked about **elements of their work specifically targeted at supporting integration/facilitating contact between migrant women and host communities**, the interviewees highlighted the following: increasing the awareness of the authorities and the local institutions regarding the role they have in integration; signing collaboration agreements with these authorities and institutions, which involves assigning the task of supporting migrants integration to one person in each institution. Again, they point out that they do not have specific activities for women. The support centres organize courses for learning Romanian, events of promoting culture and women are more involved in these activities. There has been an annual festival of multiculturalism since 2008, and since 2010 it functions with the migrant communities that propose activities and participate in organizing the festival in Cluj. The Migrants Office provides necessary support for obtaining the legal documents and it also offers legal advice.
- c. **The main issues / barriers to integration in this area/ community/ estate** are considered to be not speaking Romanian; not having a job; the restrictive legislation; lack of public policies aiming at using the migrant labour force. Another main problem is the difference between laws, which are good, and law enforcement, as the ministries do not delegate the attributions to the local authorities & governmental agencies, considering that migration is not a priority. The mentality of the host community, their reluctance to migrants is sometimes a barrier. An important problem is the cultural and linguistic barrier. Generally, there are no gender problems/discrimination, but the mentality in some cultures that women should not work represents another problem.
- d. When it comes to **bringing migrant and host communities together**, the interviewees expressed different opinions. One of them said that ‘there are no compact communities of migrants in our region, except the students; most of the migrants are members of Romanian families and live in mixed communities’; organizing multicultural events, which need more financial support and the manifest will for inclusion of both migrant and host community , making compromises for integration are several examples.
- e. **The specific support migrant women in this area/ community/ estate need** focuses on learning Romanian, finding a job and creating a community where they meet each other and make friends. They also need their diplomas and certificates to be recognized, and the organizations help them. The migrant women would also need support in understanding our culture and civilization. The interviewed organizations help the migrants in finding a job and they also organize courses for learning Romanian (online or face to face).
- f. Three of the interviewees assert that their organizations are not **able to provide support with childcare**, as children attend public schools. One of the organizations provides facilities for children, financial support for school supplies and psychological support. They also develop various activities at the organization premises, where they have a special room for children.

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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**, the respondents mentioned: communication; intercultural awareness; knowing their culture; understanding the nature of this activity; the ability of adapting to the culture of those who are supported; nonverbal communication competences; intercultural competences; professional experience in providing legal advice to migrants.

b. The organisations have identified **training or support needs that would build their capacity to support the integration of migrant women** as follows: training volunteers for integration; intercultural mediators and consultants; empowerment support for migrant women who are victims of violence and abuse; intercultural competences courses. Sometimes there are no situations of such specific requests, as the integration is quick.

c. When asked about **the organization employees’ experience of delivering training to migrants**, three respondents said that their organization does not have the necessary accreditation to provide training in any domain, so they do not offer any type of training. One of the respondents mentioned they organize intercultural competences courses.

d. The **formal or informal training qualifications of the employees** in the interviewed organisation are different, ranging from no training qualification to a variety, such as planning the training programs, organizing the training strategies, intercultural communication training. In one organization most of the employees are of various nationalities, so they have informal training qualifications.

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

- Modern forms of learning Romanian, intensive courses; procedures that should facilitate migrant women access to public services; specific legislation regarding the right to work.
- Best practices in other countries; migrant women should be present to these training sessions, so they could tell what would be useful for them; the needs analysis should take into account the specific of each country/city regarding the best practices to be applied; sessions of cultural adjustment for those who work with migrant women; what capital could be transferred to host country, i.e. activities developed by women- making clothes/jewellery, henna painting, dance, cooking courses, etc.; vocational courses;
- Communication competences; nonverbal communication elements; mediation and conflict management; inter- and multi-culture elements; legislative theoretical elements; practical interaction with representatives of migrant communities who might tell their stories, becoming a sort of live library.
- Getting other official institutions involved in supporting the integration, i.e. Labour Force Office.

g. Assuming that some employees from their organisation would like to participate in the INTEGR8 Train the Trainer Programme, two respondents answered they would prefer face-to-face format of training delivery – workshops, seminars, classroom-based, while other two would prefer a blended format–online lectures supplemented by face-to-face workshops.

The preferred type of additional training supports are case studies (3 responses), then online platform with resources, online forum for networking with peers, learner/tutor manual.

They would be willing to spend between 1 and 3 hours (2 responses) or 5 hours and more (2responses), especially in the morning, from 9.00 to 12.00 (3 responses).

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	Organisation Interviewed	Name of Interviewee(s)	Job Title of Interviewee(s)	Website of Organisation	Date & Location of Interview
1	“NOVA Human Solidarity Association” Pitesti	Niculae Jianu	Migration Consultant Founding Chairman	http://asunova14.site90.com/	March, 9, 2017 ASU Nova premises
2	Migrant Integration Center Brasov	Astrid Hamberger	Migration programs manager	http://www.arpcps.ro/migrant-integration-centre/	March, 9, 2017, on the telephone
3	League for Human Rights Defence Cluj	Ionela Racatau	Executive manager	http://ladocluj.ro/	March, 9, 2017, on the telephone
4	Migrants Office Arges	Ioan Oprea	Head of the Migrants Office Arges County	http://igi.mai.gov.ro/ro/contact/biroul-pentru-imigr%C4%83ri-al-jude%C8%9Bului-arge%C8%99	March, 10, 2017, Migrants Office Arges premises

D.

Innovative Social and Civic Inclusion Methodologies

<p>1. Social and civic inclusion methods (outputs) “Possibilities of civic education for schools and in the local community”</p>
<p>2. Name and contact details of lead organisation Education Development Centre (EDC) (Latvia), http://www.iac.edu.lv/home-en-US/</p>
<p>3. Purpose/Aim of the methodology To strengthen the civic society and to promote social integration by increasing the number and range of people who are educated for civic participation and influencing the local politics, who are able to cooperate effectively in order to improve their own quality of life and that of the society, and to provide theoretical and practical support to improving and diversifying the education content and methods, to facilitating the quality of life in all stages of education and in lifelong learning.</p>
<p>4. Short description of the methods/output and how implemented The interactive approach is based on participants’ personal experience, activity and cooperation in identifying and solving problems in the local community. The adults participating in the programme acquire new knowledge through hands-on experience. The most essential gain among the adult participants is the improvement of participants’ skills. They develop their skills to plan different activities and actions and the spin-off training in other target audiences. Their leadership and management skills improve; they acquire knowledge about how to work with the community and mass media.</p>
<p>5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:</p> <p>a. Learning requirements Each session of the programme is thoroughly prepared: there are presentations, theoretical and methodological materials, support materials for the participants. During the programme the participants develop their own materials which contains samples of good practice</p> <p>b. Course content Handouts are prepared and used for each training session. The handouts are developed so that the participants can use them later when implementing different activities in their work places. In the sessions there are also used: PowerPoint presentations, internet resources, video, etc. The information is offered in diverse ways according to different types of perceiving information and different learning styles. Each training day starts with introductory questions and preparation for learning. The introductory activities are connected to the theme of the session and participants’ experience. At the end of the training day the participants evaluate the training, express their comments on the content of learning and process. The session is structured so that it encourages discussions, exchange of opinions and practical activities based on particular content issues. The content of the training sessions is connected to topics from the political and social life at national or local level. The adults acquire new knowledge through practical cooperation.</p> <p>c. Learning outcomes This programme improves the participants’ professional life: they acquire knowledge on the latest developments in their profession, they obtain and strengthen professional contacts, they learn new methods on how to implement various activities and they learn where to look for support and information on different themes. This type of programme can be transferred very easy. Civic education in this interpretation can be used both for teaching and for promoting inclusion. This approach can definitely be used in various social environments because the programme respects the participants’ needs, interests and the training is based on using the participants’ personal experience and knowledge.</p>

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

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

www.iac.edu.lv

1. Social and civic inclusion methods (outputs)

Intercultural dialogue for inclusion

2. Name and contact details of lead organisation

CESIE – European Centre of Studies and Initiatives (Italy), <http://cesie.org/en/>

3. Purpose/Aim of the methodology

To enter or re-enter the educational sphere, to value their cultural heritage, to innovate LLL opportunities (through strategy and methodology effectively tested in different contexts, thus becoming good practices) adapted to their intercultural learning needs, to encourage social cohesion by improving their interpersonal, intercultural and social competences.

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

Participation in training activities by sharing of experiences related to the participants’ life context to help them to know themselves better and to instill self-confidence in an intercultural context, because in this context it is possible to acquire competences on a civic and social level. Participants can develop their self-confidence and capacity of expression. It granted access to culture and education to all, using a methodology that involved participants directly. The used methodology offers access to cultural activities to everyone and the adult learners understood the usefulness of the training and its practical aspect.

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

a. Learning requirements

N/A

b. Course content

Learning to know - the working groups (migrants, autochthones, and staff working on intercultural dialogue), supported by pedagogical and cultural facilitators, analyze intercultural learning needs and gain interpersonal and intercultural competences through the ICD process, whilst also promoting each individual’s personal pedagogical methodology;

Learning to do - the groups participate in action-research by applying the strategies built on the findings of the needs analysis to cultural events and by developing pedagogical materials, thus gaining personal and professional skills;

Learning to live together - the EU ICD strategy developed and spread through the cultural events promotes the role of non-formal learning in creating social cohesion;

Learning to be - ICD promotes reflection on one’s own identity, and of a collective European identity and heritage within and between cultures.

c. Learning outcomes

Enabling people from communities with high immigration to enter or re-enter into the educational sphere and to value their cultural heritage.

Innovating learning opportunities adapted to intercultural learning needs.

Increased social cohesion by improving interpersonal, intercultural and social competences.

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

<http://cesie.org/en/project/lautc/>

1. Social and civic inclusion methods (outputs)

Competence-based portfolio and pedagogical tools

1. Name and contact details of lead organisation

SURT, Women’s Foundation (Spain), <http://www.surt.org>

2. Purpose/Aim of the methodology

The FORWARD project has been initiated in order to design and implement an innovative competence-based portfolio and pedagogical tools for the identification, recognition, validation and development of the competences of migrant women as a way to improve their employability and social inclusion.

FORWARD promotes the participation of migrant women in adult education, while it particularly focuses on two key tools: competence- based methodologies and competence validation frameworks.

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

Competence-based models are proven to be extremely valuable for the empowerment of women. This kind of competence approach allows the recognition of socially discredited skills acquired in informal and non-formal contexts as well as their transference to work contexts and further development. This approach addresses the competences developed by migrant women during migration processes, such as stress management in transnational care tasks or the ability to adapt to change which every integration process requires. It is a mechanism for the employability and social inclusion of migrant women that could be useful for being transferred is the systems of validation of learning acquired in formal, informal and non-formal contexts.

4. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:

a. Learning requirements

N/A

b. Course content

Individual activities: Creating and implementing an individual inclusion and empowerment project (some tutorial support should be provided throughout the process). This allows for taking into account the specific individual circumstances of each migrant woman. The tutor supports and guides the individual from the start and throughout the development of the project, promoting reflection, facilitating the integration of new skills and knowledge, and stimulating decision - making.

Group activities: Even though it is important to customise the process and adjust it to each migrant woman’s circumstances and objectives, experience shows that especially for women contact with other women often is a catalyst in defining their project. For this reason, the methodology puts an emphasis on group activities, as a space open to mutual exchange between migrant women.

c. Learning outcomes

FORWARD Handbook and Toolbox for professionals in 7 languages, including the theoretical framework of the FORWARD competence-based approach to improve the social inclusion of migrant women and tools to put it into practice with migrant women.

The products include a competence portfolio to assess the competences of migrant women, an assessment guide, and learning and career guidance activities to support migrant women in the identification, transference and development of competences.

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

<http://forwardproject.eu/>

E. Conclusions and Recommendations

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

The Literature Review that we performed on migrant integration best practices has revealed that in the light of the recent developments on the European and international political stage - more precisely the refugee crisis in 2015 – in Romania the migration phenomenon got an increased trend and became an issue of public interest.

Romania has a National Strategy for Immigration 2015-2018 and an Action Plan, there are integration initiatives (i. e. the programme Migrant in Romania, the INTEGRARE+ project, Beyond Borders with One World Romania 2016, etc.) and many institutions (mainly the non-governmental ones) implement activities aiming to support the migrants integration. But of course, there is room for improvement and an issue to be mentioned here is that the national or governmental measures addressed to migrants’ integration do not refer especially to migrant women, but to all categories of migrants: women, men, children etc. They have a general applicability, having no restrictions. However, many activities are organized especially for immigrant women (multicultural days, women workshops, etc.).

The successful measures regarding the integration are available on the website of Migrant in Romania project, <http://migrant.ro>, and also they are published in the Migrant in Romania magazine, so that people know the successful activities in this field and take them as an example.

Among the gaps that we identified in relation to supporting the integration of migrant women we appreciate the lack of agreements between Romania and a certain origin state of a migrant in matters of education and competences recognition, the restrictions of the labour market for immigrants, the excessive bureaucracy in the administration and the language barriers, are quite relevant.

The field research that we performed was achieved through 8 interviews applied to immigrant women and 4 to migrant agencies and educators.

The interviewed migrant women stated that they would be happy to use their skills to support other migrant women in their process to integration. They also mentioned the major directions they would like to be approached in training like the one that INTEGRA8 intends to design, namely: IT qualification courses; Romanian language courses; integration support of any type; personal development courses.

The interviewed migrant agencies and educators emphasized that the migrant women’s integration within the host communities can be supported through an increased awareness of the authorities and the local institutions regarding the role they have in integration and signing collaboration agreements with these authorities and institutions. As modalities for bringing migrant and host communities together, they suggested: organizing multicultural events, more financial support for the events addressed to integration, strengthening the will for inclusion of both migrant and host community, making compromises for integration.

Support for learning Romanian language and support with child care are some strong needs that migrant women would highly appreciate if the integration measures tailored for them will consider.

The INTEGR8 Train the Trainer Programme would be delivered in a blended approach (face-to-face supplemented by online training) and would include a part of language training but it would also envisage the acquisition of communication skills, conflict management skills, inter- and multicultural skills, information and knowledge about the legislative aspects and examples of best practices and life stories.

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