

# O8 – Summary Research Report

WP2: Research & Needs Analysis



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

## Work Package 2: Research & Needs Analysis *Summary Research Report*

Prepared by Learning Unlimited

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**Project Title:** Harnessing the Potential of Migrant Women as  
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## Contents

Section A: Literature review	2
Best Practice National Integration Measures (Section A)	2
Issues and Unmet Needs	4
Recommendations	6
Resources	9
Section B: Migrant women	9
Needs Analysis	17
Section C: Migrant agencies and educators	19
Needs Analysis	19
Section D: Innovative Social and Civic Inclusion Methodologies	21
Section E: Conclusions and recommendations	24

## Section A: Literature Review

The Integr8 project partners represent a mix of front line, transit and destination countries for migrants with partners reporting increased, stable or decreasing net migration. Some countries reported ‘joined up’ national policies, strategies, entitlements and support specifically to support the integration of migrants. Others reported a lack of joined up thinking on a policy level with limited or decreasing entitlements and support, resulting in increasing risk of poverty and social exclusion for migrants, participating migrant women and their children (please see Section A, Overview of the national context in individual country reports for further information).

### Best Practice National Integration Measures (Section A)

As a result of, or despite, national policies and resourcing, a diverse range of best practice national integration measures and social and civic inclusion methodologies were identified. These measures include nationally funded and organised initiatives and measures as well as those run by educational institutions, third sector organisations, charities, networks and strategic partnerships. The measures fell into or referenced the following broad categories:

- ❖ **Accommodation:** Migrant Accommodation Centre (IE).
- ❖ **Activities and events:** ImigrArte Festival - an annual cultural festival organized by migrant volunteers (PT); Migrant in Romania – an annual national conference for key institutions (RO); Annual programme of events for migrant women (RO).
- ❖ **Advice, information and support:** Befriending (UK); Crisis intervention (UK); Dedicated meeting place and support for migrants - projects funded at national level (Rom); Employment support (UK); Intercultural mediation (PT); Interpreting (UK); Legal support (AT); Life-coaching support (UK); Migrant Information Centre (CY); Migrant Rights Centre (IT); Mobile social and psychological support bus (CY); Peer mentoring (IE), (PT), (UK); Telephonic translation service (PT); Translation (UK).
- ❖ **Education and training:** Projects and organisations which provide a range of training packages for migrants/migrant women such as Beauty (PT); Civil

construction (PT); Communications (IE); Cooking (IE), (IT); Craft skills (IE); Creativity (IT); Hospitality (PT); ICT training (AT), (IE); Intercultural studies (IE); Learning to learn (AT); Language (AT), (IE), (IT), (PT), (UK); Language support (IE); Literacy (IT); Meetings, holidays and/or trips (IT), (UK); Packaging and repairs (IT); Peer mentoring (IT), (PT); Participatory video making (UK); Personal development (IE); Personal safety (IE); Retail (PT); Understanding society (IE). *N.B* Most examples provided, if cost was referred to, stated that these education and training programmes are/were free and some also provided free childcare. However, in some cases there was a charge. There were also examples of awareness-raising and education for policy-makers (UK).

- ❖ **Employment, work experience and volunteering:** A work experience programme for migrant women (IE); Employability (IT).
- ❖ **Equality and Human Rights:** Charities and organisations which promote and support equality and human rights for migrants in general or specifically migrant women, e.g. Micro Rainbow Project supporting LGBTI refugees (UK); Hibiscus Initiatives - support for third country national women offenders (UK); KMEWO – addressing specific issues impacting on women such as Domestic Violence (DV), FGM, forced marriages and/or ‘honour-based’ violence (UK); Campaigning and lobbying (UK)
- ❖ **Participatory approaches:** Learner-centred, empowering, participatory approaches, e.g. Women’s Integrated Network International - Cookery book project (IE); English for Action- Community Action (UK); Learning Unlimited – video, community action and publishing projects (UK).
- ❖ **Resources:** Intercultural mentoring tools (CY); Production and publication of cookery/recipe books (IE), (UK); Production and publication of graded readers (UK); Bicycles for refugees (UK); Dedicated website and magazine specifically for migrants (RO); Research on migration and the protection of migrants’ civil rights (RO); National Barometer of migrants’ integration (RO); Participatory videos produced by migrant women (UK).
- ❖ **Social/Cultural/Inter-cultural:** Women’s breakfasts (IE); Weekly drop -in (IE); Social, health and integration programme for elderly migrant women (above 73) from Cape Verde (PT); Handball project for migrant children (PT); ImigrArte

Festival (see events above) (PT); Social and cultural mediators (RO);  
 Refugees' interfaith choir (UK).

- ❖ **Support for women:** Networks, projects, charities, national and local services which provide information and support for women in general and/or specifically migrant women/refugees and/or about specific issues impacting on women (see Equality and Human Rights above, e.g. Health information and Advocacy (Ire); Kurdish and Middle Eastern Women's Organisation (UK).

## Issues and Unmet Needs

Many issues impacting on migrants in general and/or migrant women specifically were identified, as well as a significant number of unmet needs. These included:

### Advice, information and support

- Case management to support women navigate their way through the system (AT);
- Information desks to offer services for migrants to support integration (IT).

### Social/Cultural/inter-cultural

- Information and opportunities for reflection on the different role of women (AT);
- The perception of host countries being 'closed communities' which are difficult gain entry into (IE);
- Need for more baseline data about the quality of life of migrants and their untapped economic potential (IE);
- Need for policies which are responsive to the '*progressive feminization of migration*' (IT);
- More opportunities to build relationships with host country nationals (IT);
- Further development of work addressing stereotypes and cultural differences (RO);
- More information to be translated into other languages (RO);
- Racism, hate crimes, xenophobia and/or suspicion towards migrants (RO), (UK);
- High levels of social isolation (UK);
- Social and cultural barriers, including from women's own families and communities, impacting on women's participation and integration (UK).

### Education and training

- Lower entrance thresholds to maximise engagement (AT);

- Support with progression between offer/services etc. (AT);
- Increased access to educational opportunities (IE);
- More opportunities to learn the language (IT);
- Need for recognition of diplomas and qualifications, skills assessment and/or job orientation (IT), (RO);
- Programmes which target and are responsive to the needs and availability of migrant women with young children (PT).

### **Employment, work experience and volunteering**

- Migrant women need better access to the labour market and recognition of their skills, education and work experience (IE);
- Restrictive labour market and 60-day time limit for migrants to find a new job in order to avoid legal issues relating to their right to stay in the country (RO).

### **Equality and Human Rights**

- Recognition of the additional barriers and discrimination faced by LGBTI migrants (UK);
- Many migrant women fall outside mainstream services (UK).

### **Knowledge and understanding**

- Migrants' lack of knowledge about their rights and the opportunities available (IE);
- Reflection on personal technical and transversal skills based on personal experiences to support positioning/repositioning in the world of work and address or make choices appropriate to personal/professional path (IT);
- Excessive bureaucracy (RO).

### **Resources**

- Cuts to public funding (UK).

### **Recommendations**

A wide range of recommendations were made in relation to skills, topics, approaches and/or learning outcomes with relevance and/or transferability to Integr8. These included:

### **Recruitment**

- Carefully plan marketing, publicity and engagement strategies as the target group may be isolated and hard to reach (UK).

### **Profiling participants**

- Identify and recognise the skills, abilities, competences and relevant experience that migrant women already have and use this information to help inform the training content and approaches (AT), (IE), (IT);
- Identification and validation of non-formal and informal learning (IT).

### **Underpinning approaches**

- Include free face-to-face training (CY);
- Participatory, learner-centred, strengths-based and participatory approaches enable participants to take ownership of their learning/projects/opportunities and build confidence, leadership and organisation skills as well as building local capacity (IE), (UK);
- Collaborative programme development with practical approaches (PT).

### **Integr8 training design and content**

- Where appropriate, support migrant women to 'Learn to learn' (AT);
- Use the daily lives and life experience of migrant women as the basis for training programmes (AT);
- Engage educational institutions at all levels (kindergarten to universities) in supporting the integration of migrant women (CY), (RO);
- Accreditation will validate the women's skills and provide a useful qualification to support employability and integration (IE);
- Use ICT to build and share knowledge and transfer know how (AT), (UK);
- Recognise that migrant women play the role of mediator between their families and the outside world (IT);
- Include how to organise a cross-cultural event/festival (PT).

### **Resources**

- Develop and use resources which allow the project to reach out/ engage the target group (UK).



## Recommendations to inform core learning outcomes

- Information sessions for migrants on integration topics (RO);
- Input and support of ancillary services to give migrant women the confidence, encouragement and backing to actively participate in society (IE);
- Enable migrant women to access services more easily (CY);
- Include joint actions/initiatives to build intercultural understanding/acceptance of differences (AT), (CY), (RO);
- Provide opportunities to build confidence and self-esteem (AT);
- Enable trainees to establish their own local networks of migrant women - this will help to build capacity and sustainability (IE);
- Information sessions for local migrant and non-migrant communities on immigration themes to promote acceptance and tolerance (RO);
- Increased social and civic participation (RO);
- Improved relationships between migrants and host communities (RO);
- Improved cultural integration through knowledge of history, culture and traditions in host country while preserving their '*natural origin*' (RO);
- Cultural exchange (RO);
- Build connections and sense of belonging (RO);
- Engage migrants in host community activities (RO);
- Create meaningful opportunities for positive engagement and interaction between migrant women, host communities, neighbours and local service providers (UK).

## Additional outcomes/considerations

- The reception of migrants (IT);
- The relationship between migrants and supporting services (IT);
- Gender perspective (IT);
- Methodology and guidelines (IT);
- The importance of engaging children at an early age (PT);
- Art and food provide a valuable connection point between host and migrant populations (PT);
- Targeted signposting to vocational training in areas with labour market opportunities (RO);

- Identification of integration issues in schools and provide solutions/strategies (RO);
- Use of research on measures to support migrant integration (RO);
- Issue of family reunification (RO);
- Awareness-raising input on key issues such as LGBTI and the life experiences of migrant women which may have led to them being in the criminal justice system (UK).

## Resources

A number of resources were listed as examples to consider using, adapting or learning from. These included:

### Questionnaires

- Questionnaire to measure the degree of tolerance towards migrants and their integration in society (RO);
- Example of anonymous bilingual questionnaire for women migrants addressing the following thematic parameters: social profile, employment, legal/human rights, education and professional development and integration (CY);

### Research and reports

- o Measures to support the integration of migrants (Table 1, Policy brief 72, Nov. 2015) (RO)
- o Report on poverty, sexual orientation and refugees: <http://www.micro-rainbow.org/20131017/pr-poverty-so-refugees-uk/> (UK)
- o KMEWO's 2015 report, '*Lost in translation - no more!*' provides very useful and important background reading, research data and recommendations:

### Teaching, learning and training resources/Toolkits

- o Wide range of teaching and learning resources including 'Learning to learn': <http://www.netzwerkmika.at/en/who-mika> (AT)
- o Mentor selection, assessment, evaluation, profiling and matching (PT)

### Videos

- o KMEWO's DVD and training manual, '*For Honour and Love*' would be a useful training tool: [http://kmewo.org/documents/For\\_Honour\\_and\\_Love\\_DVD.pdf](http://kmewo.org/documents/For_Honour_and_Love_DVD.pdf)

## Section B: Migrant women

### Key findings:

In total, 64 women were interviewed using 1:1 face-to-face or telephone interviews, focus groups, and one Skype interview.

The women interviewed were very diverse in terms of age, countries of origin, languages spoken, language and literacy skills in additional languages, literacy in their own language, legal status and length of time in partner country, previous and current education and/or work experience, and future plans. As shown in Table 1, they originated from 35 different countries:

**Table 1: Migrant women respondents - countries of origin**

	<b>Countries of origin</b>	<b>AT</b>	<b>CY</b>	<b>IE</b>	<b>IT</b>	<b>PT</b>	<b>RO</b>	<b>UK</b>	<b>Total</b>
1.	Afghanistan	1							1
2.	Albania				1				1
3.	Bangladesh				1				1
4.	Bulgaria		1						1
5.	Angola					1			1
6.	China							2	2
7.	England							1	1
8.	Ethiopia	1							1
9.	Egypt		1						1
10.	Germany				1				1
11.	Hungary			1	2	7			10
12.	Indonesia						1		1
13.	Iran	1							1
14.	Kazakhstan						2		2
15.	Kosovo	1							1
16.	Libya		1						1
17.	Lithuania			3					3

18.	Malaysia							1	1
19.	Moldavia, Republic of						3		3
20.	Nigeria	1		1					2
21.	Pakistan		1						1
22.	Philippines		1				1		2
23.	Poland			3				1	4
24.	Romania				1	1		1	3
25.	Russia/Russian Federation			2			1		3
26.	San Tome and Principe					1			1
27.	Serbia				1				1
28.	Somalia	2							2
29.	Sri Lanka		2						2
30.	Syria	1							1
31.	Turkey							1	1
32.	Ukraine			1		2			3
33.	United States				1				1
34.	Venezuala							1	1
35.	Yemen							1	1
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>64</b>

The length of time the women had lived in partner countries ranged from 10 months to 39 years plus one British -Bangladeshi woman interviewed in the UK who had lived there all her life but self-identified as being 'migrant' (Austria 10 months to 25

years; Cyprus 1- 10 years; Ireland 2 – 15 years; Italy 5 – 10 years; Portugal average 3.95 years; Romania 3 – 19 years: UK 1.5 - 39 years + 1 woman all her life).

### Barriers to integration

Migrant women face many barriers to integration and these can also vary depending on their country of origin, reason for migrating, status in partner country, whether 1<sup>st</sup> or 2<sup>nd</sup> generation migrants, their legal status in the country, whether they have a work permit, where they are in the asylum system, whether or not they have any previous experience of formal education, their language skills, whether they are literate in the host country’s language and/or their home language and their health (including mental health).

Migrant women identified many different barriers to integration and the examples they provided covered a wide range of areas and issues which fell into 9 main categories (see Table 2). Language barriers and cultural/intercultural barriers were identified as key barriers in interviews in all partner countries and were perceived to have the biggest impact. Language is needed to overcome all or most other of the other barriers identified. Personal and social barriers were the other main barriers identified across most partner reports. It is important to add that some women reported that they do not feel they face any barriers and that they feel integrated.

**Table 2: Barriers to integration**

Barriers identified	Examples provided	AT	CY	IE	IT	PT	RO	UK	Total
<b>Language barriers</b>	Not knowing or understanding the language/Not being able to understand information about services etc./Not being able to communicate/Not	x	x	x	x	x	x	x	<b>7</b>

	understanding people, idioms or jokes								
<b>Cultural barriers and social hostility</b>	Lack of interest or understanding of migrants' lives, experiences, cultural backgrounds and/or religion by people in host country/ Misunderstanding, e.g. about Muslim people/ Feeling that you are being watched/People saying inappropriate things/Not understanding the culture or politics/Racism/ Xenophobia/ Hate crimes/Verbal abuse/Being treated as a foreigner/Different food/Not being invited to join activities or community events/Different lifestyles/Cultural differences/People being so busy/People sticking within their own cultures and communities	x	x	x	x	x	x	x	<b>7</b>
<b>Personal and social barriers</b>	Loneliness/Having no friends/Social isolation/Difficulties meeting people and making friends/ Lack of opportunities for communication with people from host country/ Low levels	x	x		x	x	x	x	<b>6</b>

	of confidence/ Shyness/Embarrassment/ Discomfort/ Fear/ Family problems/ Being away from and missing family/Not being part of networks/Lack of social and emotional support/Issues relating mental health and culture shock								
<b>Accessing services</b>	Lack of information about what services or support are available and/or difficulty accessing services/Not knowing who to ask/ Not understanding systems or bureaucratic requirements, e.g. social security, entitlements/Not understanding transport		x	x		x	x	x	<b>5</b>
<b>Basic needs</b>	Poverty/High cost of living in partner country/Not being able to afford to get involved/ take up opportunities/Homes with no heating/Cold weather		x	x		x	x		<b>4</b>
<b>Work/ Volunteering</b>	Being unemployed/Difficulty finding work or volunteering opportunities/Low pay/Poor or unfair working conditions/ Difficulty getting references/ Qualifications not being recognised/(See also below)				x	x	x	x	<b>4</b>



<b>Issues specifically affecting women</b>	Domestic violence and abuse/FGM/Men prohibiting migrant women from having contact with other people/ Different cultural attitudes e.g. gender roles, sexual orientation, women feeling unable to swim due to need to cover body and hair/Lack of opportunities to meet other mothers with young children/Unfair or difficult working conditions impacting on women including lower pay, weekend work, extra duties etc./caring responsibilities.	x		x		x			5
<b>Education and training</b>	Difficulty accessing education and training			x		x			2
<b>Other</b>	Feeling there are too many refugees (Cyprus) BREXIT (UK)		x				x		(1) (1)

### Measures to support integration

As well as identifying many barriers to integration, the migrant women interviewed provided many examples of what integration means to them, such as feeling happy and safe, being recognised or known, knowing other people, having friends, things feeling familiar.

They also had many suggestions for measures to support integration for migrant women (see Table 3).

**Table 3: Suggestions provided to support integration**

<b>Suggestions</b>	<b>Examples provided</b>	<b>AT</b>	<b>CY</b>	<b>IE</b>	<b>IT</b>	<b>PT</b>	<b>RO</b>	<b>UK</b>	<b>Total</b>
<b>Personal and social</b>	Support women to make friends and develop deeper social relationships/ Get to know neighbours and be invited into other people's homes/Go to coffee morning and tea and talk groups/ Take up hobbies, sports, other recreational activities and spaces/ Encouragement and support/Support getting to know the local area/ Be supported to live a normal life, build confidence, feel happier or more satisfied/Support through peer mentoring/ Participate in community events/Feel appreciated	x	x		x	x	x	x	<b>6</b>
<b>Addressing cultural barriers</b>	Opportunities for host community to develop intercultural awareness and understanding/ Opportunities for migrant women to understand the culture they are now living in/ Co-operation between people from different cultures/Support	x		x		x	x	x	<b>5</b>

	groups, clubs or organisations for 'like-minded people' to get to know, meet and support each other/ Opportunities to meet and interact with people from the host country including neighbours, e.g. coffee mornings								
<b>Education and training</b>	Information and support about education and training for self and children/Flexible programmes for women with children/ Encouragement and support to sign up for a course	x	x			x	x	x	<b>5</b>
<b>Work</b>	Opportunities for work/ Support to find a job for self or support for husband to find work	x	x			x	x		<b>4</b>
<b>Language</b>	Language classes/1:1 mentoring support with language/Opportunities to practise language	x		x				x	<b>3</b>
<b>Basic needs</b>	Support with housing/Encourage people to live in diverse areas, i.e. not just within their own community/being financially independent		x		x		x		<b>3</b>
<b>Accessing services</b>	Provide information about services in different languages /Support people to understand systems and bureaucratic requirements/ Share			x			x		<b>2</b>

	information and integration tips/Better advice								
<b>Issues specifically affecting women</b>	Training on women’s rights for migrant women/ Opportunities for host community to develop intercultural awareness on issues specifically impacting on migrant women/Migrant women to be supported to leave their homes and mix with people	x		x					<b>2</b>
<b>Other</b>									

The time migrant women would be willing to spend on training varies considerably as well as preferred times and days.

### Needs Analysis

Migrant women were asked to rate their training needs, on a scale of 1-5 where 1 represents a low level of need and 5 represents strong need for training in this area. From the information provided, migrant women generally indicated higher levels of skills and confidence (21 or higher for 1 + 2 combined) in relation to: Public-speaking in their native language (36); Online Networking, e.g. messaging, using Skype, etc. (25); Working with people from different cultures (23); Accessing Information Online (21); Intercultural awareness and appreciation (21).

The areas identified as having the highest training needs (35 or higher for 4 + 5 combined) were: Resolving conflict in a professional manner (51); Resolving conflict with people from different cultures (49); Managing challenging people (45); Public-speaking in the host country’s language (36); and Personal effectiveness/Self-confidence (35).

**Table 4: Migrant women – needs analysis**

		AT	CY	IE	IT	PT	RO	UK	Total
	<b>1</b>	1	2	1	2	0		2	<b>8</b>

i. Facilitation Skills	2				6	2		1	9
	3	1		3		6		3	13
	4			2		2	4		8
	5	6	6	4		2	4	3	25
ii. Personal Effectiveness/ Self-confidence	1	1	2	2				1	6
	2			1	4		1	1	7
	3	1		4	2		3	3	13
	4	3			2				5
	5	3	6	3		12	4	2	30
iii. Presentation Skills	1		2	1			2	2	7
	2			1	5	2	1	1	10
	3	2		2	3	8	1	4	20
	4	2					1		3
	5	4	6	5		2	3	2	22
iv. Public-speaking in your native language	1	1	2	4	3	1	2	5	18
	2	1			4	10	2	1	18
	3			1		1		1	3
	4	2		2			1	1	6
	5	5	6	3	1		3		18
v. Public-speaking in your host country language	1		2	1	3			1	7
	2	1		1		2	1	4	9
	3			1	3	4	2	1	11
	4	2				4			6
	5	5	6	7	2	2	5	3	30
vi. Intercultural Awareness and Appreciation	1		2					1	3
	2			1	6	8	2	2	19
	3	1		5	2	2	1	5	16
	4	3		2		2			7
	5	4	6	2			5	2	19
vii. Working with people from different cultures	1			2		1	1	1	5
	2				5	10	1	2	18
	3			3	3	1	1	5	13
	4	2	2	2				2	8
	5	6	6	4			5		21
viii. Organisation Skills	1			3	2		1	4	10
	2	1		2	2			3	8
	3	3		2	3	2	1	2	13
	4	2				8	2	1	13
	5	2	8	3	1	2	4		20
ix. Communication Skills	1		2	2				5	9
	2			2	3	3		2	10
	3	1		2	3	6	1	1	14
	4	1			2	3	1	1	8
	5	6	6	4			6		22
		AT	CY	IE	IT	PT	RO	UK	Total
1			1	3	8			5	17
2		2	1	1					4

x. IT Skills – Accessing Information Online	3	1		3			3	7	
	4	3				5	2	10	
	5	2	6	3		6	6	24	
xi. E-learning – Learning through an online platform/video lectures	1		1	2	3			2	8
	2	2	1	2	3				8
	3			2	2		1	2	7
	4	1		1		12	2		16
	5	5	6	3			5	3	22
xii. Online Networking – Online messaging, using Skype, etc.	1		1	4	8		1	5	19
	2	1	1	2		2		1	7
	3	1		2		8	1		12
	4	2				2	1	1	6
	5	3	6	2			5	2	18
xiii. Managing Challenging People	1			3			1	1	5
	2						1	3	4
	3	4		4				1	9
	4	2	1		2	2		3	10
	5	2	7	3	6	10	6	1	35
xiv. Resolving Conflict in a professional manner	1		1	2				1	4
	2			2				2	4
	3			2			1	1	4
	4	4		2	2		2	1	11
	5	4	7	2	6	12	5	4	40
xv. Resolving Conflict with people from different cultures	1		1	1			1		3
	2			1			1	2	4
	3	1		2		2	1	1	7
	4	3		2	2	8		2	17
	5	4	7	4	6	2	5	4	32

It is important to add that the training needs indicated do not necessarily reflect the priorities later identified, e.g. although a training need, managing challenging people is not a priority whereas public speaking in the host country language is.

When asked about sharing skills with other migrant women in their communities, again responses varied considerable to all or most women interviewed (Romania), some, or none (Cyprus).

## Section C: Migrant agencies and educators

A wide range of organisations were interviewed which included local and international organisations, third sector organisations, charities, not-for-profit social enterprises, children's centres. Interviews were generally carried out 1:1 face to face or by telephone.

## Needs Analysis

In relation to the Training needs analysis, migrant agencies and educator respondents were asked to rate the training needs at their organisation on a scale of 1-5 where 1 represents a low level of competence and 5 represents high level of competence in each area. From the information provided, the highest levels of competence were reported in relation to: i. Communication Skills; Intercultural Competence; ix. Managing Challenging People; x. Assertiveness ii. Facilitation Skills – managing group dynamics. The one main area identified as having the lowest level of competence/need for training was E-tutoring.

**Table 5: Migrant agencies and educators – Needs analysis**

		AT	CY	IE	IT	PT	RO	UK	Total
i. Communication Skills	5	2	4	4	2	1	3	6	22
	4	1		1	5	6	1	2	16
	3	1			1				2
	2								
	1								
ii. Facilitation Skills – managing group dynamics	5	1	2	3	2	4	1	3	16
	4	3	2	2	3	3	2	4	19
	3				2		1	1	4
	2								
	1								
iii. Presentation Skills and Public Speaking	5		4	5	2	1	3	1	16
	4	2			2	6	1	6	17
	3	2			3				5
	2				1			1	2
	1								
iv. Intercultural Competence (Awareness and Appreciation)	5	3	1	4	3	2	4	4	21
	4	1	3	1	3	4		3	15
	3				2	1			3
	2							1	1
	1								
v. Conflict Resolution	5	1	1		2	6	4	1	15
	4	1	3	4	3	1		3	15
	3	2		1	2			2	7
	2							2	2
	1								
vi. IT Skills	5		3	1	1		3		8
	4	3	1	4		6	1	1	16
	3	1			5	1		4	11
	2				2				2

	1								
vii. E-tutoring	5		3	2			2		7
	4	1	1		2		1		5
	3	2		3	4	4	1	1	15
	2	1			1	3		2	7
	1							4	4
viii. Organisation Skills	5		3	3	4	3	3	1	17
	4	2	1	2	1	3		6	15
	3	2			2	1			5
	2				1		1		2
	1								
ix. Managing Challenging People	5	1	2	2	3	4	3	1	16
	4	3	1	3	4	3	1	3	18
	3		1		1			2	4
	2							1	1
	1								
x. Assertiveness	5		3	1	3	5	1		13
	4	4	1	4	3	2	3	4	21
	3				2			4	6
	2								
	1								

## Section D: Innovative Social and Civic Inclusion Methodologies

Partners were asked to identify and describe three examples of innovative social and civic inclusion methodologies and highlight the best practice and key lessons with relevance or transferability to Integr8 in relation to:

- a. Learning requirements,
- b. Course content, and
- c. Learning outcomes.

The examples provided included:

### Education/training and approaches for professionals

- o Psycho-social care outreach method for social workers to empower migrants, undertake cultural mediation and reduce social isolation (AT)
- o Training, refresher courses and information for social professionals to promote the social inclusion of migrants and refugees (IT)

### Employability skills and support /work experience/employment for migrants



- Employability and integration through low-threshold paid work experience leading to temporary employment, then support for progression into permanent employment (AT)

### **Orientation, education and training for migrants**

- Modular training programme for migrant women including applying for a job, living together, the rights of women in Austria, healthcare for women and inter-faith understanding (AT)
- Advocacy training for newly-arrived migrants to enable them to actively represent themselves and participate more fully in society (IE)
- Orientation, training and social integration for migrant women delivered through a civic open space (IT x 2)
- Participatory methodologies, strategies and tools for language learning and community action (UK)
- Contextualised language learning, family activities, volunteer training and support, capacity building and resources development to support migrant mothers with pre-school and primary school aged children (UK)

### **Resources/tools/ICT**

- An App designed to address the initial needs of young refugees in the host country (e.g. housing, food, work, education, health, language, translation services, leisure etc.) (CY)
- Competence-based portfolio-building and pedagogical tools for the identification, recognition, validation and development of competencies of migrant women to improve employability and social inclusion (RO)
- Refurbished bicycles for refugees to enable them to be independent, travel and access services (UK)

### **Urban regeneration**

- Urban-agriculture project to foster the integration of migrant women (CY)

### **Research**

- Peer researcher training for ethnic minorities to empower and actively engage migrants in seeking and representing ethnic minority views and opinions (IE)

### **Social/Cultural/Inter-cultural**

- International storytelling project which aimed to build bridges and foster cross-cultural understanding (IE)
- Cross-cultural poetry writing and reading to foster integration and active citizenship and cultivate culture without borders (PT)
- Human Living Library where people can borrow a real person to tell their own stories to promote positive conversations that can challenge stereotypes and prejudices (PT)
- Story Nights club and live events in which people tell their stories to inspire, heal, transform and entertain and build intercultural understanding (PT)
- Hungarian-Portuguese Association – an informal club to facilitate the integration of Hungarian speaking migrants and support their well-being (PT)
- Intercultural dialogue for inclusion training including '*Learning to know*', '*Learning to do*', '*Learning to live together*' and '*Learning to be*' (RO)

In relation to relevant and/or transferable **learning requirements**, partners suggested the following:

- It is important to research in advance the places/spaces where migrant women meet/gather in order to reach the target group (CY)
- A well-planned set of questions for interviews with migrant women are needed with translation and interpreting support if required (CY)
- In relation to local capacity building and needs analysis, migrant women can be trained and supported with developing research, listening, survey and analysis skills to help establish a baseline migrant women's views, opinions and needs (IE)
- Tangible outcomes/goals which are developed/shared by/with participants, e.g. an event, can help to focus learning, and support commitment and retention (IE)
- Accreditation can also be an important incentive (IE)
- It is important that participants know they can withdraw at any time (CY)

### In relation to **course content**,

- The value of using traditional stories, folk songs, poetry, etc. as well as migrants' own personal stories to build understanding, curiosity and connections between cultures and migrant and host communities. This also requires very little in terms of course content other than what the participants know, remember or feel happy to share personally. (IE), (PT)
- Use a mix of methodologies, e.g. practical, interactive and theoretical which recognise and are responsive to different learning styles, experiences of formal and no-formal education and language levels (IE), (UK)
- Have a menu of clearly identified topic/content areas which participants can choose from, add to or replace with other agreed content, e.g. developing effective committee skills, developing effective participation and representation skills, developing advocacy outcomes etc. (IE)

### In relation to **learning outcomes**,

- Sometimes the most significant outcome is the positive impact participation has on the lives of the learners (IE), (UK)
- Participants should feel confident to engage with identified service providers or equivalent, that they can articulate their concerns as individuals and communities, and that have a fuller understanding of economic, social, political and /or cultural life in the host country (IE)
- If migrants' stories are used as part of the Integr8 programmes/micro-networking activities and events, then consider publishing blogs, books and/or articles using the best stories (PT)

**Best practice** identified and key lessons learned or which are transferable to Integr8 included the following:

- Promote co-operation, knowledge-sharing and innovation among social professionals (IT)
- Need to agree minimum language requirements for participants on both train the trainer and MIE training courses (UK)

### **Useful links and resources**

Competence based portfolio building and pedagogical tools	<a href="http://forwardproject.eu/">http://forwardproject.eu/</a> (RO)
Cultural/Intercultural	<a href="http://humanlibrary.org/">http://humanlibrary.org/</a> (PT)
Participatory tools	<a href="http://www.reflect-action.org/reflectesol">http://www.reflect-action.org/reflectesol</a> (UK)
Storytelling	<a href="https://www.facebook.com/groups/storynights">https://www.facebook.com/groups/storynights</a>
Dedicated websites	<a href="http://www.migrant.ro/en">http://www.migrant.ro/en</a> (RO)

## Section E: Conclusions and recommendations

The conclusion and recommendations across the partner reports varied considerably.

### Challenges:

Some of the challenges and opportunities identified included:

- Finding and working with the very many different projects and support opportunities for migrant women (AT)
- As migration is an issue of high importance across all levels (social, cultural, financial, political, educational, language etc.), supporting integration at a deep and rigorous level is a very key issue (CY)
- Excessive bureaucracy, language barriers and labour market restrictions are key barriers (CY), (RO)
- Recognition of previous education, experience, competences and qualifications (RO)
- Supporting integration needs to be a dynamic two-way process with frequent opportunities for interaction between migrant women, and local community members and service providers (UK)
- Access to Integr8 training and programmes needs to be carefully planned and timetabled to minimise the impact of barriers such as childcare, shift work and the cost of travel (UK)

### *Migrant women*

In relation to engaging migrant women on the Integr8 project, levels of confidence and interest varied considerably. For example, the majority of the 8 women interviewed in Cyprus were reluctant and sceptical about using their skills to support other migrant women whereas all the participants in Romania said they would be happy to be involved. In some countries, there was a high level of interest but in some cases this would be very dependent on the days and times of the training, whether or not childcare support could be provided and the extent to which the course could be undertaken purely on line due to work commitments (UK)

In relation to the Integr8 curriculum for migrant women, there were many useful suggestions. Some reports flagged up the importance for the Integr8 training curricula and programmes to consider and be responsive to the different challenges and needs that migrants face depending on their country of origin (i.e. whether EU national or third country national migrant), whether a refugee or economic migrant, whether an unaccompanied young refugee or a 1<sup>st</sup> or 2<sup>nd</sup> generation migrant with well-established family and community connections. Suggestions included the following:

- ❖ **Personal development** (IE), (RO), e.g. building self-confidence; how to make effective presentations
- ❖ **Developing specific key skills** (IE), (RO), e.g. language skills, accredited IT courses
- ❖ **Supporting others** (IE), e.g. how to support others with their language skills
- ❖ **Supporting integration** (IE), (RO), e.g. signposting to local services, applying for social welfare, how to help others; understanding and resolving cultural difficulties

#### *MIE delivery*

- Face -to-face preferred possibly with some blended elements (IE)
  - Dedicated tutor/trainer (IE)
  - Minimal demands in terms of written assignments and, where needed, language support to be provided as required (IE)
  - To overcome barriers linked with childcare and travel, training to be delivered in a central location during school hours (IE)
- ❖ **Resources:**

Online platforms with resources, learners' workbooks and case studies  
(IE)

### *Migrant educators and agencies*

Migrant educators and agencies had a number of useful suggestions to make in relation to supporting the integration of migrant women and in the development of the Integr8 training programmes and project roll out. In Cyprus, migrant educators and agencies in prioritised educating migrant women and host country nationals; training for professionals; organising social activities. The importance of awareness-raising for professionals and volunteers working with and/or supporting migrants was raised in several reports as well as organising and resourcing multicultural events.

### **Other suggestions to enable Integr8 training and networks to be successful**

- Run training/events etc. within local communities, e.g. local resource centres/children's centres etc.
- Make training times flexible and work round availability of migrant women with school-aged children
- Confidence building/assertiveness training for migrant women needs to be embedded throughout all elements of each curricula
- Consider some elements of both curricula to be essential and some optional/responsive to locally identified interests, needs and priorities





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