

# D23 – Local Research Report - Austria

WP2: Research & Needs Analysis



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

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

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**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 Austria**

**Country Austria**

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

In Austria, asylum seekers do not have the permission to work.

When they arrive, it is usually not possible for them to choose the area they are going to live in. Every state has a quota to fulfil. In Styria, this quota is currently 14.19 % of the total number of asylum seekers in Austria. When asylum seekers come to Austria, they have to go or are taken to a reception centre, where their personal data (name, age, country, etc.) are recorded and they can file an application for asylum. From there, they have to go or are taken to one of the States. There are different NGOs which take care of the asylum seekers. They have the task to offer basic services. The asylum seekers wait for their interviews in their new “crossover-homes”. These interviews are the basis for the authorities to decide whether they are allowed to stay or they have to leave the country.

During the waiting-time they receive basic services, which include a place to stay, food and support to register for a German language course etc.

They get language courses and they are allowed to do non-profit work in communities for a few hours per week. There are a lot of NGOs and voluntary workers that try to organise, for example, sport lessons and other leisure activities for them.

From when they are in the reception centre until the point they have their status confirmed the asylum seekers are also being investigated if their application is a Dublin case; if so, they are informed about it and have to leave the county.

When, following the interview, they receive a negative reply, they have to leave the country; a positive reply means they can stay or receive subsidiary protection, which means they can stay – for now.

Migrants with a positive reply and subsidiary protection are allowed to work. So, their real integration and participation in society begins with this status. Unfortunately, the waiting time for an interview and the reply takes from a few months to 1.5 years. This waiting time is a challenge for the caregivers and the asylum seekers because every integration activity is under the question of “what for, maybe I won’t use this after all”.

Overview of the status and the regulations:

|                              |  |  |
|------------------------------|--|--|
| <p>Asylum seeker</p>         | <ul style="list-style-type: none"> <li>- German lessons.</li> <li>- For underage refugees:<br/>Competence-clearing and -testing, transition schools as preparation for the actual school, basic education.</li> <li>- Regular school system for kids.</li> <li>- Workshops in topics like: drug abuse, energy saving, love and sexuality, mobility, social safety etc.<br/>There are many offers from NGOs and voluntary helpers in all different kinds of areas.</li> <li>- Legal support for their procedure for granting the right of asylum.</li> <li>- Professional support from the NGOs they stay with (except for when they choose private accommodation or they do not live in an NGO accommodation)</li> </ul> | <ul style="list-style-type: none"> <li>- Do not have a regular permission to work.</li> <li>- Community service is possible (but the maximum they are allowed to earn is € 110.00 per month.</li> <li>- Traineeship just in a few sectors and with special approval.</li> </ul> <p>There are new laws, there might be some changes in the next few months.</p> |
| <p>Subsidiary Protection</p> | <ul style="list-style-type: none"> <li>- German lessons.</li> <li>- Basic education.</li> <li>- Value and Austrian-culture courses.</li> <li>- Different courses and support from the National Labour Market Service. For example, financial support and direct procurement regarding:                         <ul style="list-style-type: none"> <li>- competence-clearing and –testing</li> <li>- prospect coaching</li> <li>- qualification support</li> <li>- job qualification</li> <li>- outplacement for a traineeship</li> <li>- access to the second labour market including a temporary job with coaching etc.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>- Access to the second labour market including a temporary job with coaching there etc.</li> <li>- Access to the first and second labour market, which includes also a formal qualification for a job in the dual-educational-system.</li> </ul>  |

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|                |   |  |
|----------------|---|--|
| Positive Reply | <ul style="list-style-type: none"> <li>- German lessons.</li> <li>- Basic education.</li> <li>- Value and Austrian-culture courses.</li> <li>- Different courses and support from the National Labour Market Service. For example, financial support and direct procurement with regard to:             <ul style="list-style-type: none"> <li>- competence-clearing and –testing</li> <li>- prospect coaching</li> <li>- qualification support</li> <li>- job qualification</li> <li>- outplacement for a traineeship</li> <li>- access to the second labour market, including a temporary job with coaching etc.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Access to the second labour market, including a temporary job with coaching there etc.</li> <li>- Access to the first and second labour market, which includes also a formal qualification for a job in the dual-educational-system.</li> </ul> |
|----------------|---|--|

There is a very good information from the government about how many migrants came to Austria over the last few months:

| Month     | Asylum seekers 2015 | Asylum seekers 2016 | Asylum seekers 2017 | Difference to 2015 |
|-----------|---------------------|---------------------|---------------------|--------------------|
| January   | 4.128               | 5.944               | 2.220               | -53,77%            |
| February  | 3.288               | 5.144               |                     | 56,45%             |
| March     | 2.943               | 3.369               |                     | 14,48%             |
| April     | 4.037               | 4.176               |                     | 3,44%              |
| May       | 6.406               | 3.859               |                     | -39,76%            |
| June      | 7.696               | 3.199               |                     | -58,43%            |
| July      | 8.810               | 3.074               |                     | -65,11%            |
| August    | 8.549               | 3.271               |                     | -61,74%            |
| September | 10.672              | 2.621               |                     | -75,44%            |
| October   | 12.308              | 2.599               |                     | -78,88%            |
| November  | 12.201              | 2.362               |                     | -80,64%            |
| December  | 7.302               | 2.455               |                     | -66,38%            |
| Amount    | 88.340              | 42.073              |                     | -52,37%            |

**Male/Female Refugees:**

| Month     | Male   | %       | Female        | %              | Amount |
|-----------|--------|---------|---------------|----------------|--------|
| January   | 3.990  | 67,13 % | <b>1.954</b>  | <b>32,87 %</b> | 5.944  |
| February  | 3.370  | 65,51 % | <b>1.774</b>  | <b>34,49 %</b> | 5.144  |
| March     | 2.392  | 71,00 % | <b>977</b>    | <b>29,00 %</b> | 3.369  |
| April     | 2.978  | 71,31 % | <b>1.198</b>  | <b>28,69 %</b> | 4.176  |
| May       | 2.720  | 70,48 % | <b>1.139</b>  | <b>29,52 %</b> | 3.859  |
| June      | 2.222  | 69,46 % | <b>977</b>    | <b>30,54 %</b> | 3.199  |
| July      | 2.045  | 66,53 % | <b>1.029</b>  | <b>33,47 %</b> | 3.074  |
| August    | 2.218  | 67,81 % | <b>1.053</b>  | <b>32,19 %</b> | 3.271  |
| September | 1.641  | 62,61 % | <b>980</b>    | <b>37,39 %</b> | 2.621  |
| Oktober   | 1.581  | 60,83 % | <b>1.018</b>  | <b>39,17 %</b> | 2.599  |
| November  | 1.520  | 64,35 % | <b>842</b>    | <b>35,65 %</b> | 2.455  |
| Dezember  | 1.530  | 62,32 % | <b>925</b>    | <b>37,38 %</b> | 2.455  |
| Amount    | 28.207 | 67,04 % | <b>13.866</b> | <b>32,96 %</b> | 42.073 |

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**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.

### **Support from Public Service:**

- Health care

### **Support from NGOs:**

- Legal support for the asylum-case
- Basic care
- German lessons
- Competence-clearing-systems (not comprehensive)
- Attitude and Awareness-courses
- Psychological Treatment (not comprehensive)
- Information about authorities
- Information about legal rights and duties
- Sport activities, such as swimming for Islamic women, football etc. (not comprehensive)
- Criminal-preventing- and courses against aggression, racism and extremism
- Equalization-courses (not comprehensive)
- Courses about love and sexuality (not comprehensive)
- Support and aftercare for delinquent people
- Addiction prevention (not comprehensive)
- Childcare (not comprehensive)
- Support from their own culture (there are associations from their own community)
- Many, many events (almost every week a bigger one): the range is from small art-exhibitions to political conferences over a few days
- Mentoring-Systems

### **Support from volunteers:**

- Financial support
- Educational support (many volunteers give German lessons and basic education lessons)
- Common activities (as knitting, sewing, cooking etc.)
- Childcare
- Offering a mentoring system

**There are many offers; the challenge is to keep track on all of them. However, these offers are not provided in every area. The red ones, are the ones which are available in every area in Austria.**

**The offers are open to all migrant women.**

**All NGOs and some Volunteer Projects are funded by the government to do this work.**

**Successes/issues** (including those identified through awards, publications, external evaluation reports or events etc.) relating to:

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

q.v. Annex 1b

All projects which are described here are funded by authorities, which means, there has to be a quality system in place and full transparency regarding content and finances is obligatory.

Engagement and social/civic participation of migrant women on integration measures

There are migrant clubs, which teach all Austrian pupils their culture and rites in school (it's not comprehensive, but many teachers organize those workshops with the Migrant-clubs, especially at primary-school levels).

There are lots of cooking projects.

One, for example, offers cooking classes for Austrian and Migrant women once a month ([www.danida.at](http://www.danida.at)).

Another one is a working project for migrants with a positive asylum status or subsidiary protection (<http://www.isop.at/ueber-isop/interkulturelle-treffpunkte/plauderbar/> - the institution has a special quality certification).

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Funding of integration measures aimed at migrant women

- Federal Ministry
- State
- Work Agency
- Private Investors
- Private foundations
- Public foundations
- European Union

### **Any identified gaps/unmet needs in relation to supporting the integration of migrant women**

There are many offers. What is really needed, however, is some kind of case-management that supports and accompanies the women through that 'jungle'; it is necessary to provide a low entrance threshold, and there is a big risk of losing them between one and the next offer, or they just do not know the next step.

A lot of explaining and self-reflection about the role of women (in the Austrian society), because often they are not used to do other work than work for the family, which brings them in a situation of poorness, when they are much older.

**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.*)

Working on the self-esteem, the woman-role-model, awareness and appreciation

For a common understanding:

Learning about how different we feel about the same things (and maybe also how hard it is to change). This depends, amongst others, on punctuality (the internal and external feeling of time), on how to cope with or use clear words (for one person something is rude, for the other it is an absolutely necessary information) etc.

### **Annex 1b: National integration measures\* for migrant women– examples of best practice**

(\* e.g. programmes, initiatives, projects, resources, training etc.) (1 page per measure x 3 measures)

#### **Title of migrant integration measure**

**MIKA – Migration, Competence, Alphabetization**

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

**A Network of 9 different organisations** (<http://www.netzwerkmiika.at/de/wer-ist-mika/netzwerk-und-kontakt>)

**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 project was developed as a result of an European project.**

**The goal is basic education on the basis of already existing competences.**

**In the beginning they researched if the knowledge-transfer and training refers to the ability how to learn at all. So they checked if, for example, classical German lessons interfere with the best way for foreign people to learn German.**

**They also tried to implement Internet and communication technologies in their training.**

**There are special qualifications for the training with MIKA.**

**You find a lot of material at: <http://www.netzwerkmiika.at/de/arbeitsfelder-von-mika/unterrichtsmaterialien>**

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

**One Module is “how to learn learning”**

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**It seems this is quite necessary for all other lessons, because a lot of migrant woman have not had any education at all.**

**Implementing Internet and communication technologies is a very good way to transfer know-how.**

**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.*

**You find a lot of material on:** <http://www.netzwerkmika.at/de/arbeitsfelder-von-mika/unterrichtsmaterialien>

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

**You find a lot of material on:** <http://www.netzwerkmika.at/de/arbeitsfelder-von-mika/unterrichtsmaterialien>

*Deadline for all research tasks and completed Local Research Report: 28th February 2017*

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

(\* e.g. programmes, initiatives, projects, resources, training etc.) (1 page per measure x 3 measures)

**Title of migrant integration measure**

**Zukunft.Bildung.Steiermark**

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

**It is also a Network (ISOP, bfi, and others)**

**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 project is funded by the department for education of the State of Styria.**

**It is based on the competences and abilities every individual migrant has.**

**The goal is to prepare the people for attending regular schools.**

**In the beginning, there are tests to assess the educational status. This is the basis for the training that follows afterwards.**

**Every migrant in the Province of Styria can take part in this project.**

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

**One Module is “how to learn learning”**

**First, check the abilities/skills/competences; then, check what you need to teach.**

**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.*

**There is no information material available.**

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

**<http://www.isop.at/tatigkeitsfelder/qualifizierung-bildung/zukunft-bildung/>**

*Deadline for all research tasks and completed Local Research Report: 28th February 2017*

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

(\* e.g. programmes, initiatives, projects, resources, training etc.) (1 page per measure x 3 measures)

**Title of migrant integration measure**

**LernBOX and OpenBOX**

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

**Mafalda**

**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.)*

**It is a basic education program, but the main focus lies on key-competences and the competence of “how to learn”.**

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The entire training programme is based on the issues of the daily lives of the migrant women. While telling about their lives, explaining their problems and emotions they learn to how to write, to read, to do mathematics and to use the Internet and communication techniques.

With this method, they open a space for security and transfer of know-how, which supports the learning effect in many different ways.

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

One Module is “how to learn learning”

Link the daily life with the training.

**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.*

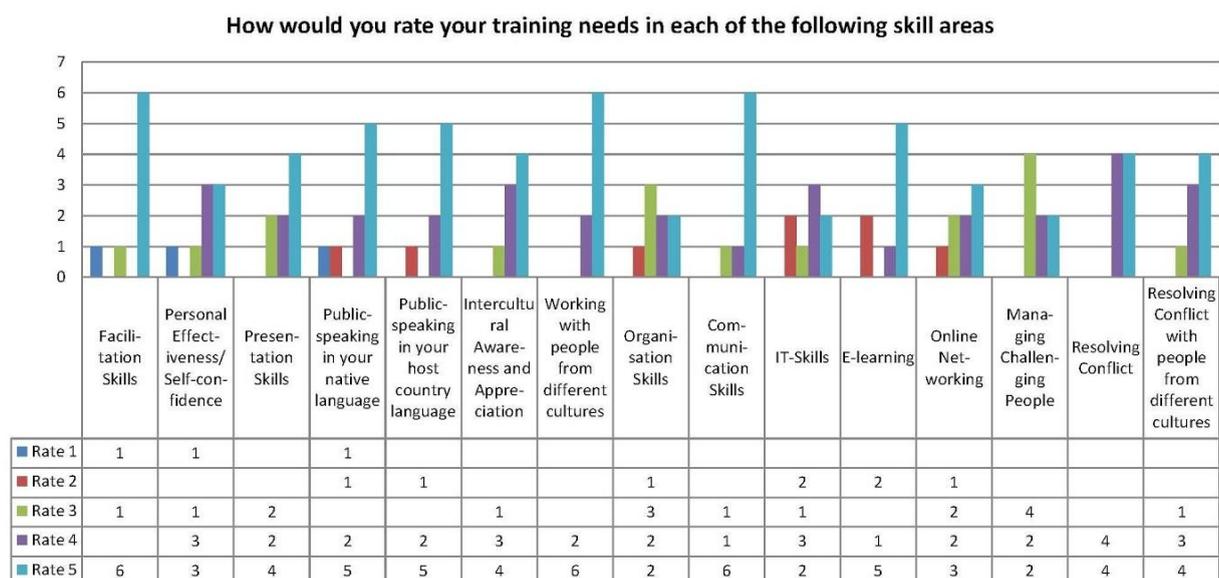
The material is only available on paper.

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

<http://www.mafalda.at/index.php?way=5>

### Findings from the Interviews with Migrant Women

Statistics for the questions which asked for a rating scale (please provide an average of all responses in the table provided in the template in Annex2) item.



Summary of responses gathered to the narrative questions.

### Annex 2: Needs analysis with migrant women

(Questionnaire, Summary)

#### A. BACKGROUND INFORMATION

|                                     |  |
|-------------------------------------|--|
| Name                                |  |
| Country of origin                   | Iran, Afghanistan, Syria, Ethiopia, Kosovo, Nigeria  |
| Languages spoken/ Languages written | Farsi, Arabic, English, German<br>Farsi, Arabic, English, German<br>Arabic, Englisch, a little German<br>Ethiopia, German<br>Dari, Farsi, German |

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|   |  |
|---|--|
|   | Albanian, German, Servo-croatian<br>Somali, Arabic, English, German<br>English   |
| Length of time in host country  | 10 months<br>1 year<br>16 months<br>25 years<br>1 year and 3 months<br>2 years   |
| What is your current status?  | White card: “admitted for the procedure for granting the right of asylum” (Asylum seeker)<br>Citizen of Austria (formal refugee)   |
| *Past education, training, paid or voluntary work, caring/ other responsibilities   | 12 years school, 3 years university (translator) , needs 1 more year to finish university.<br>Worked for trading company in leading position (boss of 1 city)<br>1 daughter<br>No educational Training<br>12 y. school, 2 y. university, licence for cooking,<br>18 y. work as a secretary and manager,<br>2 children.<br>No school<br>Housewife<br>3 children<br>In Kosovo: Elementary School, Secondary School (1 year)<br>In Austria: 1 y. Elementary, 2 y. Secondary, 2 y HWL (Higher education for economical jobs) – finished this school.<br>2 years apprenticeship as a hairdresser,<br>elderly care nurse,<br>apprenticeship “adviser in sports studio”<br>training for office work, bookkeeping and logistics.<br>Nurse (2 years in Somalia)<br>No education at all<br>Nursery nurse |
| *Present education, training, paid or voluntary work, caring/other responsibilities | Takes German classes<br>Helps other refugees studying German.<br>Now housewife, mother.<br>Helps by translating at school, at the police, at church, even on stage (meetings) voluntarily.<br>(Note: Interviewer asked Nasrin for help after this interview. She was the translator for Iman and Farzana later.)<br>Gives Arabic lessons to 2 persons and to children.<br>Office work including the planning, storage and bookkeeping in the family’s handicraft business,<br>3 children<br>Voluntary work caring for refugees<br>Going to school  |
| **Future plans (personal, social, professional, education, etc.)                    | <ul style="list-style-type: none"> <li>- Continue university to become a translator</li> <li>- Be in a company to help other refugees studying German to earn herself and her daughter a living</li> <li>- Learn more languages</li> <li>- To become a cook</li> <li>- Cooking at a restaurant. (She had licence for cooking in Syria.)</li> <li>- Kitchen helper</li> <li>- Helpers of nurses in hospitals</li> <li>- Nurse</li> <li>- Adviser for families or something like this. Something social in any case.</li> <li>- Study at the university – becoming a dentist</li> <li>- Study at the university – becoming a doctor</li> </ul>   |

\* If appropriate, check qualifications from country of origin and host country

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\*\* This question is optional. Only ask this question where appropriate, i.e. if the interviewee has migrant or refugee status in their host country.

**B. INTEGRATION** Check what the interviewee understands by the word *integration* (Question C1) and then, if appropriate, invite the interviewee to answer the additional questions (C2 – C6):

|  |   |
|--|---|
| <p>What does integration mean to you?</p>  | <p>(She didn't know this word before.)<br/>         "When a country accepts people, so the country gets stronger and nicer. That's good for the future. If a country accepts me, I try to be best."<br/>         Language<br/>         Didn't understand the word, but "I feel how kind people are."<br/>         (After explaining this unknown word: )<br/>         In Afghanistan there are also very different peoples.<br/>         I believe, if someone has a kind heart, there is no difference. This depends on one's personality<br/>         To feel well and comfortable, to feel like home, to grow roots, to feel like family.<br/>         The language is the most important thing.<br/>         Being different<br/>         Schlossberg (Information: this is a hill in the centre of Graz and it is the landmark for Graz)<br/>         Togetherness</p>   |
| <p>Can you give some everyday life examples of when you <u>do</u> feel integrated/part of life in this country/area/community?</p>     | <p>When I arrived to Gnas (this small town is her current residence) 9 months ago, everybody came to support, everyone tried to help. Every day I see new things, people work with their heart. (Teacher).<br/>         Also when shopping I learn something new every day. I am growing into the culture. I try to be like these people. This culture is good.<br/>         I feel integrated because here is peace<br/>         In women's meetings like "Frauen Cafè" ("Ladies' Cafè"), it's a mixed group of ladies in Feldbach.<br/>         Also in hospital,<br/>         In her "garden"<br/>         Not many moments.<br/>         But in hospital, when shopping and when neighbours (Austrians as well as fellow refugees) drop by.<br/>         Especially when I go jogging freely. I could't do this in Kosovo.<br/>         Every doors are open, because I have a chance to work here, when I learn the language.<br/>         Enjoy the culture in Graz<br/>         Learning in school</p> |
| <p>Can you give some everyday life examples of when you do <u>not</u> feel integrated/part of life in this country/area/community?</p> | <p>When I see unknown things I try to find out about them. But I don't feel excluded. I see that Austrian families are like my own small family. I don't feel different. I grow into the culture.<br/>         Arguing<br/>         There aren't any barriers.<br/>         When all are dancing at a party – because of the cultural difference. Here ladies are dancing with gentlemen – in my country this is very different.<br/>         I am very careful that my children won't litter the street accidentally, because I feel we are being watched.<br/>         At public festivities I feel being watched, especially when communicating in my mother tongue with my kids, or when my kids speak Albanian. (They grow up bilingually)<br/>         If I get a negative replay on my asylum application.<br/>         Feeling stress through speaking German<br/>         Fighting</p>   |
| <p>What do you think are the main issues, problems or barriers to integration here?</p>  | <p>For other families: The difference between woman and man, this makes things difficult. In future. But not for me. I like this culture here.<br/>         German Language<br/>         Religion, language.</p>  |

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|--|--|
|  | <p>There is a lot misunderstanding. Muslim background is often misjudged.</p> <p>Language<br/>Food<br/>Family problems<br/>Being shy</p>   |
| <p>What would help you to feel more integrated in this country?</p>                        | <p>If I could work there would`nt be any difference.<br/>If I could live normally.<br/>First I have to learn the language.<br/>I love connecting, working, ... no problem!<br/>More German Language (for contact)<br/>It would be helpful, if variety of languages was considered to be something normal.<br/>Language<br/>More and better education<br/>The language<br/>Getting support to find a job</p>  |
| <p>What do you think would help migrant women to feel more integrated in this country?</p> | <p>Women need to learn: Culture, / how to live here. They don` t understand.<br/>They want to stay at home, don` t try to mix. (In their origin country it is done like this)<br/>They must learn the language and the culture.<br/>They are shy – no need to understand women`s culture.<br/>After this, self confidence will come.<br/>We must strengthen women`s self confidence.<br/>When the woman is powerful, all family will be powerful.<br/>More Language classes<br/>Sport, especially swimming. “I am overweight and would really need this!” (Note: Interviewer had talked about swimming before. Iman can` t find a “burkiny”-swimming overall- in her city. She feels she can` t go swimming without covering body and hair.)<br/>Language!<br/>Many migrants have been living in Austria for 10 years and more, but still haven` t learnt anything.<br/>Men prohibit contacts, so they stay among their equals.<br/>Many Kosovan women are afraid of contacts to persons outside their national community.<br/>Cooperation<br/>To be open-minded</p> |

**C. NEEDS ANALYSIS**

|  |                                 |
|--|---------------------------------|
| <p>How would you rate your training needs in each of the following skill areas:</p> <p align="center"><i>Please complete this rating on a scale of 1-5 where 1 represents a low level of needs and 5 represents strong need for training in this area</i></p>  | <p><b>See the Statistic</b></p> |
| <p>Please list all languages which you currently have some fluency in/knowledge of:</p> <p>From these languages, please use the Common European Framework of Reference for Languages (CEFR – below) to ascertain your level of competence in each language listed above, <i>for example: English – C2; French – B1, etc.</i></p> <p>Language: .....Farsi..... CFER level: .....C2.....</p> <p>Language: .....Arabic..... CFER level: .....A2/C1.....</p> <p>Language: .....English..... CFER level: .....B2.....</p> <p>Language: .....German..... CFER level: .....A2/A1/C2.....</p> <p>Language: .....Ethiopia..... CFER level: .....C2.....</p> <p>Language: .....Dari..... CFER level: .....B1.....</p> <p>Language: .....Albanian..... CFER level: .....B2.....</p> <p>Language: .....Serbo-croatian..... CFER level: .....A1.....</p> <p>Language: .....Somali..... CFER level: .....C2.....</p> <p>Language: .....Waluf..... CFER level: .....C2.....</p> |                                 |

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|   |  |
|---|--|
| <p>Have you ever tried sharing skills, experiences and expertise with others, in an organized matter (i.e. internal trainings)? Please discuss.</p>                               | <p>Iran:<br/>At work: Teacher for English: For children 4 – 6 years; Teaching new clerks in company.</p> <p>Austria:<br/>German lessons, cooking, behaviour, culture.</p> <p>Yes: Cooking, Baking, Teaching Arabic – also online to friends, children and other persons</p> <p>Yes, at home.</p> <p>Cooking also in group. A cooking course.</p> <p>German (refugees)</p> <p>Cooking (Austrian cooking for Kosovan ladies)</p> <p>Driving a car</p> <p>Shopping</p> <p>Swimming</p> <p>Culture of using a Sauna</p> <p>No, not at all</p> <p>Hairstyling</p> |
| <p>How confident would you be sharing skills with other migrant women in your community?</p>  | <p>Excellent.</p> <p>I feel good being useful</p> <p>I really need more confidence</p> <p>I would be happy to do this</p> <p>I'd be happy to do this (Interviewee laughs happily)</p> <p>Very confident!</p>   |
| <p>How confident would you be sharing skills with other migrant women from other migrant communities/nationalities/ethnicities?</p>   | <p>The same.</p> <p>There is no difference for me.</p> <p>I love helping humans.</p> <p>I'll try</p> <p>I would be happy to do this.</p> <p>Very happy, very confident.</p>  |
| <p>If you were to take on this role as an advisor to other migrant women, can you list 3 supports that we could offer you that would help you to feel confident in this role?</p> | <ul style="list-style-type: none"> <li>- Time</li> <li>- A place for teaching</li> <li>- books – and things like these</li> <li>- Patience</li> <li>- Cooking</li> <li>- Spices</li> <li>- Material</li> <li>- Language class</li> <li>- Books</li> <li>- Materials</li> <li>- Money</li> <li>- my education first</li> <li>- financial background</li> <li>- trainings and courses</li> <li>- tutorials</li> <li>- Transferring know-ledge</li> <li>- Being sensible about the health</li> </ul>  |

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

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|---|--|
|   | <ul style="list-style-type: none"> <li>- Good communication</li> <li>- Office</li> <li>- Setting</li> <li>- Car</li> <li>- Time</li> <li>- Money</li> </ul>  |
| <p>Considering the type of training the INTEGR8 project team is proposing, can you please list 3 strengths/qualities/skills/expertise you can share with other migrant women?</p> | <ul style="list-style-type: none"> <li>- Language – especially HOW to study</li> <li>- Iranian food / cooking</li> <li>- Explain how to be a powerful, successful woman – positive energy.</li> <li>- To be an example for the selfconfidence of women</li> <li>- Knowledge</li> <li>- Language</li> <li>- Composure</li> <li>- Cooking</li> <li>- Arabic language and maybe English also</li> <li>- Computer skills</li> <li>- Accepting new cultures</li> <li>- Giving hope</li> <li>- German language</li> <li>- self confident way of autonomic thinking</li> <li>- going out, independence (of men), having a job</li> <li>- Sensible child care</li> <li>- Nutrition</li> <li>- Basketball</li> <li>- Listening carefully</li> <li>- Rethinking the Ideas</li> <li>- Put them into practice</li> <li>- Guiding techniques</li> <li>- Speaking</li> <li>- Praticce</li> </ul> |

**D. INTEGR8**

|  |  |
|--|--|
| <p>What support do you think migrant women in this area/ community/ estate need?</p> | <ul style="list-style-type: none"> <li>- Women are always at home. Alone. Some class or some work (at home) for women, especially for shy ones.</li> <li>- Sports, meeting Austrians, see their culture, more connecting, doing something in groups.</li> <li>- Language</li> <li>- Language training (German)</li> <li>- Meeting women</li> <li>- Sport classes</li> <li>- Their male family members being more open minded.</li> </ul> |
|--|--|

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

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|---|--|
|   | <p>→ Course about values and culture.</p> <ul style="list-style-type: none"> <li>- Bringing up children</li> <li>- private lessons for kids</li> <li>- how to study</li> <li>- how to support children when studying for school</li> <li>- how to treat children in difficult situations such as puberty.</li> <li>- Trainings about intercultural and Austrian values.</li> <li>- Legal support</li> <li>- Familycounseling</li> <li>- emotional support</li> <li>- motivation and help so that they can do what they want to do.</li> <li>- Financial support</li> </ul>   |
| <p>Are there any specific cultural practices in relation your own culture or the host country's culture that are important for women and women's participation?</p> | <ul style="list-style-type: none"> <li>- Women days (This something like the European Mothers` Day, but it is for all women.)</li> <li>- Gamingevents at the church</li> <li>- In Syria we had women's meeting once a week in our private homes. It used to last all morning. We had fun, danced, talked and were happy together.</li> <li>- Meetings of Austrian and Migrant Woman (for example on Christmas)</li> <li>- No</li> <li>- Familycooperation</li> <li>- Fests and celebrations</li> </ul>   |
| <p>Thinking back to your skills, would you be happy to use your skills to support migrant women?</p>  | <ul style="list-style-type: none"> <li>- Of course! (All Migrants wants to do this)</li> </ul>   |
| <p>Would you be interested in doing some training to support migrant women in your area/ community/ estate?</p>   | <p align="center"><u>Yes</u>                  No                  Maybe</p>  |
| <p>If yes, what would you like this training to include?</p>  | <ul style="list-style-type: none"> <li>- Language</li> <li>- Culture</li> <li>- Handicraft</li> <li>- designing (clothes)</li> <li>- cooking (new dishes)</li> <li>- Everythings that has something to do with cooking</li> <li>- German language, about Austrian culture, about Austrian history and the people here.</li> <li>- Cultural matters</li> <li>- I'd like to learn about professional tool to reach them and to motivate them.</li> <li>- Contents of the exam for Austrian Citizenship</li> <li>- Language</li> <li>- Education as a nurse</li> <li>- Setting and organisation</li> <li>- Advisers and Trainers</li> </ul> |

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

| What support would you be interested in offering to migrant women after the training?  | <ul style="list-style-type: none"> <li>- Classes for all sorts of new things</li> <li>- Trainers</li> <li>- Arabic language (writing and reading)</li> <li>- cooking</li> <li>- To have a model to learn cultural things for example</li> <li>- Rooms</li> <li>- Trained staff</li> <li>- Information about values, books for language training, Culture, tradition, independence and freedom as a woman.</li> <li>- Being aware of your physical condition</li> <li>- Healthy nutrition</li> <li>- Money</li> </ul> |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
|--|--|-------------|--------------|-------------|--------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|----|----|-----------|-----------|-----------|-----------|-----------|----|----|
| What format of training delivery would you prefer? (please tick one)<br><input checked="" type="checkbox"/> Face-to-face – workshops, seminars, classroom-based;<br><input checked="" type="checkbox"/> Online – video lectures, e-learning platform, online resource toolkit;<br><input checked="" type="checkbox"/> Blended – online lectures supplemented by face-to-face workshops.  |  |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| What type of additional training supports would you like? (please tick all that apply)<br><input checked="" type="checkbox"/> Online platform with resources<br><input checked="" type="checkbox"/> Online forum for networking with peers<br><input checked="" type="checkbox"/> Videos<br><input checked="" type="checkbox"/> Podcasts<br><input checked="" type="checkbox"/> Case studies<br><input checked="" type="checkbox"/> Learner/Tutor Manual<br><input checked="" type="checkbox"/> Other, please specify: <u>Rooms, money for Salary, material, transport</u> |  |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| How much time are you willing to spend on a weekly basis for this training?<br><input type="checkbox"/> Less than 1 hour<br><input type="checkbox"/> Between 1 and 3 hours<br><input checked="" type="checkbox"/> Between 3 and 5 hours<br><input checked="" type="checkbox"/> 5 hours and more  |  |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| What limiting factors have you faced so far in previous education or training?<br><input checked="" type="checkbox"/> Time<br><input checked="" type="checkbox"/> Cost<br><input checked="" type="checkbox"/> Location<br><input checked="" type="checkbox"/> Academic level of the course<br><input checked="" type="checkbox"/> Language skills for completing a course in your host nations’ language<br><input checked="" type="checkbox"/> Childcare<br><input checked="" type="checkbox"/> Transport<br>Other, please specify: _____                                 |  |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| What’s your availability? (please circle)  | <table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <th><b>Mon</b></th> <th><b>Tues</b></th> <th><b>Weds</b></th> <th><b>Thurs</b></th> <th><b>Fri</b></th> <th><b>Sat</b></th> <th><b>Sun</b></th> </tr> <tr> <td><u>am</u></td> <td><u>am</u></td> <td><u>am</u></td> <td><u>am</u></td> <td><u>am</u></td> <td>am</td> <td>am</td> </tr> <tr> <td><u>pm</u></td> <td><u>pm</u></td> <td><u>Pm</u></td> <td><u>Pm</u></td> <td><u>pm</u></td> <td>Pm</td> <td>pm</td> </tr> </table>          | <b>Mon</b>  | <b>Tues</b>  | <b>Weds</b> | <b>Thurs</b> | <b>Fri</b> | <b>Sat</b> | <b>Sun</b> | <u>am</u> | <u>am</u> | <u>am</u> | <u>am</u> | <u>am</u> | am | am | <u>pm</u> | <u>pm</u> | <u>Pm</u> | <u>Pm</u> | <u>pm</u> | Pm | pm |
| <b>Mon</b>   | <b>Tues</b>  | <b>Weds</b> | <b>Thurs</b> | <b>Fri</b>  | <b>Sat</b>   | <b>Sun</b> |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| <u>am</u>  | <u>am</u>  | <u>am</u>   | <u>am</u>    | <u>am</u>   | am           | am         |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| <u>pm</u>  | <u>pm</u>  | <u>Pm</u>   | <u>Pm</u>    | <u>pm</u>   | Pm           | pm         |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |
| What support would you need in order to participate in the planned INTEGR8 training?   | <ul style="list-style-type: none"> <li>- Better knowledge of the German language and other subjects of teaching and skills</li> <li>- Trainers</li> <li>- To learn better language</li> <li>- Child care</li> <li>- Transport</li> </ul>   |             |              |             |              |            |            |            |           |           |           |           |           |    |    |           |           |           |           |           |    |    |

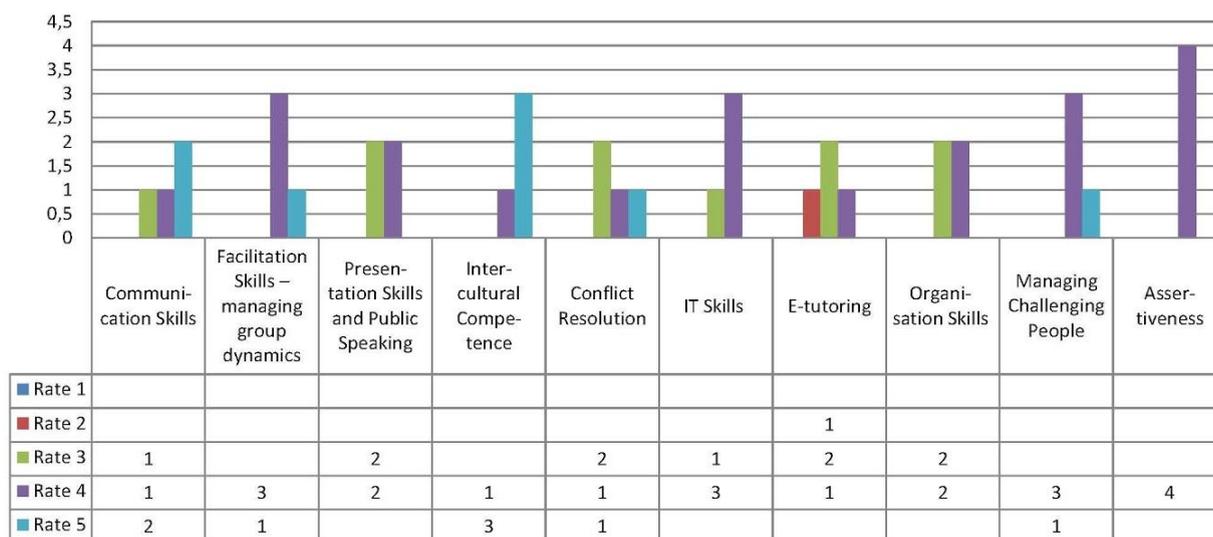
## *“Harnessing the potential of migrant women as integration experts” (INTEGR8)*

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>- Financial support for my household</li> <li>- Rooms</li> </ul>   |
| Are there any specific cultural or traditional practices that support women coming together, supporting each other, etc. Could you describe it and what opportunities exist here? | <p>“Friday meetings” to start contacts</p> <p>No</p> <p>Nothing special but that’s no problem</p> <p>Friends meeting (women and men meet in different places), for example in their homes.</p> <p>(Note: Interviewer has seen this in a neighbour village: Every Friday afternoon all Afghanian and Persian gentlemen meet at one family home, all ladies and children meet at another family home. They have a party there: Music, dancing, tea, cake, talking, ... They change the place/host every week)</p> <p>Events and Rites</p> |
| Do you have any other support needs?  | <p>Not for the moment</p> <p>Language, money for material, transport,...</p> <p>Information</p> <p>Sports classes/courses</p> <p>It would be great if we could involve some role models.</p> <p>Also some local leaders such as priests, lord mayors, teachers.</p> <p>And local volunteers.</p>  |

### Findings from the Interviews with Migrant Agencies and Educators

#### Statistics for the questions which asked for a rating scale

**How would you rate the level of competence of employees in your organisation, in each of the following skill areas**



#### Summary of responses gathered to the narrative questions.

#### Annex 3: Migrant Support Agencies/ Educators

#### (Questionnaire, Summary)

##### 1. Please answer the following questions, considering your experience of working with migrant women.

|   |  |
|---|--|
| <p>What elements of your work are specifically targeted at supporting migrants/migrant women?</p> | <ul style="list-style-type: none"> <li>- Language course</li> <li>- Basic education</li> <li>- Alphabetization course</li> <li>- Counselling and coaching</li> <li>- Attendant child care</li> </ul> |
|---|--|

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

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|   | <ul style="list-style-type: none"> <li>- Cultural events</li> <li>- Health care (Yoga, bicycle-course etc.)</li> <li>- Further education for trainers</li> <li>- Every offer is for everybody</li> <li>- Casemanagement: directly orientated on the needs of the individual person</li> <li>- Germantraining-on-the-job</li> <li>- Open youth work</li> <li>- Psychosocial work</li> <li>- Basic education</li> <li>- Education</li> <li>- Worktraining</li> <li>- Encouraging</li> <li>- Empowering</li> <li>- paying them and their skills the outmost respect</li> </ul>  |
| <p>Highlight elements of your work specifically targeted at supporting integration/facilitating contact between migrant women and host communities.</p>                   | <ul style="list-style-type: none"> <li>- Strengthened self-esteem as a basic for everthing else which comes further</li> <li>- Strengthened self-dependence, so the woman don't have to relay on others in issues like education but also in practical things like "how to handle money", go shopping, look for a job etc.</li> <li>- Legal principals</li> <li>- Information about their rights and duties</li> <li>- Woman and girls counseling center (there is a lot of contact between Austrian and foreign woman and girls)</li> <li>- Cooperation with volunteer workers</li> <li>- Intercultural events</li> <li>- Private language classes</li> </ul> |
| <p>What do you think are the main issues / barriers to integration in this area/ community/ estate and are there any issues/barriers which specifically affect women?</p> | <ul style="list-style-type: none"> <li>- Low connecting factor to the Austrian community</li> <li>- Retention and prejudice (from Austrian people)</li> <li>- Educated helplessness</li> <li>- Point of intersection between the possible german language skills one can get and the social expectation on this (which does not match in many times)</li> <li>- Language</li> <li>- Work-attitude</li> <li>- Family-work (perceived role)</li> <li>- Social environment</li> <li>- Role-model (which includes self-reflection)</li> <li>- Language skills</li> <li>- Lack of pocket money</li> <li>- Shyness</li> <li>- Religious difference</li> </ul>        |

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

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|  | <ul style="list-style-type: none"> <li>- Women can't leave their homes for longer periods, because they are supposed to do all the cooking and housework on time</li> <li>- Some of the ladies are not supposed to meet any male persons outside the family at all</li> <li>- Many ladies underestimate their skills, their potential and qualities. They still believe themselves to be too stupid for learning.</li> <li>- To stick to old traditions and roles (These old roles are being forwarded to the daughters)</li> </ul>   |
| What do you think could help to bring migrant and host communities together?   | <ul style="list-style-type: none"> <li>- More open and direct communication</li> <li>- Language</li> <li>- Working on common ground</li> <li>- Sense of achievement</li> <li>- Public relation work</li> <li>- Working together on a special issue or a goal</li> <li>- Invitation for events etc. to the social network of the woman and girls</li> <li>- Activities as sports, cooking, parties, festivities, school activities that include the parents</li> <li>- Finding work</li> <li>- Mobilisation: Even a bicycle could increase the circle of activity enormously. Most refugee women have neither learned how to ride it nor own one.</li> </ul> |
| What specific support do you think migrant women in this area/ community/ estate need? Does your organisation provide these support?   | <p>Everything that creates an open and good environment for exchange and communication.</p> <ul style="list-style-type: none"> <li>- Workshops</li> <li>- Intercultural cooking lessons</li> <li>- Intercultural events</li> <li>- Lessons in public areas</li> <li>- Determining factors</li> <li>- Support with authorities</li> <li>- German-lessons during regular work-time</li> <li>- Mobility (financial issues)</li> <li>- Financial issues on small things, that are not covert, but supports the low-threshold access</li> <li>- Deportation</li> <li>- Lack of education (culture knowledge, language)</li> </ul>                                |
| Are you able to provide support with childcare? (Probe: Does organisation have a crèche, and/or could organisation fund and provide childcare for migrant women attending the training?) | <p>Yes, always during german language lessons and if it's possible also during all other workshops and courses we offer.</p> <p>No – they (have to) organize child-care in the communities which brings them together</p> <p>Not an issue, because this would support the child-care-job depending only on woman, although them to get child-care is important.</p>   |

**2. Training Needs Analysis of Migrant Support Workers**

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| Which skills do you think are the most important to your organisation for delivering services to migrant women? (i.e. | <ul style="list-style-type: none"> <li>- Background knowledge</li> </ul> |
|---|--|

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

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| <p>communication, intercultural awareness, negotiation, facilitation, conflict management?)</p>  | <ul style="list-style-type: none"> <li>- Intercultural empathy (intercultural knowledge is not enough because knowing the facts is one thing to embrace them another)</li> <li>- Patience</li> <li>- Empathy</li> <li>- Individual framework</li> <li>- Multiprofessional working-Team</li> <li>- Covering different needs</li> <li>- Self-reflection</li> <li>- Own bias</li> <li>- Appreciation</li> <li>- Own attitude</li> </ul>             |
| <p>Are there any training or support needs that your organisation has identified that would build your capacity to support the integration of migrant women?</p>   | <ul style="list-style-type: none"> <li>- To support this (a.) we have a mentoring system. One employee with a lot of experience works with a younger employee who is new in this field.</li> <li>- Further education dependent on requirements</li> <li>- IT-Skills</li> <li>- Familiarity with foreign cultures</li> <li>- Discussion of Attitude</li> <li>- Diversity in the employee-Team</li> <li>- Money to create time capacity</li> </ul> |
| <p>Do employees in your organisation have experience of delivering training to migrants? If yes, what type of training have they delivered in the past?</p>  | <p>Yes</p> <ul style="list-style-type: none"> <li>- Language training</li> <li>- Personality development</li> <li>- Basic education</li> <li>- Support for finding jobs</li> <li>- job training, job assistance</li> <li>- Conflict management</li> <li>- Handicraft</li> <li>- Social Skills</li> <li>- Internet- and Communication-Skills</li> </ul>   |
| <p>Do employees in your organisation have any formal or informal training qualifications? If yes, please mention them here.</p>  | <p>Yes</p> <ul style="list-style-type: none"> <li>- university degree for pedagogy</li> <li>- university degree for psychology</li> <li>- There are licensed teachers, nurses, trainers, coaches, craftspeople, translators, ...</li> <li>- Many of them has many years of experience</li> <li>- The informal range is even wider</li> </ul>   |
| <p>How would you rate the level of competence of employees in your organisation, in each of the following skill areas:<br/><i>Please complete this rating on a scale of 1-5 where 1 represents a low level of competence and 5 represents high competence.</i></p> | <p align="center">See the Statistic</p>  |
| <p>If you were to complete the INTEGR8 Train the Trainer programme, what topics do you think should be included in the curriculum; so that you would be confident in supporting migrant</p>  | <p>Yes, we consider it.<br/>Social networks<br/>E-tutoring<br/>Intercultural specialities</p>  |

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

|  |  |
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| women completing the Migrant Integration Expert curriculum?  | Techniques to support self confidence organisation |
| <p>Under the assumption that you or another employee from your organisation would like to participate in the INTEGR8 Train the Trainer Programme, please answer the following questions:</p> <p>I. What format of training delivery would you prefer? (please tick one)</p> <p><input type="checkbox"/> Face-to-face – workshops, seminars, classroom-based;</p> <p><input type="checkbox"/> Online – video lectures, e-learning platform, online resource toolkit;</p> <p><input checked="" type="checkbox"/> Blended – online lectures supplemented by face-to-face workshops;</p> <p>ii. What type of additional training supports would you like? (please tick all that apply)</p> <p><input checked="" type="checkbox"/> Online platform with resources</p> <p><input checked="" type="checkbox"/> Online forum for networking with peers</p> <p><input checked="" type="checkbox"/> Videos</p> <p><input checked="" type="checkbox"/> Podcasts</p> <p><input checked="" type="checkbox"/> Case studies</p> <p><input checked="" type="checkbox"/> Learner/Tutor Manual</p> <p><input type="checkbox"/> Other, please specify: _____</p> <p>iii. How much time are you willing to spend on a weekly basis for this training?</p> <p><input type="checkbox"/> Less than 1 hour</p> <p><input checked="" type="checkbox"/> Between 1 and 3 hours</p> <p><input checked="" type="checkbox"/> Between 3 and 5 hours</p> <p><input checked="" type="checkbox"/> 5 hours and more</p> <p>iv. What time of day would best suit you to attend training sessions?</p> <p><input checked="" type="checkbox"/> Morning time (9.00 - 12.00)</p> <p><input checked="" type="checkbox"/> Afternoon (12.00 - 16.00)</p> <p><input checked="" type="checkbox"/> Evening (16.00 - 19.00)</p> |  |

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| <p>Anything to add?</p> <p>I want further Information about the project.</p> <p>It sounds a great programme! ☺</p> <p>Congratulations to the ones who had the idea and who raised the money!</p> <p>In case you are planning further questionnaires:</p> <p><b>Please keep your language simple!</b></p> <p>This might shorten the chain of misunderstanding and will lead to clearer results.</p> <p>Please mind the amount of steps to be taken:</p> <p>English – interviewer’s mother tongue – interpreter – migrant’s mother tongue – interpreter – interviewer’s language – English.</p> |
|---|

### **Annex 3b: Log for Recording Interviews with Migrant Support Agencies/ Educators**

|           | Organisation Interviewed  | Name of Interviewee(s)                         | Job Title of Interviewee(s) | Website of Organisation                                     | Date & Location of Interview             |
|-----------|---------------------------|--|-----------------------------|---|--|
| <b>1.</b> | Danaida                   | Marianne Hammani-Birnstingl                    | Management                  | <a href="http://www.danaida.at/">http://www.danaida.at/</a> | 23.02.2017<br>In the Office from Danaida |
| <b>2.</b> | SAST - Social Work Styria | Mag.a Astrid Prommegger und Anton Edelsbrunner | Management                  | <a href="http://sast.at/">http://sast.at/</a>               | 27.02.2017<br>In the Office from SAST    |

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

|           |                                |                                 |               |  |  |
|-----------|--------------------------------|---------------------------------|---------------|--|--|
| <b>3.</b> | Mafalda                        | <b>Doris Kaucic-Rieger, MEd</b> | Management    | <b><a href="http://www.mafalda.at/index.php">http://www.mafalda.at/index.php</a></b>   | 28.02.2017<br>In the Office from Mafalda     |
| <b>4.</b> | Jugend am Werk Steiermark GmbH | Dorothea Wurzinger              | Social Worker | <b><a href="http://jaw.or.at/startseite.html">http://jaw.or.at/startseite.html</a></b> | 01.03.2017 In the Office from Jugend am Werk |

**Innovative Social and Civic Inclusion Methodologies**

**Annex 4: Innovative social and civic inclusion methodologies (3 examples, 1 page per example)**

|  |
|--|
| <b>Social and civic inclusion methods (outputs)</b><br><b>SIMEO Steiermark</b>   |
| <b>Name and contact details of lead organisation</b><br><b>IKEMBA (<a href="http://www.ikemba.at/123.0.html">http://www.ikemba.at/123.0.html</a>)</b>  |
| <b>Purpose/Aim of the methodology</b><br><b>Outreaching method for psycho-social care (social workers).</b><br><b>Social Integration on a low-threshold access with an out-reaching method. The goal is to empower the migrants, cultural mediation and to bring them out of their social isolation, if this is an issue.</b><br><b>They do a lot of preventing measures to decrease social conflicts.</b> |
| <b>Short description of the methods/output and how implemented</b><br><br><b>Social workers go out and participate in the multicultural environment, so they can get in touch with their possible clients. If their help is needed they support in many different ways.</b>  |
| <b>Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:</b><br><br><b>Learning requirements</b><br><br><b>Go into the community</b><br><br><b>Course content</b><br><br><b>Psycho-social care and health care</b><br><br><b>Learning outcomes</b><br><br><b>Empowerment, social skills, “how to live a good live on his/her own”</b>             |
| <b>Links/references to relevant websites/reports etc.</b><br><br><a href="http://www.ikemba.at">http://www.ikemba.at</a>   |

|  |
|--|
| <b>Social and civic inclusion methods (outputs)</b><br><b>IN:TRA</b>                             |
| <b>Name and contact details of lead organisation</b><br><b>Mafalda</b>                           |
| <b>Purpose/Aim of the methodology</b><br><b>Integration through low-threshold workabilities.</b> |
| <b>Short description of the methods/output and how implemented</b>                               |

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

There are different steps of working opportunities.  
 The first step is the option to work just a few hours (per day) and you get payed directly.  
 When this works well and the person knows the reliability in a working environment, it is possible to get a regular job which is temporary.  
 While doing this job, there is support in application for a real regular job on the labour market.  
 Participation in the labour market is the best way of integration, because, usually, you get in touch with all kinds of different people. The goal of this project is a regular job.  
 (This is only accessible for people with positive asylum reply or subsidiary protection).

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

**Learning requirements**

How to teach step by step the requirements of the society (in this case at the labour market)

**Course content**

Getting to know the labour market and be able to participate (with all the good and bad experiences).

**Learning outcomes**

Empowerment, learning how it feels and how it is to be independent.

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

<http://www.mafalda.at/>

**Social and civic inclusion methods** *(outputs)*  
**Training for integration-Knowledge and cultural competences**

**Name and contact details of lead organisation**  
 Frauenservice

**Purpose/Aim of the methodology**  
 A modular training system for migrant women who also want to learn German to give them instruments for a better integration into the Austrian system.

**Short description of the methods/output and how implemented**  
 Training system with modules like:

- Modul 1 „Lebenslauf und Bewerbung – Grundbegriffe“ – how to write job applications
- Modul 2 "Gut zusammenleben in Graz" – how to live together in Austria
- Modul 3 „Meine Rechte als Frau in Österreich: Gerichte, Behörden – Grundbegriffe“ – what are the rights of women in Austria
- Modul 4 „Gesundheit, Frauengesundheit – Grundbegriffe“ – Healthcare for women
- Modul 5 „interreligiöser Dialog – Grundbegriffe“ – Inter-religious basics

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

**Learning requirements**

None

**Course content**

See above

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

### **Learning outcomes**

**How to get better integrated in the Austrian system.**

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

<http://www.frauenservice.at/internetcafe-palaver/lehrgang-integrationswissen>

### **Conclusions and Recommendations**

There are a lot of very different projects and support opportunities for migrant women. The challenge is how to find them and how to get hold of them. There is no overview or even a special institution that knows them all. Nearly all the projects here are funded by authorities, which means they are supported by a quality system and there has to be full transparency with regard to the outcomes (financial and content-related).

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