

# D23 – Local Research Report - Ireland

WP2: Research & Needs Analysis



EUROPEAN UNION  
Asylum, Migration  
and Integration Fund



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

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

Prepared by Meath Partnership

**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 Ireland

A. Findings of the Literature Review

A1: Literature Review - Migrant Integration Best Practices in Ireland

<p><b>1. Country:</b> Ireland</p> <p><b>2. Overview of the national context</b></p> <p>Based on the latest figures, taken from estimates of the Census 2016, the number of immigrants to Ireland in the year to April 2016 is estimated to have increased by almost 15% from 69,300 to 79,300 individuals. Of this total, non-Irish nationals from outside the EU accounted for 31,800 (40.1%) of total immigrants. From the most recent published Census figures (2011), we see that there was a total population of 544,357 non-Irish nationals living in Ireland in April 2011, representing 199 different nations, with individuals from Poland and the United Kingdom constituting the largest groups of non-Irish nationals in Ireland. Of this figure, non-Irish nationals were split quite evenly by gender, with 271,864 males and 272,493 females, and 60% were in the 22 - 44 year age group.</p> <p>In terms of national policies which impact on migrant integration, the Department of Justice and Equality published a Migrant Integration Strategy on 7<sup>th</sup> February, 2017; which will guide service provision for migrants and refugees in Ireland from 2017 through to 2020. This strategy sets targets for government departments in terms of providing “information to migrants in language-appropriate formats, ongoing intercultural awareness training for all front-line staff, signage in public offices indicating where interpretation is available, and clear information on how to make a complaint about racist behaviour by staff or another customer.” Additionally, this strategy outlines the following specific actions to be implemented in the next 3 years to support migrant integration in Ireland:</p> <ul style="list-style-type: none"> <li>- Inclusion of a target of 1% for the employment of EEA migrants and people from minority ethnic communities in the civil service.</li> <li>- Establishment by local authorities of networks aimed at reaching out to hard-to-reach migrant groups so as to help them to engage and to provide information on their needs.</li> <li>- Development of the second National Intercultural Health Strategy.</li> <li>- Establishment of a Communities Integration Fund intended to support organisations in local communities (to undertake actions to promote the integration of migrants in communities.</li> <li>- Monitoring school enrolment policies to assess their impact on enrolment of migrants.</li> <li>- Inclusion of a language component in education and training programmes for unemployed migrants with poor English proficiency.</li> <li>- Initiatives to ensure that migrant needs in relation to skills acquisition and labour market activation are addressed.</li> <li>- Initiatives to encourage the business sector to play a role in promoting integration.</li> <li>- Establishment of a group to examine data gaps in relation to migrant needs and experiences.</li> </ul> <p><b>3. Indicate the range of integration programmes/projects/initiatives aimed at migrant women available</b></p> <p>There are a number of national initiatives aimed specifically at supporting the integration of migrant women; the following are some of the most prominent projects:</p> <ul style="list-style-type: none"> <li>- AkiDWA is a minority, ethnic-led, national network of African and migrant women living in Ireland, which acts as an advocacy group to give migrant women a voice in influencing policy.</li> <li>- Women4women is a network which organises regular International Women’s Breakfasts where women from different nationalities meet to network, and share information and food. This network also provides women with free English language and communication classes, plus other courses such</li> </ul>
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as basic computers, personal development, gardening, cooking and home industries. This network is based in Dublin and specifically targets the integration of migrant and Traveller women.

- i-Smile International (Ireland) is a non-profit organisation set up to reduce isolation, improve confidence and increase participation of migrant women in mainstream Irish society, enabling them enjoy social, financial and legal inclusion.
- There are also a number of national, regional and local migrant women’s networks which act as advocacy, networking and training resources for the integration of migrant women, including: ActionAid Ireland – Women’s Network; Cultúr Migrants Centre; European Anti-Poverty Network (EAPN) Ireland; Human Rights Sentinel; Immigrant Parent and Guardians Support Association; INAR - Irish Network Against Racism; International Women for Change (IWC); Niger Delta Women Coalition Ireland; Diaspora Women’s Initiative; Louth African Women’s Support Group; New Communities Ireland Women’s Space; Women from Minorities Network Ireland; European Network of Migrant Women (Ireland);

Women can also access national and local services which are aimed at supporting the integration of all migrant communities, including:

- Cairde – This is a Health Information and Advocacy Centre which works to tackle health inequalities among ethnic minority communities by improving migrant access to health services and their participation in health planning and delivery.
- Crosscare Migrant Project – Crosscare is a national information, advocacy and referral organisation for migrants in vulnerable situations.
- Information services are also provided through the Migrant Rights Centre, the Immigrant Council of Ireland, the Irish Immigrant Support Centre (NASC) and other national organisations and bodies.
- On a local level, women can access Cultúr’s drop-in centre and the Fáilte Isteach project which provides new migrants with conversational English classes to improve their language skills, adding to their potential employability and integration.

In terms of initiatives which specifically support the integration of migrant women locally in County Meath, there are 3 Migrant Women’s Networks which operate through the Family Resource Centre in Trim, Cultúr Migrant Centre in Navan and in the Mosney Refugee and Migrant Accommodation Centre in Mosney; all based in County Meath. Another successful initiative is the REACH project which is described below.

**4. Successes/issues** relating to:

*a. the planning and delivery of integration measures aimed at migrant women in general and those specifically aimed at supporting and facilitating social and civic participation*

There are innumerable projects, programmes and activities aimed at supporting the social and civic participation of migrant women in Irish society that it would be impossible to list them all. Instead we have chosen one best practice example. To involve migrant women in Irish social life, there are many activities planned across the country to create a sense of ‘Irishness’ among migrant communities on our national holiday: St. Patrick’s Day. One of the more successful initiatives is the St. Patrick’s Festival which is organised and hosted by Culture Connect Centre in Drogheda, Co. Louth. This festival aims to bring together participants from different cultural backgrounds and encourage them to join in the St. Patrick’s parade and to identify with the celebration of “Irishness”. This festival also creates an intercultural space where people from diverse cultures can meet, communicate and share their varying cultural traditions, food and entertainment. This festival showcases the different cultures/ traditions from different backgrounds, e.g. Irish, African, Asian and Eastern European through activities surrounding the traditional fashion, dance, music, storytelling and food of all migrant communities who participate. Migrant women are also encouraged to bring their children to the event, as there is a full schedule of activities for children and families of both indigenous Irish and migrant communities.

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

Through the work of the Meath Intercultural Network, it became clear that there was a deficit in information and baseline data within County Meath relating to the quality of life and untapped economic potential of ethnic minorities residing in Meath. To address this gap, funding was secured under the LEADER programme, and training was delivered to 26 local migrant volunteers. Working with the Cultúr Migrant Centre, Meath Partnership trained 26 residents from ethnic minority communities living in Meath with Participatory Learning and Action-based research, listening, survey and analysis skills to conduct a participatory and generative baseline study of ethnic minority views, opinions and needs in Meath, through peer research teams. Of this group of 26 participants, 14 were migrant women. They were equipped with the skills required to successfully complete the peer research process and to produce the baseline study of migrant needs in Meath; which in turn informed the development of the Meath Integration Strategy produced by the Meath Intercultural Network.

*c. funding of integration measures aimed at migrant women*

The REACH - ‘Realising Equality, Achieving Change Holistically’ - Project was funded under the Equality for Women Measure and delivered by Cultúr Migrant Centre based in Meath. This project provided accredited and non-accredited training to migrant women across County Meath to improve migrant women’s access to meaningful employment and also to support those seeking progression routes to further education and third level education.

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

In 2011, the University of Limerick and the New Communities Partnership conducted a study with 152 migrant women living in Ireland to identify their needs and any barriers to their integration. These women represented 25 countries, with the largest percentages of women coming from Poland (17.88%), Latvia (14.57%), Nigeria (13.25%) and Philippines (9.93%). As part of this research, the following unmet needs were identified:

- African and Asian women tend to experience Irish society as a closed community that is difficult to gain entry into.
- On the margins of Irish society, they crave opportunities to develop themselves and their families, including access to appropriate work, access to education and access to information about rights and opportunities.
- Nonetheless, they evince huge capacities to continue to cope in the face of adversity – in spite of the system, not because of it.

Through our own local research activities, these needs were reiterated. Migrant women in Meath find it difficult to integrate through a lack of information on specific integration measures and programmes targeted at them, through unemployment and underemployment due to their skills not being recognised by employers, or often due to their traditional roles in the home, and finally through a lack of English language skills both for the workplace and for social situations. Migrant women expressed that English spoken by Irish nationals tends to be very idiomatic, and they often struggle to understand Irish people in conversation which compounds to their feelings of social isolation and economic exclusion.

**6. Identified skills, topics and/or learning outcomes with relevance and/or transferability to Integr8**

From our desk and field research activities we can deduce that training for migrant women is needed in the areas of conversational English, communication skills and presentation skills; as well as some capacity development work to encourage, empowerment, self-confidence, personal effectiveness, leadership and active citizenship in migrant women.

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

Adshead, Maura & Greenwood, Michelle (2011) ‘Identities, Immigration and Integration’. Available at: [http://www.newcommunities.ie/download/pdf/univeristy\\_of\\_limerick\\_ncp\\_identities\\_research\\_june\\_2011.pdf](http://www.newcommunities.ie/download/pdf/univeristy_of_limerick_ncp_identities_research_june_2011.pdf)

Central Statistics Office (2017) ‘Census 2016 Preliminary Report’, Available at: <http://www.cso.ie/en/census/census2016reports/census2016preliminaryreport/>

Central Statistics Office (2014) ‘Census 2011 Profile 6 Migration and Diversity - A profile of diversity in Ireland’, Available at:  
<http://www.cso.ie/en/census/census2011reports/census2011profile6migrationanddiversity-aprofileofdiversityinireland/>

Cultúr (2017) The REACH Project. Available at: <http://www.cultur.ie/reach.html>

Office for the Promotion of Migrant Integration (2017), ‘Migrant Integration Strategy – A Blueprint for the Future’, Available at:  
[http://www.integration.ie/website/omi/omiwebv6.nsf/page/Migrant\\_Integration\\_Strategy-en](http://www.integration.ie/website/omi/omiwebv6.nsf/page/Migrant_Integration_Strategy-en)

Culture Connect (2017) Annual St. Patrick’s Gathering, Available at:  
[http://www.cultureconnect.ie/?page\\_id=90](http://www.cultureconnect.ie/?page_id=90)

Migrant Rights Centre Ireland (2008) ‘Enabling Equality: Migrant Women in Rural Ireland’, Available at:  
[http://mrci.ie/wp-content/uploads/2012/10/Enabling-Equality\\_Migrant-Women-in-Rural-Ireland1.pdf](http://mrci.ie/wp-content/uploads/2012/10/Enabling-Equality_Migrant-Women-in-Rural-Ireland1.pdf)

**A2: National Integration Measures for Migrant Women– Examples of Best Practice**

<b>Title of migrant integration measure-</b> Women’s Integrated Network (WIN)’s International Cookery Book
<b>Lead organisation details –</b> Women’s Integrated Network, Athy. Email: <a href="mailto:gloriousgod2004@yahoo.co.uk">gloriousgod2004@yahoo.co.uk</a> . Website: <a href="http://www.womensintegratednetwork-win-athy.org/">http://www.womensintegratednetwork-win-athy.org/</a>
<b>Short description of the best practice -</b> WIN aims to empower women for positive integration through information, skills acquisition, potential development and social networking. The aim of this cookery book was to produce an output that would showcase the knowledge and skills of these women and also to celebrate the diversity of the network through the sharing of traditional recipes from their home countries. The aim was also to empower WIN members to produce this book and to share it with professionals in the food/hospitality sectors in Ireland, as well as with amateur chefs and home-makers. In 2008, as part of the first anniversary celebration of WIN, the members produced WIN’s International Cookery Book (WICB). This book contains 42 recipes, each of which are grouped under four headings – snacks/starters, beverages/drinks, main dishes and desserts/sweets. This publication was funded by Kildare County Council, and it was officially launched at a festival event. To coincide with the publication of this book, members of WIN also worked with local school leavers to provide a series of cookery demonstrations where the book was showcased and the recipes from the book were used to raise intercultural awareness among local school students.
<b>What can we learn from this best practice that is relevant or transferable to INTEGR8? -</b> To produce this cookery book, members of WIN followed a participatory approach to collecting, testing and revising recipes for inclusion in the book. WIN had originally aimed to produce a book with 20 recipes; however such was the success of this integrative approach that the book ended up publishing 42 recipes, which included recipes from Ireland and from migrant communities. The success of this project is that it was effective in empowering members of WIN to feel confident in approaching individuals from Ireland and from other migrant communities to contribute to the book; and this has resulted in an output which represents the diversity of the community in Athy. Members of WIN took ownership of the whole process of identifying and testing recipes, securing sponsors and funding, involving all members of the host and migrant communities, producing the book and then hosting the workshops and cookery demonstrations with the local schools. Through this approach, this project became an important milestone in the empowerment of local migrant women. This learner-centred approach should be followed in the design of the INTEGR8 curriculum, as it will ensure that trained Migrant Integration Experts develop competence, leadership, capacity and self-confidence to deliver their own local integration initiatives once their informal migrant women’s networks are established.
<b>Are there any resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts?</b>  <i>This project produced the WIN International Cookbook, which is copyrighted to WIN but can be shared once the license is attributed to WIN.</i>

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

Women’s Integrated Network (2008), WIN’s International Cookery Book. Available at:  
<http://womensintegratednetwork-win-athy.org/page5.php>

**Title of migrant integration measure – Door to Work Project**

**Lead organisation details** - Akina Dada wa Africa-AkiDwA, Dublin. Email: [info@akidwa.ie](mailto:info@akidwa.ie). Website:  
<http://akidwa.ie>

**Short description of the best practice** - AkiDwA, a national network for migrant women living in Ireland, developed and delivered a work experience programme for migrant women specifically. Named Door to Work, this programme offered migrant women an opportunity to gain invaluable experience in the workplace. Through this programme, these women were given the opportunity to develop professional skills, establish new contacts and get a professional reference which would enhance their employability going forward. AkiDwA worked with migrant women to arrange work placements for them in local businesses in the sectors which interested them. This programme was only open to migrant women from EEA countries and non-EEA women holding Stamp 4 due to the permits required to be placed in an Irish workplace. This project was developed in response to a need identified through the work of the AkiDwA network that the attainment of economic independence is crucial to women experiencing domestic violence so that they can make decisions based on safety and not poverty. The organisation sees employment as key to the integration and economic independence of migrant women; however, due to their traditional cultural roles in the home, many women lacked professional skills and experience in Ireland and so they found it difficult to find legitimate and stable employment in Ireland. By facilitating these work placements, this project was successful in improving the professional skills, workplace experience and professional contacts of migrant women, thus improving their employability in Ireland.

**What can we learn from this best practice that is relevant or transferable to INTEGR8?** To achieve positive outcomes for themselves, their families and their communities, migrant women need better access to the labour market, which includes recognition of skills, education and work experience from their country of origin. As a means of recognising the skills they already have, it is important that migrant women pursue training in Ireland which will provide them with a qualification which in turn validates their skills and competences. As such, ensuring that the INTEGR8 Migrant Integration Expert curriculum is accredited is a key step for improving the employability and integration of migrant women in Ireland. Also, by supporting trainees to establish their own local networks of migrant women, this practical experience will improve their suitability for professional roles in the community sector once the INTEGR8 project comes to an end.

**Are there any resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts?** Copies of training materials can be attained by contacting AkiDwA; however they are currently not published online and are not publicly available.

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

AkiDwA (2011) Door to Work Project. Available at:  
<http://www.livinginireland.ie/images/uploads/Door%20to%20Work%20-%20Ad%20-%20Invitation%2011%20Feb%2011.pdf>  
 AkiDwA (2017) Door to Work Project. Available at: <http://akidwa.ie/>

**Title of migrant integration measure - Advancing Cultural Dialogue**

**Lead organisation details** Southside Partnership Dun Laoghaire Rathdown. Email: [info@sspship.ie](mailto:info@sspship.ie) Website:  
[www.southsidepartnership.ie](http://www.southsidepartnership.ie).

**Short description of the best practice** - In 2014 and the first half of 2015 the Southside Partnership ran an intercultural project for women from non-EU countries that recently arrived in Ireland. The ‘Advancing Cultural Dialogue’ project aimed to promote intercultural understanding and cooperation among women in Ireland, to fight prejudice and to build confidence to participate in local community life; thus helping to address social exclusion and gender inequalities. This project, which was funded by the European Integration Fund, offered a series training and integration events for migrant women living in Dublin. All events took place in Dun Laoghaire Rathdown and included individual support and mentoring, capacity

building and training. Through the training programme designed by this project team, migrant women improved their knowledge and understanding of Irish life, culture and customs. This training also provided them with the opportunity to learn to speak English through one to one tutoring or group sessions. Some of the other training offered by this project included: intercultural studies; personal safety; communications; computer classes; information on employment; personal development and understanding society. Although the project has now ended, as a result of the development work completed during its term, weekly classes are still being offered in English Language Support (offered at three different levels), craft skills and personal development (exploring my potential) as a direct outcome of this project.

**What can we learn from this best practice that is relevant or transferable to INTEGR8?** - In addition to this training, this project also piloted a number of initiatives to improve the social and civic participation of migrant women. To improve the social skills and networking of migrant women in the community, the project coordinated an international women’s breakfast which took place every 5-7 weeks. Run in partnership with the women4women network, these breakfasts offered migrant women the opportunity to connect with other women from different cultures, backgrounds and life experiences. Participants were invited to prepare a traditional national dish and to share this with other migrant women at these events. This project also coordinated a weekly drop-in for migrant women on Thursday mornings from 10.00am until 1.00pm, which would allow migrant women to avail of one-to-one support and guidance to help them to access a range of local and national services, etc. In this way, this project ensured that as well as providing training and up-skilling to migrant women, the project team also put in place a range of other supports and services to help with the social and civic integration and participation of migrant women involved in the training. This was a very successful project because the women were supported by these ancillary services which gave them the confidence, encouragement and backing to fully participate in Irish life. It is therefore important that a similar approach is adopted with the INTEGR8 training to ensure that migrant women are supported in every way to be able to fully participate in Irish society, and to be empowered to support other migrant women to do the same.

**Are there any resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts?** Copies of training materials can be attained by contacting Southside Partnership; however they are currently not published online and are not publicly available.

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

Southside Partnership (2015) The Future is Ours. Available at:  
<http://www.southsidepartnership.ie/index.php/news/reports/15-dlr-integration-plan/file>  
 Women4women (2014) Advancing Cultural Dialogue Booklet. Available at:  
<http://www.women4women.ie/wp-content/uploads/w4w-international-booklet1.pdf>

**B. Findings from the Interviews with Migrant Women**

**Background information:**

In total, the INTEGR8 research process in Ireland engaged 11 migrant women directly; 4 through face-to-face interviews and 7 through telephone interviews. These women moved to Ireland from Poland (3), Lithuania (3), Russia (2), Ukraine (1), Nigeria (1) and Hungary (1); and have been living in Ireland for between 2 and 15 years. The country of origin of these women is in keeping with the demographic make-up of the migrant population of Ireland. Combined they were able to speak English (11), Russian (5), Polish (4), Lithuanian (3), Ukrainian (1), Hungarian (1), Slovak (1), Yoruba (1) and German (1). They have a variety of professional experiences including work experience in teaching horse-riding, publishing and type-setting, healthcare, graphic design, interior design, teaching music, retail, community work, social services, teaching IT, web design, management and working in fast-food restaurants. Research participants also stated they have varying levels of educational attainment with some women completing state examinations in their countries of origin equivalent to level 3/4 on the European Qualifications Framework (EQF), some completing professional qualifications in design and finance and some attaining degree-level education in their country of origin or in Ireland, equivalent to level 6/7 on the EQF. In Ireland, respondents had completed training and education in specialised topics

such as Java Script and the highest stated level of qualification attained in Ireland was at QQI level 6 (Level 5 on the EQF). When asked of their plans for the future, research participants responded with a variety of both personal and professional plans; these included improving their English; applying for a promotion in their current employment; starting their own small business; finding a new job; setting up a community forum/network for migrant women; buying a house in Ireland; returning to education and re-skilling in a new area; completing short Continuous Professional Development (CPD) courses and one woman stated that she and her husband would like to emigrate to Canada in the next few months.

**Integration:**

When asked what integration means to them, research respondents answered that integration means being accepted; feeling welcome; having a social life and friends in Ireland; learning new habits and customs which are practiced in the host country – here the example of queueing for the bus was offered. Others mentioned that integration means understanding the radio in English, being able to read the newspaper; being free to travel across Ireland; being connected to the culture of the host country and feeling “comfortable” in society. The most comprehensive answer received was by a Nigerian woman who stated that “integration means to bring together people of different origin regardless of their race or ethnic background in order to give each of them equal opportunity in the society.”

When asked to list examples from their daily lives of when they do and do not feel integrated; research respondents answered that they do feel integrated when they are engaging in social activities such as going to see horse-racing live, going to their local pub for drinks, socialising with their neighbours or friends, when they are engaged in activities in college, or when they meet with other parents, specially Irish parents, through their children’s schools. Respondents mentioned that they do not feel integrated typically around family occasions such as Christmas or Easter; partly because they miss family or because Christmas, for example, is celebrated on different dates in Russia than it is in Ireland, and also partly because when there are public holidays interviewees stated they often have to work because Irish colleagues are prioritised for time off with their families. Respondents also mentioned feeling of exclusion when they are in a new part of Ireland or in a social situation with people they don’t know, or in a work setting when customers and clients are impatient because they are not fluent English-speakers; one woman remarked that in this instance, Irish people tend to speak slower and louder, and this can cause embarrassment for her in work in front of her Irish colleagues as it “makes a scene”. Another woman stated that she does not think she will ever feel integrated. When probed, this woman admitted that although she is in Ireland for the last 12 years, because she was 45 when she moved, she feels she will never feel fully integrated because she will never be able to “think like an English-speaker” and so she will always be at a disadvantage.

When asked to identify the main barriers to integration for migrant women in Ireland, common barriers listed included a lack of information about services and where to go to find support in accessing services and information. This point was articulated by one woman who stated: “I do not think I feel integrated in my community because I do not even know who to ask or where to go within my community and even when I found out information by myself it’s rather too expensive to get involved so I just give up.” Women also remarked that where services are advertised, they are usually advertised in English and *Gaeilge*, which few Irish people even speak, but never in other languages, so there is therefore a need to provide information and advertisements in the languages of migrant populations. Another barrier identified was to do with the language – the English as spoken by Irish people is very idiomatic so often migrant women can speak perfect English but they do not understand the ‘slang’ and terms used by Irish people; when migrants lack fluency in English, one woman commented that Irish people can be very ignorant, another said “the Irish are always willing to help” so opinions varied based on the personal experiences of those interviewed. One interviewee mentioned that “society seems not to understand the cultural background of the migrant women especially in the area of employment, education and social issues e.g. domestic abuse, children and family issues, health and religion”; so it is clear from this statement that more education is needed among members of the host community and

more effort needs to be made to understand ethnic backgrounds of migrant populations in Ireland instead of expecting them to simply assimilate into the ‘Irish way of life’.

Finally, respondents were asked to list measures that would make them feel more integrated, and would also help in general to make migrant women feel more integrated into Irish society. Their answers included: more advertisements of local and national services in more languages; providing English language classes and one-to-one mentoring to improve language skills; training to educate women on their rights; setting up women’s networks and offering more training through local resource centres which are based in local communities (transport to larger training centres can be a barrier for migrant women so it was suggested that services are delivered to local towns instead of everything being concentrated in Navan or even Dublin); teaching subjects of traditional interest to women such as cooking, baking, crafts, etc. in local schools so that parents can meet one another and communicate and form friendships through the training and also organising social events for migrant and Irish women together.

**Needs Analysis:**

Next, women were asked to rate their training needs in relations to a series of topics; the following table presents an overview of the responses for each training area:

	1	2	3	4	5
i. Facilitation Skills	1		3	2	4
ii. Personal Effectiveness/ Self-confidence	2	1	4		3
iii. Presentation Skills	1	1	2		5
iv. Public-speaking in your native language	4		1	2	3
v. Public-speaking in your host country language	1	1	1		7
vi. Intercultural Awareness and Appreciation		1	5	2	2
vii. Working with people from different cultures	2		3	2	4
viii. Organisation Skills	3	2	2		3
ix. Communication Skills	2	2	2		4
x. IT Skills – Accessing Information Online	3	1	3		3
xi. E-learning – Learning through an online platform/video lectures	2	2	2	1	3
xii. Online Networking – Online messaging, using Skype, etc.	4	2	2		2
xiii. Managing Challenging People	3		4		3
xiv. Resolving Conflict in a professional manner	2	2	2	2	2
xv. Resolving Conflict with people from different cultures	1	1	2	2	4

In terms of the languages spoken and the level of fluency, the following provides an overview of the responses collected:

- Language: **English**      CFER level: **A1, A2, B1, B2, C1, C2**
- Language: **Polish**      CFER level: **B1, C2,**
- Language: **Russian**      CFER level: **B1, C1, C2,**
- Language: **Lithuanian**      CFER level: **C1, C2**
- Language: **Yoruba**      CFER level: **C1**
- Language: **Hungarian**      CFER level: **C1**

Language: <b>Slovak</b>	CFER level: <b>B1</b>
Language: <b>Ukraine</b>	CFER level: <b>C1</b>
Language: <b>German</b>	CFER level: <b>B2</b>

From this needs analysis we can identify that the primary areas where training is required for migrant women includes public-speaking in the host country language, presentation skills, facilitation skills, working with people from different cultures, communication skills and resolving conflict with people from different cultures. Also, we see from the analysis of their language competence, that research respondents rate themselves across the spectrum in terms of their English language competence. It would be interesting to complete the CEFR assessments in English with these migrant women to see if they lack awareness of their competence or lack confidence in using their English and this is the reason why some have rated themselves as low of A1 (breakthrough or beginner), or if they have a significant learning need to improve their English; as competence at level A1 would significantly hinder the social and economic integration of migrant women in Irish society.

When asked if they had ever tried sharing skills or expertise with others, through internal training, five women stated they have never tried this; two had provided on-the-job training to new employees in their work place; one has worked as a trainer, teaching older people how to use IT; one had provided informal training through a network composed of 50 migrant women which they lead and one respondent stated she has previously shared skills such as cooking and baking with her friends only.

When asked how confident they would be in sharing skills with other migrant women in their own community, four said they would not be confident, three said they would be confident, two said they would be very confident and one woman said it would depend on the topic and the size of the group. When asked the same question but in relation to other migrant communities, five said they would not be confident, two would be confident, one said they would try but would need training first, one said they would try also on the condition that the entire group had a good standard of English and one said that this would be more challenging but still “do-able”.

When asked to list supports that INTEGR8 could offer that would improve their confidence in this role, the most common responses included English-language coaching for public speaking; training on topics including writing in English, managing conflict with other nationalities, intercultural awareness, facilitation skills, child and family issues, building self-confidence in migrant women, dealing with domestic abuse/violence and presentation skills; a toolkit of resources to use in planning and delivering training to others and mental health support when delivering the training. Of those who showed an interest in engaging with this role, respondents mentioned the following skills as ones which they would be happy to share with others: organisation skills, knowing where to find accurate and relevant information, managing difficult people, language and communication, music, craft techniques – decoupage, paper quilling, *millefiori*, cross stitching, knitting and crochet – assisted job searching, dealing with domestic abuse and health issues, dealing with child and family issues, leadership skills, horse-riding and IT skills. Respondents also mentioned that they had the following qualities which would be applicable to this new role including; empathy, patience and willingness to help others, being a good listener and having good communication skills, confidence to do a good job once supported, being supportive of others and having the experience of attending community college and accessing services to be able to pass this on to others.

### **The INTEGR8 Training:**

Migrant women who took part in this research study were then asked specific questions in relation to the planned INTEGR8 training for migrant women. When asked what support they think migrant women need in their region, common supports listed included: English language training – written English, help with assignments for courses and help with understanding Irish speakers who speak so fast and idiomatically; information on available services, civil rights and entitlements, and Irish law; online support; help with understanding Irish customs; training or guidance to build self-confidence and self-esteem; career guidance as women from some migrant communities tend to be home-makers so

they need additional support; help to overcome domestic violence; help with childcare and also support for parents of children who are now learning *Gaeilge* in primary school and the parents do not speak this language and so they cannot help their children with their homework. When asked if there were any specific cultural practices, some women advised to be mindful of the woman’s role within the household and with their children and also their pride in their traditional fashion and food when planning events; however nothing specific was mentioned here.

When asked if they would be willing to use their skills to support migrant women and interested in completing the INTEGR8 Migrant Integration Expert training, five said that they would not be interested in sharing their skills or completing the training; five said they would provide support and complete training, and these ladies were very enthusiastic about the training, and one was unsure and said it would depend on the type of support was required and what type of training would be provided. When probed, this woman said that she would only be interested in providing support in accessing information and not in providing domestic or social support to migrant women.

Of the five women who would like to participate in the training, the topics they would like to see covered included: how to support migrant women to build their self-confidence; how to help others in general; support with their own language competence; how to make effective presentations; how to guide others to use basic services; how to apply for social welfare supports; mindfulness and understanding cultural difficulties and how to resolve any conflict which may arise. These five women then listed the types of supports they could provide to other migrant women, these included support with mental health; support in connecting with the community; IT support; support to access services; providing financial advice and guidance; support in relation to children and their family life; support for domestic abuse; building self-confidence and dealing with health issues; support to speak English fluently; assisted job searches and support to gain employment and to improve social inclusion of migrant women through informal networks and coffee mornings, etc.

From this research group of five women who have expressed an interest in the INTEGR8 training, some practical questions about the delivery of this training were then asked. Overall, the women stated that they prefer face-to-face training delivery, comprising workshops, seminars and classroom-based activities with one of the five saying they prefer face-to-face but would be willing to participate in a blended training programme and one woman preferring blended training over purely classroom-based training. When asked about the additional resources they would like for this training, two remarked that they would prefer learner/tutor manuals, two individuals would like an online platform with resources, two would like case studies and each of the following resources were mentioned by only one participant: videos, podcasts, books and a dedicated tutor. Two women said they would be willing to spend between 3 and 5 hours per week on training, one woman said she would ideally spend between 1 and 3 hours per week on training, one woman would spend over 5 hours per week and one woman could only dedicate less than one hour per week to training. When asked to mention the specific limiting factors which have affected their participation in training in the past, location (4) and cost (4) were the most common barriers to training for these participants, followed by time (3), transport (3), childcare (2) and language skills (1). The following table presents the most popular time for delivering training among these interested research participants:

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
am	am	am	am	am	am	am
pm	pm	pm	pm	pm	pm	pm
AM – 3 PM - 2	AM – 2	AM – 3 PM - 1	AM – 3 PM - 1	AM – 2	AM – 1	

From this table, we see that the most popular time for training is Monday and Thursday mornings, with morning training sessions on Mondays, Tuesdays, Wednesdays and Fridays and training on Monday afternoons also popular. From probing interviewees, it was clear that training which is held during mornings when children are in school is most convenient for this group; as parents would not have to

worry about childcare costs if attending training while their children are in school. Childcare was mentioned as a necessary support by three women in the group but this only applied if training is scheduled for outside of school hours or during school holidays; other supports mentioned included language support if there is a lot of written assignments and transport if training is held in a town which is not served by public transport as one woman does not drive.

Finally, migrant women were asked if there were any specific cultural or traditional practices that support women coming together. From the entire research group of 11 migrant women, only four women mentioned some practices. The woman from Russia celebrates national women’s day on 8<sup>th</sup> March and Russian victory day on 9<sup>th</sup> May and the woman from Ukraine mentioned that she also celebrates national women’s day on 8<sup>th</sup> March so these are significant dates when events or celebrations could be held to reach a larger audience of women. Similarly, the two women from Lithuania both mentioned that they enjoy baking and cooking in general, but especially at Easter-time; this is a very important time for women to make traditional cakes and meals and share them with each other so again an event could be hosted at this time to attract women from Lithuanian and other communities.

### **C. Findings from the Interviews with Migrant Agencies and Educators**

#### ***Integration of Migrant Women in Ireland:***

In total, the research conducted with migrant support agencies and educators in Ireland to inform the development of the INTEGR8 train-the-trainer curriculum involved six agencies working in this field. These agencies are as follows:

1. Third Age Centre – Fáilte Isteach project
2. Afghan Community of Ireland (ACI)
3. Migrant Rights Centre Ireland (MRCI)
4. New Communities Partnership (NCP)
5. NASC Ireland – The Irish Immigrant Support Centre (NASC)
6. Immigrant Council of Ireland (ICI)

Due to the fact that the majority of these services are based in Dublin, and staff members were not available to conduct these interviews face-to-face, all interviews were conducted by telephone and followed-up with emails, where additional information was required. These services each provide information, support and advocacy support to migrant populations. These supports are all available for migrant men and women alike, and from this research group, only the Immigrant Council of Ireland (ICI) and the Migrant Rights Centre of Ireland (MRC) provide services which are specifically targeted at migrant women. The services to women provided by ICI include information and support for victims of domestic abuse in securing an independent status; information, support and legal representation for victims of trafficking and training for front line staff and advocacy on issues related to victims of trafficking. MRC has also established the Domestic Workers Actions Group (DWAG) in 2003 to meet the needs of migrant women employed as domestic workers in private home who were being mistreated. This group now has over 500 members and is the only group in Ireland supporting migrant domestic workers. Despite the fact that not all stakeholders provide targeted services for women, the Migrant Rights Centre emphasised that 910 migrant women accessed their information services in 2016, and this accounts for 48% of their service users; highlighting the level of engagement of migrant women with mainstream migrant services.

When asked to highlight the elements of their work which specifically support integration between migrant women and host communities, New Communities Partnership (NCP) stated that they organise some social events such as family events, coffee mornings, English classes and training to support integration and Fáilte Isteach provide English language classes to migrants to support their integration.

Next these organisations were asked to identify what they perceived to be barriers to the integration of migrant women and also possible measures which could better support their integration. Here, ICI stated that in their opinion racism and discrimination is a big barrier to integration. The lack of

appropriate legislation tackling hate crime and the lack of anti-racism national strategy creates a structural vacuum where victims cannot access help and justice. Women are subject to an intersection of discriminatory and racist behaviour that is based on their gender and also their ethnicity/religion/nationality. This point was emphasised by NASC who stated that they have witnessed racist attacks which specifically target women, particularly women who are more 'visible' minorities such as veiled Muslim women or Roma women. Also by the virtue that women are usually the main care giver to children and elderly family members, ICI stated that they may suffer additional obstacles in accessing services and projects that are set to facilitate integration e.g. if English classes are not available during school hours then women will not be able to access them. Additional barriers identified by NASC include that security of residency and lack of family networks. From their experience, security of residency can more negatively impact women because they can sometimes be in a dependent residency situation which can negatively impact their opportunities to integrate. Lack of family networks can also negatively impact women as they don't have those networks to rely on to share caring. NCP emphasised the following barriers to integration for women: English language competence, housing, access to employment, immigration status, source of income balanced with childcare, lack of extended family supports which can result in social isolation this is especially the case for women with young families. Additionally, MRC remarked that there is a limitation in Ireland in terms of the rights afforded to migrants, particularly based on their immigration status and their length of residence in the State. Women from outside the EU are particularly vulnerable, and from their experience, the lack of comprehensive immigration legislation impacts disproportionately on them. When asked to comment on what could help to bring migrant and host communities together, Fáilte Isteach mentioned their own project as a best practice example of bringing migrant and host communities together; ACI mentioned that festivals or cultural events would help to bring a better sense of understanding to both communities; MRC stated that increased active citizenship among migrant populations would improve integration; NASC suggested organising female-specific events which offer childcare to allow women to interact with one another without minding children; ICI emphasised the role which activities such as book clubs, sewing clubs and mother and toddler groups can play in encouraging integration; and NCP advocated a list of activities which could help to foster integration between migrant and host communities including food-based activities, sporting activities, community get-togethers such as parent and toddler groups, community gardening initiatives and open days in various religious and faith based centres so communities can learn about each other's customs and beliefs.

Finally in this section, these agencies were asked to identify and list specific supports which migrant women need and if these agencies provided these supports. NCP mentioned the need for childcare and respite care for mothers looking after children with special needs; unfortunately they are unable to provide either support to migrant women. Childcare was mentioned regularly as a support which is required by migrant women to support their participation in social, civic and educational activities; however from our interviews we learn that ICI, NASC, NCP, ACI and Fáilte Isteach are all unable to provide childcare or support with childcare costs as part of their service delivery. MRC stated that they also cannot provide childcare but they subsidise this support for migrant women to be able to participate in integration activities. In terms of other necessary supports identified by these agencies, ICI emphasised the need for mental health care support, language support and support to gain financial independence by either finding a job or by starting their own business. NASC highlighted the need to support migrant women to attain security of residency and family reunification which is a service they provide. MRC similarly identified the need to provide information services to women in relation to economic integration, employment support and the acquisition and recognition of their skills – all services which MRC provide to migrant women.

### ***Training Needs Analysis of Migrant Support Workers and Educators:***

Migrant support agencies were then asked specific questions which will help to inform the development of the train-the-trainer curriculum. When asked to identify the skills which they thought were the most important to their organisation for delivering services to migrant women, the following skills were

mentioned: intercultural awareness (5), communication (2), facilitation (2), self-care (1), advocacy (1), specialised knowledge on immigration (1), working with vulnerable people (1), networking with stakeholders (1) and negotiation skills (1). When asked to identify training and supports which would increase their capacity to support migrant women, these organisations stated that they would benefit from support in terms of increased funding, and the following training would also improve their service to women: advocacy skills, train-the-trainer, conflict management, intercultural awareness, planning intercultural activities, communications and IT.

Five of the six organisations stated that employees in their agencies have experience of providing training, and mentioned that this training has been in the following areas: political participation for migrants, engagement with the media, child protection, anti-racism, intercultural awareness, diversity, advocacy, leadership and Fáilte Isteach deliver training of volunteers to teach English as a second language to migrant learners. Four of the six organisations have employees who have attained formal training qualifications, these range from TEFL courses, to certificates in adult education and third level qualifications in further education and training.

Next, interviewees were asked to conduct a short skills audit to ascertain the level of competence of employees in their organisation in a range of skill areas. Five out of the six organisations participated in this audit, ACI did not participate as they are a community and voluntary organisation, the following table presents an overview of all responses collected:

	1	2	3	4	5
i. Communication Skills				1	4
ii. Facilitation Skills – managing group dynamics				2	3
iii. Presentation Skills and Public Speaking					5
iv. Intercultural Competence( Awareness and Appreciation)				1	4
v. Conflict Resolution			1	4	
vi. IT Skills				4	1
vii. E-tutoring – being able to access learning materials online and to facilitate training in a fully online/blended environment			3		2
viii. Organisation Skills				2	3
ix. Managing Challenging People				3	2
x. Assertiveness				4	1

From a review of this skills audit, we see the areas where the greatest skills deficits were reported in conflict resolution and e-tutoring.

When asked what topic they think should be included in the curriculum, the following topics were mentioned: intercultural communication, understanding cultural diversity, migration theory, migration policy both nationally and internationally, capacity building and community development.

Next interviewees were asked more specific questions about their participation in the INTEGR8 train-the-trainer programme. In this section, their training preferences were ascertained; namely that face-to-face training delivery is most popular with four agencies preferring classroom-based training, and only one preferring blended learning; no agencies stated that they would like to the curriculum to be fully online. In terms of the amount of time they could dedicate to this training, four interviewees said they could give between 1 and 3 hours per week to training, whereas one respondent said they could only give less than 1 hour per week – this was also the interviewee who said they would prefer a

blended approach to training. When asked when they would like the face-to-face training to be delivered two organisations showed a preference to both evenings (16.00-19.00) and mornings (9.00-12.00) and one organisation stated a preference for afternoon (12.00-16.00) training sessions. Finally, interviewees were asked to list the types of learning resources which they found to be most useful to their learning, and from the list provided the following were the most popular: online platform with resources (4), online forum for networking with peers (4), learner or tutor manual (4), case studies (3), podcasts (1) and NCP also stated that they would find refresher workshops after a certain period (for example after 1-2 years) as useful for cementing their learning.

#### **D. Innovative Social and Civic Inclusion Methodologies**

<p><b>1. Social and civic inclusion methods:</b> The International Storytelling Project - Galway</p>
<p><b>2. Name and contact details of lead organisation</b> - Funding Organisation: Social Entrepreneurs Ireland - <a href="mailto:info@socialentrepreneurs.ie">info@socialentrepreneurs.ie</a>. Facilitator: Claire Muireann Murphy - <a href="mailto:clare@clairemurphy.org">clare@clairemurphy.org</a></p>
<p><b>3. Purpose/Aim of the methodology</b> - The aim of this project was to build a bridge between the local Galwegian community and the isolated international community living in ‘refugee hotels’ (Direct Provision Centres) around Galway City. This bridge would nourish normal communication based on the communal experience of storytelling; this would help to eradicate labelling, prejudice and simple shyness that arise from fear of the unknown. To achieve this aim, storytelling was used as the method of connecting the international community, mainly from Africa to the local indigenous community of Galway in a relaxed non-threatening way that would encourage friendship and social integration.</p>
<p><b>4. Short description of the methods/output and how implemented</b> - The demographic of the participant group was all African; 6 from Nigeria, 2 from Somalia and 1 from Chad. The group was composed of 4 women and 5 men; with an age range was from 19 to 34 years. Three of the participants had families with them here in Ireland, the rest were on their own. Activities undertaken by the group included initial ice breakers, including memory games. These ice-breakers were used in the first 3 weeks of the programme until they were no longer needed as the group became comfortable around each other. Supplemented by discussions and storytelling, in week 3 the facilitator also used singing to bring the group together. Following the song, the group was invited to divide into pairs and swap stories. As well as this, workshops were facilitated so that the participants could learn and practice the techniques of storytelling; including how voice, pitch, tone and rhythm are used to tell stories. These new skills increased participants’ confidence when telling stories and helped them to work towards the public storytelling performance which would be held in a local theatre after the 6 week programme.</p>
<p><b>5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:</b></p> <p><b>a. Learning requirements</b> - The six weeks of workshops would culminate in a professional performance at a local theatre. The performance meant that the participants had to take the process seriously as they would each be performing to a theatre of 100 people after the 6 week programme, and the show was planned to last 2 hours so it was a real goal for them which came at the end of the workshops. It is important to have a tangible outcome/goal for migrant women completing the Migrant Integration Expert (MIE) curriculum, as it would help to focus this learning and to ensure their commitment to the entire programme if successful completion of the programme is in some way incentivised. For the INTEGR8 curriculum this incentive could be the accreditation, or perhaps if an informal learning event is arranged for the end of the programme, which the newly qualified MIE could facilitate. Ultimately the public performance was the medium through which connection to the host community could really happen – similarly for our project, the establishment of local networks and facilitating local training could be the medium through which the MIE’s start to facilitate integration between migrant and host communities.</p>

**b. Course content** – The course content focused on the group performing traditional stories from each country and practising traditional and folk songs that would be integrated into the stories. It combined this practical and interactive approach with theoretical workshops on the topics of how to use voice, pitch, tone and rhythm in storytelling. From the success of this approach, we learn that it is important to include a mix of different methodologies when working with diverse groups. These individuals may not be familiar with learning through group-work so it is important to use a variety of different methods and techniques to ensure that all participants are comfortable in the group, to dispel worries, fears and shyness and to build confidence, especially since English will not be the first language of any participant.

**c. Learning outcomes** – When we review the evaluation and outcomes of this project, we learn that the greatest outcome was the positive impact which participation had on the lives of the learners. Over the course of the programme the facilitator recalls seeing “a gradual change in participants as they began to laugh more, interact more, to grow in confidence and self-expression and to find words instead of staying silent. Their own reaction to the show was one of true surprise; they were unprepared for the effect it would have on them and on their audience. It unified them in a way that cannot be fully described in words.” From this qualitative evaluation of the project, we can deduce that it is important that learning outcomes from the MIE curriculum are not purely academic; in creating informal social networks of migrant women, the MIEs will be expected to undergo a similar change to that of the storytellers in this example; so that they too will grow in confidence, feel more empowered by the end of the programme and will also feel that they have a support network to help them to go out and support other migrant women. It is therefore important that these outcomes are also considered when planning the curriculum and the delivery of the training. From this project, we learn also that the key to the group’s development, and to the change in their confidence and interaction with one another, seemed to be the informal chats and discussions which took place between group members at the daily tea breaks – it is therefore important that ample time is allocated in the lesson plans to allow for such informal networking and swapping of stories/experiences of integration between participants.

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

Clare Murphy (2017) <http://claremurphy.org/>

Social Entrepreneurs (2017) Community Storytelling, Available at: <http://socialentrepreneurs.ie/winners/clare-muireann-murphy/>

World Pulse (2009) International Storytelling Project, Available at: <https://www.worldpulse.com/en/community/users/clare-muireann/posts/5311>

**1. Social and civic inclusion methods** – Advocacy Training for Migrant Groups

**2. Name and contact details of lead organisation** – New Communities Partnership, Dublin; [info@newcommunities.ie](mailto:info@newcommunities.ie).

**3. Purpose/Aim of the methodology** – The aim of this programme is to provide migrants who are new to Ireland with training and support to enable them to actively represent themselves and to participate more fully in Irish society and civic life.

**4. Short description of the methods/output and how implemented** – This training programme is based on the belief that ‘knowing how to make effective presentations to politicians, service providers and institutions is a key skill’ and all citizens in Ireland should have this skill to ensure their fair and equal access to services. For this reason, the training was planned and delivered in such a way so as to develop the capacity and confidence of newly arrived migrant communities to be able to represent themselves, access their basic services, be aware of and defend their rights in Ireland and to empower them to help others within their communities to participate fully in Irish civic life. The outcomes of this training have meant that newly arrived migrant communities are better equipped to engage in Irish society, and feel better integrated into their new host communities.

<p><b>5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:</b></p> <p><b>a. Learning requirements/approach</b> – The training was delivered through a series of interactive, practical workshops. The delivery of this training was based on sound ethical and best practice methodologies for working with new migrants, and the trainers ensured that all content is easily interpreted and understood by ethnic minorities, the majority of whom will have no experience of training in this field.</p> <p><b>b. Course content</b> – The following content is covered as part of this training programme: how to develop strategic alliances with State institutions; developing effective committee skills; developing effective participation and representation skills; understanding the major State institutions in Ireland - education, legal and political; identifying strategic networks (non-statutory); identifying sources of funding; how to complete funding applications; how to monitor and evaluate projects; developing advocacy skills and understanding the workings of the media in Ireland.</p> <p><b>c. Learning outcomes</b> – At the end of the course, participants should feel confident that they can effectively engage with state service providers, that they can articulate their concerns as individuals and as communities at local and national level and, that they have a fuller understanding of economic, social, political and cultural life in Ireland.</p>
<p><b>6. Links/references to relevant websites/reports etc.</b> – New Communities Partnership (2017) Advocacy Training for Migrant Groups. Available at:  <a href="http://www.newcommunities.ie/training/advocacy-training-for-mig.html">http://www.newcommunities.ie/training/advocacy-training-for-mig.html</a></p>

<p><b>1. Social and civic inclusion methods</b> - Training Ethnic Minorities as Peer Researchers</p>
<p><b>2. Name and contact details of lead organisation</b> – Cultúr Migrant Centre, Navan; <a href="mailto:info@cultur.ie">info@cultur.ie</a></p>
<p><b>3. Purpose/Aim of the methodology</b> - The aim of this training was to upskill and empower migrant participants to become actively involved as peer researchers in the establishment and development of a baseline study of ethnic minority views and opinions within County Meath. The primary goals were to address issues such as language barriers, social, cultural and educational differences; and to encourage increased social and civic participation of migrant populations in Meath.</p>
<p><b>4. Short description of the methods/output and how implemented</b> - Cultúr Migrant Centre, who specialise in the promotion of integration and inclusion of people from migrant backgrounds, created a working group which is comprised members of The Integration Centre, Meath Partnership, AWDI, Cultúr, The African Caribbean Forum and Meath Travellers Workshop to oversee the development of the training curriculum and resources, and the recruitment of 20 ethnic minority peer researchers from County Meath. This approach proved extremely successful with 26 applications for places on the course being approved. The successful applicants then undertook 4 days of intensive practice based training in the areas of research and planning methodology which took place over a four-month period. 18 of the 26 participants attended 3 or more days training and the feedback provided was very positive.</p>
<p><b>5. Best practice identified and key lessons learned which are relevant or transferable to Integr8 and can inform:</b></p> <p><b>a. Learning requirements</b> - The aim of the training programme was to train residents from Meath ethnic minority communities with the research, listening, survey and analysis skills necessary to establish a baseline of ethnic minority views, opinions and needs in County Meath. The training had to be effective in developing the capacity and confidence of participants so that they could become actively involved in the study and could direct and administer a survey to a representative sample of ethnic minorities in County Meath. Considering the ambitious aims of the training, participants had to be willing and open to participate; they had to be sufficiently competent in English language and communication to undertake the survey and had to have self-confidence to approach members of the migrant community to complete the survey.</p>

- b. Course content** - Training was delivered in a four short, interactive sessions which incorporated a high degree of repetition, hands-on experiential learning, practice and reflection. Training content included an action-research phase in which trainees were supported to demonstrate the new skills, knowledge and attitude learned by conducting a number of surveys with appropriate target groups.
- c. Learning outcomes** – On completion of this training programme, course participants had developed the research, listening, communication, survey and analysis skills necessary to complete the baseline study survey with migrant communities in Meath.

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

Cultúr Migrant Centre (2014) Baseline Study: Participatory Peer Research by Ethnic Minorities Living in County Meath. Available at: <http://cultur.ie/publications/baselineResearchOnEthnicMinorities.pdf>

**E. Conclusions and Recommendations**

In completing the INTEGR8 research and need analysis, Meath Partnership undertook a series of steps to plan and implement all desk and field research activities; this included writing to 41 migrant support agencies to ask them to participate in our research interviews, and contacting 6 local and regional migrant women’s networks to invite individual members to contribute to this research. This activity secured the support of the six organisations and eleven migrant women who participated in these field-research activities. The demographic of the migrant women who participated in the research was in keeping with the demographics of migrants living in Meath in that the county has a majority of migrants from the Eastern Europe with a smaller population from non-EEA countries.

Through our desk research activities, we have identified three best practice examples which aimed to encourage the integration of migrant women specifically, as well as a variety of social and civic activities which involve migrant women in training and up-skilling activities and projects at a local level. One of the main obstacles to the integration of migrant women in Ireland to date however is that while these activities and projects have been widely implemented and have enjoyed considerable success at a local level, until February of this year, there has been no national coordination of these initiatives and no national policy to guide the work of regional migrant centres and service providers. However, the Department of Justice and Equality published a Migrant Integration Strategy on 7th February, 2017 which will guide service provision for migrants and refugees in Ireland from 2017 through to 2020. When implemented this strategy should help to provide migrant communities in Ireland with better coordinated services and should also address the gap in the provision of information to migrants in language-appropriate formats; a need which was repeatedly emphasised by migrant women who participated in this research process. Despite the lack of national policy until this year, there are a number of national and regional stakeholders who have been working to provide quality, targeted services to migrant communities in Ireland; these include the Immigrant Council of Ireland, Migrant Right Centre of Ireland, Crosscare Migrant Project, AkiDwA women’s network, NASC Ireland – the Irish Immigrant Support Centre, Fáilte Isteach and New Communities Partnership; as well as specific organisations for different religious/national/ethnic groups in Ireland. Meath Partnership was happy to be able to involve some of these organisations in our field research activities.

For the field-research activities, we had to adopt a flexible approach to reach the target group members for a number of reasons. For the stakeholder research, due to the fact that the majority of migrant integration agencies are based in Dublin, and staff members were not available to conduct interviews face-to-face, all interviews were conducted by telephone and followed- up with emails where additional information was required. When interviewing migrant women, it was possible to conduct four interviews face-to-face by Meath Partnership staff travelling to conduct these interviews in the towns where the women lived or at their place of work where possible; however for the other respondents, some were engaged on work placement schemes, in employment or in training and could not meet during working hours to conduct these interviews. For this reason, seven interviews were conducted by telephone with these women. There were no language difficulties so it was possible to complete the interviews fully through telephone communication. Overall we are satisfied that we have reached the

project target group and the numbers prescribed for these research activities, and that we have conducted qualitative research with migrant support agencies and migrant women directly.

In terms of the recommendations which can be deduced from the research process, when planning the content of the INTEGR8 curriculum for migrant women, we see that women would like to see the following topics covered by the curriculum: how to support migrant women to build their self-confidence; how to help others in general; support with their own language competence; how to make effective presentations; how to guide others to use basic services; how to apply for social welfare supports; mindfulness and understanding cultural difficulties and how to resolve any conflict which may arise. Migrant women would also like training to be delivered in a face-to-face format, perhaps with some blended elements, and they would like learning resources mostly in the format of online platforms with resources, learner workbooks and case studies. From the interviews it is clear that migrant women want training that is practical to support them in a new role as a Migrant Integration Expert. They want a dedicated tutor to support their learning, practical resources to implement with the informal networks of migrant women they will establish and a training curriculum which does not make too many demands of them in terms of written assignments, as English is not their first language. Where written assignments are included, some of them may need English language support to complete this work. To overcome barriers to learning associated with transport and childcare, training should be scheduled in a central location with good transport links to other areas of County Meath and during school hours so that women who are homemakers in their families are free to attend and participate. From the training needs analysis conducted, we can identify that the primary areas where training is required for migrant women includes public-speaking in the host country language, presentation skills, facilitation skills, working with people from different cultures, communication skills and resolving conflict with people from different cultures. Also, we see from the analysis of their language competence, that research respondents rate themselves across the spectrum in terms of their English language competence. It would be interesting to complete the CEFR assessments in English with these migrant women to see if they lack awareness of their competence or lack confidence in using their English and this is the reason why some have rated themselves as low of A1 (breakthrough or beginner); or to ascertain if they have a significant learning need to improve their English, as competence at level A1 would constitute a significant barrier to their social and economic integration in Irish society.

As part of the field-research process, migrant support agencies were also interviewed and asked specific questions which will help to inform the development of the train-the-trainer curriculum. When asked to identify training and supports which would increase their capacity to support migrant women, these organisations stated that they would benefit from support in terms of increased funding, and the following training would also improve their service to women: advocacy skills, train-the-trainer, conflict management, intercultural awareness, planning intercultural activities, communications and IT. Next, interviewees were asked to conduct a short skills audit to ascertain the level of competence of employees in their organisation in a range of skill areas. From a review of this skills audit, we see the areas where the greatest skills deficits were reported in conflict resolution and e-tutoring. Agency interviewees suggested that the following topics should be included in the train-the-trainer curriculum: intercultural communication, understanding cultural diversity, migration theory, migration policy both nationally and internationally, capacity building and community development. From these interviews, we also ascertained the training preferences of these agencies, and from a review of the most popular answers we can make the following recommendations in relation to providing training through INTEGR8 to support their work: training should be delivered in a face-to-face format, for a duration of between 1 and 3 hours per week at either morning (9.00-12.00) or evening (16.00-19.00) sessions. The delivery of this training should be supported by learning resources provided in the following formats: online platform with resources, online forum for networking with peers, learner or tutor manual and case studies.

These recommendations should all be considered when developing the Migrant Integration Expert curriculum for migrant women and the train-the-trainer programme for migrant support agencies and educators as part of the INTEGR8 project.

**Annex: 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
1.	Immigrant Council of Ireland (ICI)	Ms. Teresa Buczkowska	Integration Officer	<a href="http://www.immigrantcouncil.ie">www.immigrantcouncil.ie</a>	By telephone 17/02/2017
2.	NASC Ireland – The Irish Immigrant Support Centre	Ms. Susan Mackey	Researcher	<a href="http://www.nascireland.org/">http://www.nascireland.org/</a>	By telephone 08/02/2017
3.	New Communities Partnership (NCP)	Ms. Adaku Ezeudo	Women’s Space Coordinator	<a href="http://www.newcommunities.ie">www.newcommunities.ie</a>	By telephone 06/02/2017
4.	Migrant Rights Centre Ireland (MRC)	Ms. Sancha Magat	Drop-in Centre Coordinator	<a href="http://www.mrci.ie">www.mrci.ie</a>	By telephone 02/02/2017
5.	Afghan Community of Ireland	Mr. Nasruddin Saljuqi	Coordinator	<a href="http://www.newcommunities.ie">www.newcommunities.ie</a>	By telephone 01/02/2017
6.	Third Age Fáilte Isteach	Ms. Natasha Bagnall	Development Officer	<a href="http://www.thirdageireland.ie/failte-isteach">http://www.thirdageireland.ie/failte-isteach</a>	By telephone 31/02/2017

**Annex: Sign-in Sheets and Signed Consent Forms**

**Interview 1 with Ms. Tatiana Zaeva – 25<sup>th</sup> January, 2017**

**Interview 2 with Ms. Agne Grauzinita-Pacini – 26<sup>th</sup> January 2017**

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



INTEGR8 Research & Needs Analysis Framework - Interview 2  
26<sup>th</sup> January, 2017  
Navan, Co. Meath

Print Name	Signature
AGNE GRAUZINITA PACINI	<i>Agne</i>
SARAH LAND	<i>Sarah Land</i>

**INTEGR8 Project: Research consent form**  
If you are happy to take part, please read and tick (✓) the statements, and sign below

**I understand and agree that:**

- I am happy to take part in the research.
- The interview (1:1 or group discussion) may be audio recorded.
- What I say in the interview will be anonymous and confidential.
- What I say may be used in reports or articles.
- You can take my photograph and use it as part of the research report or publicity.
- I am free to withdraw from the study at any time without giving a reason.
- If I withdraw from the study, the data collected up to that point may be used by the researchers for the purposes described in the information sheet, unless I tell the researchers otherwise.
- If I change my mind about the researchers using my contribution, I need to let Sarah Land know before 21<sup>st</sup> February, 2017 on 046-9280790 or by emailing [sarah.land@meathpartnership.ie](mailto:sarah.land@meathpartnership.ie)

Name (BLOCK CAPITALS): ..... AGNE GRAUZINITA PACINI .....

Signature: ..... *Agne* .....

Date: ..... 26/01/2017 ..... Centre: ..... NAVAN .....

AS THE RESEARCH TEAM, WE CONFIRM THAT WE HAVE EXPLAINED TO THE PARTICIPANT NAMED ABOVE THE NATURE AND PURPOSE OF THE RESEARCH TO BE UNDERTAKEN.

INTEGR8 Project Researcher	SARAH LAND
Signature	<i>Sarah Land</i>
Date	26 <sup>th</sup> January 2017

 EUROPEAN UNION  
Asylum, Migration and Integration Fund

Project Number: HOME/2015/AMIF/AG/INTE/9101  
INTEGR8 Work Package 2: Research & Needs Analysis

**Interview 3 with Ms. Alma Rukaite – 26<sup>th</sup> January, 2017**

**Interview 4 with Ms. Joanna Skrzypczak – 16<sup>th</sup> February, 2017**

“Harnessing the potential of migrant women as integration experts” (INTEGR8)  
  
**INTEGR8**  
 INTEGR8 Research & Needs Analysis Framework - Interview 4  
 16<sup>th</sup> February, 2017  
 Athboy, Co. Meath

Print Name	Signature
SARAH LAND	<i>Sarah Land</i>
JOANNA SKRZYP CZAK	<i>skrzypczak</i>


Project Number: HOME/2015/AMIF/AG/INTE/9101  
INTEGR8 Work Package 2: Research & Needs Analysis

**INTEGR8 Project: Research consent form**

If you are happy to take part, please read and tick (✓) the statements, and sign below

**I understand and agree that:**

- I am happy to take part in the research.
- The interview (1:1 or group discussion) may be audio recorded.
- What I say in the interview will be anonymous and confidential.
- What I say may be used in reports or articles.
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- If I change my mind about the researchers using my contribution, I need to let Sarah Land know before 21<sup>st</sup> February, 2017 on 046-9280790 or by emailing [sarah.land@meathpartnership.ie](mailto:sarah.land@meathpartnership.ie)

Name (BLOCK CAPITALS): JOANNA SKRZYP CZAK

Signature: *skrzypczak*

Date: 16.02.2017 Centre: \_\_\_\_\_

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As the research team, we confirm that we have explained to the participant named above the nature and purpose of the research to be undertaken.

INTEGR8 Project Researcher	
Signature	
Date	

*joannasrzy@ hotmail . com*



