

WP4 – Development of the Training Material for Facilitators/Mediators

D4.1 SIMRA Curriculum for Facilitators/Mediators (migrant women)

The training material produced in the realm of WP4 will be implemented and evaluated in WP5 where a number of immigrant women per partner country will take part in a training course. By developing this training material we aim at exploring the necessary knowledge and skills that will allow a woman of migrant background to get professionally involved in offering services to the target group members.

The objectives refer to the training of 60 women of migrant background in Cyprus, Greece and the UK so as to acquire mediator/facilitator skills. The underlying aim is twofold: on the one hand for the trainees to be able to get employment and professional experience and on the other for the Project to secure quality in the provision of services to the target group during the Project's pilot implementation of intervention scheme (WP6) and cultural/art events project (WP7).

In order to develop the training material for facilitators/mediators of migrant origin the following activities will be realized:

1. Survey and analysis of existing training material and curricula in the partners' countries for the training of facilitators/mediators in the realm of supporting integration of immigrants
2. Development of training material combining the existing training material with the Project's material regarding the intervention scheme we plan to develop (WP2), focusing on the tasks of facilitating/mediating between the target group members and the host society in Associated with document Ref. Ares (2017)5798447 - 27/11/2017 Proposal Number: 776132, Proposal Acronym: SIMRA 19 the realm of the Project's concept and intervention methodology
3. Translation of training material in Greek, Polish and Swedish

The expected learning outcomes of the training course are grouped under 3 thematic areas, which in turn contain the 7 themes that the SIMRA curriculum consists of:

- Be familiar with the values, philosophy, and practice and support structures of The SIMRA Project.

Thematic area A; Context of migration

Theme 2. CONCEPTS ON MIGRATION

Theme 4. CODE OF CONDUCT

Theme 6. WORK ETHOS & LEGAL FRAMEWORK

Thematic area B: Understanding journeys and stories of migration

7. CAPACITY BUILDING: REFLEXIVITY

Thematic area C: Arriving and moving forward (sign-posting to relevant support and integration services)

1. COMMUNICATION
5. SUPPORT SERVICES
3. MENTORING & TEAM BUILDING

Main Themes of the Training Curriculum

Module 1/ Lesson Theme 1: “Communication for Employment” (Total duration = 5 hours)

Objectives of the unit:

- To enhance communication skills in the context of seeking employment
- To reflect on and understand key and transferable skills
- To be able to use the Mi-Great app to support employment and training opportunities

Content/Learning Items/Modules

- Searching for employment and training opportunities
- Writing a CV
- Interview skills
- Key & transferable skills
- Using Mi-Great app and website

Resources:

1. The Lennox Partnership Employability Materials
2. Other related materials from national government agencies and 3rd sector organizations
3. Mi-Great app and website

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Reflect on and discuss appropriate employment opportunities
- Enter into the process of applying and interviewing

Module 2/ Lesson Theme 2 “Concepts of Migration (Total duration = 5 hours)

Objectives of the unit:

- To understand the concept and context of current migration across the EU
- To understand the European policy & practice landscape
- To understand the national and local policy & practice landscape
- To understand and identify the local support framework and support networks

Content/Learning Items/Modules

- Understanding the relationship between the environment of women & girl refugees and the legal and political framework.
- Mapping the support network for women & girl refugees in local areas

Resources:

IEKEP PPT – Working with refugees in Greece

“State of Play” National Reports, with a focus on own country situation

Programme: TCNs’ Inclusion Programmes by local Authorities – [New Channels for Integration of TCNs](#)

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Identify who their target clients are.
- Better understand local support networks
- Use their knowledge of local, national and European wide Policy, Practice & Legal guidelines to develop more effective and responsive support services

Module 3/ Lesson Theme 3 “Mentoring & Team building” (Total duration = 5 hours)

Objectives of the unit:

- Definition of mentoring
- Exploring the skills of mentoring
- Organising opportunities for mentoring to occur
- Safeguarding & boundary setting
- Stages of group development
- Facilitating group work in a community context

Content/Learning Items/Modules

- Can we find or innovate a definition of mentoring that we all agree with?
- What are the skills of mentoring? Building rapport, Active listening, Constructive feedback
- Organising a “Community Champions” programme
- Ensuring safety & safeguarding for mentees
- What are the stages of group development?
- Organising a Social Impact Art programme

Resources:

1. See Mentoring PPT
2. See “Community Champions’ Project by Legacy WM
3. See Mentoring PPT for notes on safeguarding
4. See Stages of Group development handout
5. See ‘Social Impact Art’ Project by Theatre Brahma

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Understand and apply the skills of an effective mentor
- Have the knowledge & resources to organise a “Community Champions” programme
- Understand and apply the national safeguarding requirements for children
- Recognise and facilitate a group/team through the stages of group development
- Have the knowledge and resources to organise a “Social Impact Art Programme”

Module 4/ Lesson Theme 4 “Code of Conduct” (Total duration = 5 hours)

Objectives of the unit:

- To understand the original concept and practice of multiculturalism
- To understand how this applies to individuals and society
- To understand how this applies to TCN women and girls
- To understand and apply inter-cultural dialogue skills
- To ensure safety and safeguarding requirements are understood and applied

Content/Learning Items/Modules

- Multicultural approaches (4 approaches to multicultural education)
- Multicultural communication - Experiential exercise
- Specialised issues on multicultural approach – refugees & asylum seekers
- Specialised issues on TCN women and girls
- Inter-cultural dialogue
- Gender
- Safeguarding

Resources:

1. Please see SIMRA PPT on Multiculturalism
2. IEKEP Input
3. Please see PPT “Migration & Gender”, Anna Pilavaki
4. <http://www.wilderdom.com/games/MulticulturalExperientialActivities.html>
5. [Issue of Immigration and Refugees and Multiculturalism in Europe, Fumiko Tsutsaki](#)
6. <http://www.unhcr.org/uk/protection/women/47cfa9fe2/unhcr-handbook-protection-women-girls-first-edition-complete-publication.html>
7. http://www.isotita.gr/wp-content/uploads/2017/04/Asylum_Guidelines_en_nov2011.pdf
8. https://www.worldfuturecouncil.org/wp-content/uploads/2016/12/WF_2016_Protecting-refugee-women-and-girls.pdf
9. <https://www.albawaba.com/loop/four-unique-problems-women-and-girls-face-refugee-camps-772194>

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Understand the definition and development of multiculturalism
- Understand and use elements of multicultural communication
- Understand and apply particular issues relating to TCN women and girls
- Understand and use elements of inter-cultural dialogue
- Apply safe practices to this sensitive area

Module 5/ Lesson theme 5 “Support services” (Total duration = 5 hours)

Objectives of the unit:

- To design a support service for TCN's that matches their profile & facilitates their integration
- To pilot the delivery of this service over a set period of time
- To create and utilise a network of appropriate organisations & agencies that provide specialist services for TCN's
- To explore how to successfully work in partnership
- How to organise a community arts event

Content/Learning Items/Modules

- Design & Provision of local services & information to TCNs,
- Specialized issues regarding the social services provided
- Working in partnership with social service/counsellor/practitioner
- Build and access a network of specialist support services for TCN's
- Organising a community arts event

Resources:

1. Profiling clients IEKEP
2. Motivation Assessment Questionnaire, Nostos
3. See PPT -Networking and Public Forums to promote dialogue among Migrant Associations and local NGOs to facilitate inclusion of TCNs, Hypatia
4. See Simra 'Working in Partnership' PPT
5. Herstory & Creative English, Legacy WM
6. Role of the arts & culture in the integration of refugees and migrants (EENCA)
7. Teaching Controversial Issues, Global Citizenship Guides, Oxfam



Learning Outcomes

Upon completion of this earning unit the learner will be able to:

- Assess the needs of TCN's
- Design & Implement a support service for TCN's
- Develop and use a specialist support network of agencies and organisations
- Work effectively in partnership
- Organize a successful community arts event

Module 6/ Lesson Theme 6 “Work Ethos & Legal frameworks” (Total duration = 5 hours)

Objectives of the unit:

- To cultivate a responsive and listening culture underpinning the offered pilot service
- To develop knowledge and understanding of EU and national legal frameworks and key issues for TCN women and girls
- To ensure that all offered services are compliant with national and EC guidelines

Content/Learning Items/Modules

- Human qualities needed to underpin a responsive pilot service
- Skills needed to facilitate a responsive pilot service
- Boundary setting with clients
- National & EU Legal Frameworks and key issues for TCN women and girls

Resources:

1. “State of Play” National Reports, with a focus on own country situation.
2. IEKEP PPT – Working with refugees in Greece
3. Legal status and rights, terminology (refugee/asylum seeker/migrant) IEKEP

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Work with colleagues and clients in a more responsive manner
- Apply the ‘human qualities’ in a work relationship context
- Better understand the issues of boundaries in a work relationship context
- Better understand the EU and national legal framework, particularly as it applies to TCN women and girls

Module 7/ Lesson theme 7 “Capacity building: reflexivity” (Total duration = 5 hours)

Objectives of the unit: To support facilitators to:

- Develop reflection and thinking skills
- Use these skills in developing self-awareness
- Consider how life/professional experiences affect perceptions and interpretations of events
- Build more trusting relationships based on understanding of needs, enabling aspiration and integration
- To become more familiar with the SIMRA Project Method

Content/Learning Items/Modules

Introduction: The policy context for refugee & migrant women, the potential impact on refugee & migrant women & girls. Slides 1- 11 on DHR PPT, 1 hour

Learning Items: Self-Awareness 12-20, 1 hour

Intuition or prejudice

Models of reflexive practice

Building trust in expertise

The Double Helix tool and how to use it, Slides 21-26, 1 hours

Skills to broaden interpretation & increase understanding, Slides 27-33, 1h

Safeguarding, Slide 34

Supervision, Slide 35

The SIMRA Project Method, 1 hour

Resources:

1. Please see Double Helix Resources PPT entitled: “Practitioner skills to improve services for women & girl refugees”
2. The Project Method: Please see “Simra” Training of Professionals PPT, 27/6/18-1/7/18

Learning Outcomes

Upon completion of this learning unit the learner will be able to:

- Apply their improved reflection, thinking and decision making skills to a range of issues, situations and clients, but especially TCN women and girl refugees and migrants
- Enable women and girl refugees and migrants to integrate more successfully
- Apply their learning to the improving and developing the quality of the of services offered to present and future clients