



GUIDELINES AND MANUAL

# **SIMRA**

Guidelines and Manual  
facilitating Implementation of  
the SMIRA project's approach

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SUPPORTING THE INTEGRATION OF MIGRANT WOMEN, REFUGEES AND ASYLUM SEEKERS

**simra**

EUROPEAN COMMISSION DIRECTORATE- GENERAL FOR MIGRATION AND HOME AFFAIRS  
MIGRATION AND SECURITY FUNDS UNION ACTIONS



GUIDELINES AND MANUAL

# **SIMRA**

Supporting the Integration of Migrant  
Women, Refugees and Asylum Seekers

# **FOREWORD**

## **- WHY IS THIS IMPORTANT?**

This Manual is the result of the common work of 9 organizations in 5 European countries operating daily on the field as providers of empowering and transformative support and/or training services. They gathered together in order to explore and develop solutions to a problem that they realized was common within their areas of operation in their respective countries: as the numbers of the newly-arrived third country national (TCN) population increased, either in fact or in the Media representation of the matter, their protection and access to rights became all the more challenging. Sharing the same standpoint and similar mandates, the organizations participating in this discussion took the initiative to design and implement a project reflecting their common belief, that the social inclusion of the "different" or "other" is not only necessary and right, but also possible.

A partnership was formed to develop a project in order to test these main arguments. All partners have long experience and complementary expertise in working with the consequences that social exclusion has on the person and his/her access to rights and opportunities. The partners acknowledged that the participation of the person in the social interaction that takes place in various levels of everyday life as crucial for reversing exclusion. Following the sociological line of thought, in doing that, it also shapes or constructs reality. This in turn means that the persons that are hindered from participating in this interaction, regardless of the reasons that this happens, are actually excluded from the processes that shape their own reality too. It would not be without foundation to say that it is the Third Country Nationals, especially the women among them, that offer the most representative example of how this mechanism of exclusion-inclusion, not to mention discrimination, works.

The partners developed the SIMRA - "Supporting the Integration of Migrant Women, Refugees and Asylum Seekers" Project. The project aimed to explore the conditions that make this happen and the possibilities of addressing the problems encountered. Thanks to the AMIF Grant, the Project was realised in 2018 and during its life-time (till 2019) it accomplished a pilot intervention in 6 cities (London, Athens, Birmingham, Clydebank/Glasgow, Nicosia, Golenow) in the UK, Greece, Poland and Cyprus, offering a series of art, culture, training and social support activities to more than 1,500 TCN women. The activities were so designed as to create the social space for social interaction among actors, locals and TCN women, that actively and knowingly participated in it. We dare say that the results are more than encouraging: the comprehensive approach that the SIMRA partnership developed can facilitate the integration and inclusion of TCN women in terms of empowerment, visibility, access and enactment of rights, participation and representation.

This Manual based upon a thorough evaluation process carried out during the lifetime of the project, reflects the experience the SIMRA partners gained and the lessons they learned in implementing the Project. It contains the descriptions of the actions, tools and methods that were used to foster active participation of migrant/asylum seeking/refugee women in the 'host' society as a means towards their inclusion in it. The most important message the partners want to share with this Manual and the most important lesson learnt, is that attempts to integrate and include migrant women must be of a holistic/comprehensive character. They must address a range of needs and if possible, simultaneously respond to the challenges or problems the woman herself acknowledges. It is imperative the success of integration-oriented interventions project working with migrant women that all factors are considered, namely the receiver of the services, the social service/facility that offers the services and the local community where the intervention takes place.

I would like to thank the coordinating team and all the individual partners for the fantastic effort and the unbounded enthusiasm that they invested in this project. I am sure that other organizations will recognize that effort and make use of this manual towards similar aims in their own practice.

## **THE SIMRA PARTNERSHIP**

**The SIMRA Manual is based upon an extensive evaluation of the SIMRA project, carried out by Elderberry AB during the lifetime of the project. An executive summary of the SIMRA Evaluation follows:**

This report presents findings from the SIMRA project which is funded by Erasmus. The project highlights practical suggestions and good practice on empowering migrant and refugee women. This report has been led by Elderberry in collaboration with all partners to build evidence on practical strategies that could empower migrant and refugee women in the areas of inclusion, social participation; leadership opportunities; and to foster their role in promoting community cohesion and empowerment/capacity building. This evaluation explores various aspects of service delivery to migrant women who have been living in UK, Greece, Cyprus, Poland and Sweden. It documents a number of cultural and community events that some partners delivered as part of SIMRA and identify best practice principles and key service gaps in service delivery for migrant and refugee women.

## **PROJECT SET UP**

As part of the project plan all partners met at the 'kick off' meeting in Aegina. During this meeting, all partners agreed on the work stream and which tasks they were going to lead on. A project implementation plan was established and each partner finalized their cultural events.

## EVALUATION METHOD

The project used a mixed-method approach to investigate the experiences of service providers delivering services to migrant and refugee women. The project was conducted over a 24 -month period; Elderberry AB had the task of devising the evaluation framework and undertaking the evaluation. Elderberry used the Participatory Action Research Evaluation (PARE) methodology, this is a “bottom up” and “inside out” format and aspires to engage all parties (i.e. partners, beneficiaries, practitioners, stakeholders) relevant to an evaluation in all aspects of the development and implementation of the SIMRA’s intervention scheme.

The evaluation comprised of:

- Primary data collection from service providers and analyses of the data; questionnaires and surveys, end of session evaluations, videos of events.
- Face to face interviews with a sample of key stakeholders working in migrant and refugee women’s services were undertaken towards the end of the delivery period; this included all partners being interviewed, the main project lead, facilitator, management, trustees and participants.

These two major components helped inform the primary data collection and enhanced the evaluation team’s understanding of the service delivery landscape, good practice and development of the manual.

## PROJECT IMPACT

The extensive and in depth evaluation has captured SIMRA’s impact. In the main all participants i.e. the migrant and or refugee women had the opportunity to play the role of facilitator/community champion. This enabled the participants to develop skills and gain new skills which allowed them to deliver a community project or a cultural event or both.

The project enabled the participants to build confidence and be more active in society. SIMRA helped train, empower and enhance participants’ skills.

SIMRA enabled the participants to have a voice and engage with civic assets (museum, local theatre and town hall) that they ordinarily do not feel visit.

Below is a snapshot of the impact captured by all partners:

- Increased capacities, information and support resource, increased capacity to access rights
- Increasing employment chances
- Empowerment, facilitation of social interaction
- Empowerment, bonding, forming of relationships and interaction with other cultural communities and the mainstream one

- Increased capacities
- Access to the centre of the city, able to go to work, increased employment chances, role model to other TCN women
- Active participation in local everyday life
- Support towards self-reliance and integration
- Active participation in local cultural life, visibility, support towards inclusion
- Developing new skills such as riding a bicycle

## THE LEGACY OF THE PROJECT

The SIMRA project developed a number of materials including a toolkit and report that can be used by any civic institution or statutory organisation working with migrant and refugee women.

Through SIMRA a large cohort of 'facilitators and community champions' have been up skilled, these women will continue to work in their communities to empower others and provide cultural and community projects; they are catalysts for change.

All partners on the SIMRA project will be sharing all materials with their respective networks thereby reaching a wide range of audiences.

## KEY LEARNING

The project aimed to identify good practice in service delivery to migrant women. Some of the key findings were identified by partners whilst delivering as being important in supporting migrant women and enhancing service delivery to the group.

- Service providers highlighted the need to deliver services in a gender responsive and culturally appropriate manner. While it may seem obvious, it is clearly a central aspect of delivering good practice to migrant and refugee women.
- Culturally competent delivery was also identified as being critical for both engaging clients and maintaining ongoing relationships with their client base. A culturally diverse and bilingual workforce (including the employment of migrant and refugee women themselves) was identified as a key aspect of best practice.

- Survey participants nominated collaboration with other settlement and mainstream service providers as an important mechanism for empowering and supporting migrant women, offering referral opportunities that would not be possible otherwise and ensuring holistic service responses. Collaboration with mainstream services was also vital where migrant women's services did not have expertise in a particular area, for example partnering with specialised family violence services.
- Fostering collaborative relationships with migrant and refugee community leaders was also critical as these relationships helped services better understand the needs and experiences of their clients and also served an important purpose in promoting service visibility.
- A strengths-based approach to service delivery harnessed the positives and strengths that migrant women and refugees possess and was another key avenue to empowering these women

The insights from the in-depth qualitative interviews of service providers and participants, identified several barriers that may hinder access to services for migrant women who participated in the SIMRA programme. Some responses related to the characteristics of the clients, which contribute to their difficulties in accessing services, while other responses related to the characteristics of the service. The broad areas that correspond to particular barriers are discussed below:

- language as a barrier;
- lack of awareness of available services and/or the confidence to access these services;
- family responsibilities and gender roles of migrant and refugee women;
- factors related to the location of services and transport; and
- the need for flexible approaches to service delivery and changing realities on the ground.

## **LESSON LEARNT / RECOMMENDATIONS**

The following were some of the key priority areas identified by partners as being helpful when designing projects/services for migrant and refugee women:

1. The design and delivery of services and programs are provided in a gender responsive way, being mindful of particular gender issues within the cultural context.
2. Programmes that recognise that participants' needs vary at different points in the integration journey and "one size does not fit all". Identifying participants' needs at intake and regular and ongoing needs assessments can promote effective service delivery by ensuring that programmes and services support participants as their needs evolve over time.

Culturally and linguistically appropriate mainstream services:

- An increased focus for mainstream service providers on the importance of culturally and linguistically appropriate delivery of services for this client group. This will help to ensure that the needs of migrant and refugee women are supported and achieved.
- Training and other supports for mainstream programs and services to further enhance culturally and linguistically appropriate service delivery.

Promote existing services to migrant and refugee women:

- Priority needs to be given to promoting the visibility and accessibility of existing services to key client groups.
- Programmes and services are supported to up-skill former participants and volunteers from a refugee and migrant background to assist in the delivery of services. This can help address language barriers and promote service accessibility.
- Programmes and services are supported to offer flexible services such as outreach and home visits to help promote accessibility of services to migrant and refugee women. – There is a need for the delivery of programme and service promotion in languages other than English to ensure clients are matched to appropriate services and client needs are understood.

The transition to mainstream services and effective collaboration between migrant and refugee women service organizations and mainstream services:

- Further research is needed to explore how best to support migrant and refugee women as they transition from specialist services to mainstream services.
- The provision of funding to ensure migrant and refugee specialists are part of service delivery hubs should be explored also for funders to avoid funding short term project; capacity building takes time and happens incrementally.

Funding for follow up services and reporting requirements:

- Undertake more focused research to better understand how funding arrangements and the provision of services can best support migrant and refugee women and develop toolkits so others can learn and apply.

## EVALUATION CONCLUSION

An aim of this project was to identify best practice approaches in service delivery. Findings from the face to face interviews and questionnaire survey show that organizations use a number of best practice principles in their service delivery. From the list of practices suggested to respondents, the two most frequently reported ones were responding to participants in a **culturally appropriate** way and the importance of delivering services in a **gender responsive way**.

Several themes around best practice service delivery were also identified in the qualitative data. Principles that were critical in supporting migrant and refugee women included:

- The importance of a diverse, culturally competent and bilingual workforce to deliver services was recognized. Culturally diverse workforces were identified as being important in engaging and maintaining service relationships with their key client groups.
- Collaborative efforts with integrating and mainstream service providers were essential.
- Consultation and collaboration with cultural groups and community leaders helped to increase service visibility and helped these organizations better understand the needs of migrants and refugee women.

Participants in both the qualitative interviews and survey reported having embraced the practice of a strengths-based approach when designing programs and services aimed at empowering migrant and refugee women. There was general consensus in the in-depth qualitative interviews and survey of service providers that although this cohort of women often requires intensive support related to employment, parenting, mental health, legal rights and responsibilities and language skills, a focus on deficits could result in a “victim mentality” or disempowerment.

On a more practical basis drawing from the project, there were some areas that could have been done differently for example; tight project management, continuous management and monitoring, have more time and resources to deliver some of the practical training to participants and train some of the partners on cultural awareness who never worked with the migrant and refugee communities this would have helped with their delivery. But on the whole the project achieved what it set out to do, educate, develop materials and manual on how to work with migrant and refugee women.

The SIMRA project was ground-breaking for all the partners involved and more importantly the participants involved have gained immensely from engaging in the training provided. The project has developed a plethora of ‘facilitators and community champions’. Furthermore, partners who never worked with the migrant and refugee community gained new skills in working with new cohort. For example The Lennox Partnerships first foray into working with the target group; by applying the tips provided by experienced partners The Lennox Partnership has engaged with a new customer group and in helping the target group to integrate into society, they have learnt new skills and have increased their future scope. They have also broadened their networks to include not only Community Groups, but also collaborated with The Scottish Refugee Council.

Finally, one of the key messages for anyone working with migrant and refugee women should factor in impact takes time and results are incremental, the fundamental of working with this group is to listen to their needs and tailor the services and not assume ‘one size will fit all’.

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# PART 1.

## 1. INTRODUCTION TO SIMRA

The SIMRA Project was designed as a comprehensive approach to facilitating the integration and inclusion of Third Country National (TCN) women living in Europe under varying definitions of their legal status, i.e. immigrants, refugees, asylum seekers. The general objective of the methodology it proposes was to foster active participation of migrant/asylum seeking/refugee women in the 'host' society by developing, implementing and evaluating a pilot intervention scheme. This was expected to create the social space for social interaction to take place, on the premise that the more dynamic and inclusive the interaction, the more successful the integration. To accomplish this, the Project designed and implemented a series of art, culture and social support activities deriving from the Project Method, coupled by involving in the pilot intervention target group members as facilitators/mediators. For this, a training program was designed, realized and evaluated, along with outreach activities to refugee communities and the overall society. The intervention was pilot implemented in 6 organizations in 6 European cities including Athens, Nicosia, Golenow, Birmingham and London in three European countries, and had direct impact on at least 1500 migrant women. To secure quality and homogeneity of implementation, also for capacity building purposes, the Project included training activities for groups of professionals working in the Project and migrant women to acquire facilitator/mediator skills. The pilot implementation was evaluated throughout its 12-month duration. Through the evaluation the intervention scheme was further refined, thus resulting in a model or models of comprehensive intervention in the form of this Manual & Guidelines. To support this, dissemination /publicity activities were carried out at local, national and EU level.

The SIMRA Project included facilities in 6 cities concerning different aspects of migration in Europe, namely Athens and the wider Attica region, Nicosia, Golenow, Birmingham, the wider area of Glasgow and London. The main aim was to foster active participation of women-third country nationals in the involved European countries. Considering the access to equal opportunities as a means towards active participation and on the premise that the more dynamic and inclusive the social interaction, the more successful the integration, the Project built upon successful methodologies, tools and practices that partners had created in the past. The expectation was that through the implementation of such services as: support and empowerment services, skills assessment and training, gender and migrant oriented practices facilitating access to equal opportunities at education and employment, as well as initiatives facilitating interaction in local communities, a social space would be created allowing for social interaction on equal terms to take place, thus facilitating integration and possibly inclusion.

The Guidelines and Manual facilitating future implementation of the SMIRA project's approach aims to discuss aspects of implementation of the SIMRA project's results and experiences. It will present the partner's basic ideas and recommendations for professionals, volunteers and stakeholders working with migrants and refugee women. "Implementation" refers to a set of planned, intentional activities that aim to put into practice evidence-informed practices in real-world services. The goal of effective implementation is to benefit end users of services: migrant and refugee women, professionals, volunteers, other stakeholders and also families and communities.

## 2. TERMS OF REFERENCE

The terms of reference are in place to benefit end users of services: migrant and refugee women, professionals, volunteers and stakeholders and also families and communities. There are many individuals and organizations across Europe who have expertise in a wide range of issues concerning the rights and needs of migrant women. SIMRA's intention is, through facilitation and coordination, to share expertise between individuals and organizations for the benefit of all members and to influence work practice, services and law and policy, both locally and nationally.

The SIMRA Project aimed at creating opportunities for active social interaction between TCN women and the host society. The rationale is that the more active the interaction, the more facilitated the integration and inclusion. To encourage interaction, the SIMRA Project piloted a methodology for

- a. supporting the access of TCN women to rights (=health care, housing, legal status etc.)
- b. empowering them towards self-reliance and creating the social space for their involvement in local social life.

So, the terms "active participation" and "social exclusion" versus inclusion must surely be included in this part of the manual.

SIMRA has its starting point in the premise that every human being has rights and responsibilities, that are considered essential for their personal development. It is also grounded in personal and social inclusion in society for all. A significant aspect of an open and sustainable society is an inclusive mindset. Actions that demonstrate it are the creation of conditions that gives every person equal opportunity to fulfil their potential for learning and inclusion in communities. This involves both professional, social and personal inclusion. The importance of developing an inclusive society requires a changing mindset, cultural change and a new view of inclusive activities.

An important part of SIMRA's work is to ensure that the views of migrant women's organizations, organizations that provide services to, or work with migrant women, and interested individuals, are taken into account in the development and implementation of recommendations for professionals, volunteers and stakeholders working with migrants and refugee women. This is a very interesting aspect, not included though in the Project's objectives nor in the original design of the project's pilot implementation but was realized as one of the on-going evaluation results. It will be a very helpful recommendation for the users of the Manual.

## 2.1 THIRD COUNTRY NATIONALS IN EUROPE

In line with the AMIF call, the project focussed on third country nationals in the EU, that are asylum seekers/ recognized refugees/ migrant women. As is its formal definition, the term migrant is used to describe the person who leaves his/her permanent place of residence to permanently relocate to a different place with specific focus on third country nationals, vulnerable groups that are in preparation of integration in the host society. In the definition of third country national migrant, refugees and asylum seekers are included: the term asylum seeker refers to the person coming from non-EU countries who asks for international protection and has left his/her country due to fear of persecution. A recognized refugee is the person whose asylum application has been examined under the regulations of the common EU asylum policy and has been granted.

### ***Context of international protection:***

- *Charter of the United Nations-1945*
- *Universal Declaration of Human Rights-1948*
- *The 1951 Refugee Convention-1951*

*Main objective: securing basic human rights, such as freedom, equality, safety etc.*

### **The relevance and importance of European Union: Statutory Objectives of the EU**

Human dignity, freedom, democracy, equality, the rule of law, the elimination of racism and xenophobia and respect for human rights are fundamental values. The willingness of European political consolidation gradually led to the enrichment of the legal system, either as a regulatory framework or legislation as the law on human rights.

### **European Convention on Human Rights- 1950**

Article 1: to secure the rights under the other Articles of the Convention "within their jurisdiction". In exceptional cases, "jurisdiction" may not be confined to a Contracting State's own national territory; the obligation to secure Convention rights then also extends to foreign territory, such as occupied land in which the State exercises effective control. The signing parties recognize in all dependents of their jurisdiction specified rights and freedoms:

- In life
- In freedom and security
- In fair trial
- Respect of personal and family life
- Freedom of thought, religion and expression

### **Tampere European Council: Main Points – 15-16/10/1999**

- The EU has already secured for its citizens the prerequisites of a shared area of prosperity and freedom.
- Freedom of movement shouldn't be an exclusive right of the EU citizens. This right attracts people from all over the world who do not have the freedom that EU citizens take for granted. It would be against the traditions of the EU to deny that freedom to those whose circumstances lead justifiably to seek access to our territory.
- Complete respect of the right to asylum based in the full and inclusive application of the Geneva Convention, so as no one is returned to a country that is not safe.

## **2.2 LEGAL STATUS AND RIGHTS**

According to IOM and UNHCR, 1.2 million asylum seekers arrived in Europe in 2015-beginning of 2016. Fluxes have not ceased since then. Most of the newly entering third country nationals have or will be settled in the EU member states. Now more than ever, Europe's commitment to human rights is challenged: the need to offer practical solutions to the protection issues raised by the sheer existence of this 'foreign' population challenges Europe's commitment to human rights. Would European societies dare go beyond the humanitarian response and create paths leading to the acceptance of this "foreign" population on an equal basis, that is what EU allegedly stands for? The SIMRA partnership, having a strong grassroots' knowledge of the situation and a long standing experience in tending the needs of migrants, asylum seekers and refugees, shares the belief that integration of the 'different Other' can only be feasible when it results from social interaction among actors that actively and knowingly participate in it.

This inevitably brings into the discussion the importance that policies and measures of any kind have in the EU as regards access and enactment of rights. In the realm of the SIMRA Project the term:

- policy refers to an acknowledged and legally in force set of principles and associated guidelines that establish a right (local, regional, national authorities or EU authorities).
- services refer to the structured and organized provision of services on a regular basis (authorities OR non-governmental sector OR any other type offering them on a structured and organized basis)
- practice(s) refer(s) to formal or informal applications, actions performed on the ground, one-off project(s) or other type of interventions.

The exploration the SIMRA partners have conducted prior to piloting the intervention they have designed showed that there is a range of initiatives in member-countries and the EU as regards the integration of migrant women. These include: policies, measures and services set up as a local, regional and/or national response to what is perceived or defined as needs of the migrant woman (implying that if fulfilled, the integration will be fulfilled too), including model or grassroots interventions, programs or projects, also one-offs.

The SIMRA approach to the matter is that to achieve integration a woman migrant should have access to services that:

- offer a response regarding basic human needs such as accommodation, food, shelter and primary health care
- support and facilitate access of the migrant woman and her children to education and employment
- support and facilitate the involvement of the migrant woman in everyday social interaction including art and culture and other mainstream activities of this kind.

## 2.3 SOCIAL EXCLUSION/INCLUSION AND INTEGRATION

*“At the societal level, [social exclusion] reflects inadequate social cohesion or integration. At the individual level, it refers to the incapacity to participate in normatively expected social activities and to build meaningful social relations (Silver 2015).”*

European and international experience shows that the existence of 'other' groups different than the dominant one influences the character and the structure of a society and is connected to changes in social relations and socio-political functions. This leads to the need to study and address the issues that arise, a need that becomes greater in Europe today due to the rapid rate of change in the social synthesis of the population and the ways this is perceived and explained in the social and political debate, as for example happens today (2019) in Greece. A crucial element in this discussion is the equal treatment of immigrants, while on the other hand the co-existence of a large number of “different others” with the native population, often perceived by the latter as imposed, generates risks to social cohesion. By acknowledging that immigration and the changes associated with it constitute a multidimensional social phenomenon the elements of which are intertwined, the current situation of immigrant groups in Europe, the available data indicate that they face the kind of problems that literature relates to social exclusion.

The definition of social exclusion is subject to constant scientific research and study (EKKE, 1996, Boehnke 2004, UN 2016), the relative debate considering it still “a concept in the making” (EU DGXII, 1998). The term was initially used in order to describe new forms of poverty and marginalisation that appeared in European countries at the end of the 1970s as a result of the economic crisis at the time and the financial, technological and social changes that followed since. So, further elaboration of the term allowed for aspects of poverty and deprivation hitherto unobserved or even non-existent to come to the light. It is now generally acknowledged that social exclusion is a concept broader than poverty because it “refers more to the dynamic aspect of process that is at the basis of poverty” than to the income itself. (Burchardt et al., 2002, p.16). It is the dynamic nature of the concept that shifts the focus to the multidimensional characteristics of deprivation, as well as to the large variety of procedures related to its causes (Kavounidi, 1996, Silver 2015).

Criticizers argue that the broader and more diverse the conceptualization of the term, the less explicit it becomes and therefore less useful in describing social reality. It seems though that the embodying of the notion of “rights” could bridge the different conceptualizations and lead to a synthesis (Room 1995, p.6): it appears both in academic and/or research literature and to the EU texts and decisions that social exclusion can explain the situation faced by ever increasing population groups “that are unable to participate in the economic and social way of life that is enjoyed by the majority. Their participation in social interaction and practices is inhibited, as is their access to social rights that allow for social integration and which consequently determine the identity of the individual” (Kavounidi, 1996). The connection to rights is similar to exclusion from opportunities that leads to discrimination (Silver 2015).

So, there is today a growing agreement that “each citizen has the right to a certain basic standard of living and to participate in the major social and occupational institutions of the society” (Room 1995, p.6, Boehnke 2004). Social exclusion is related to the opposite, signifying both the deprivation of goods and benefits that a society bestows on its members and the inability of the individual to exercise and enjoy his/her rights.

Under this light, social exclusion can be seen as a complexity of objective and subjective factors (NOSTOS Methodology of motivation 2007) in the core of which is the individual who suffers the consequences of marginalization, deprivation and discrimination or in other words, does not enjoy the same rights as any other member of the same society. Migrants and refugees or, in other words, population groups that are “different” than the mainstream one, fall under this category; it is generally acknowledged in academic literature and research as well as in EU documents that the definition of social exclusion reflects their position and status in European societies and has therefore a considerable heuristic and explanatory value.

The empirical data gathered from the experience of implementing SIMRA in Greece, Cyprus, Poland and the UK confirm that Third Country National women have:

- limited access to information on rights and benefits, especially updates regarding the legalization process, a matter that may affect negatively their ability to gain legal status and residence in some cases such as in Greece and Cyprus
- limited access to welfare and social care services, especially of the public sector, resulting in limited access to any social benefits they may be entitled to

- limited opportunities for education, life-long learning and training, upgrading of qualifications.

Immigrants and social exclusion: tackling with the “subjective” dimensions of social exclusion.

A major cause related to the above is certainly the degree of fluency in the host country’s language. The indications made available during the implementation of SIMRA Project show that Third Country Nationals, especially newcomers, have little or no knowledge of the Greek language while there is no institutionalized response to this need for the time being. The same in Poland, at least in the region where SIMRA was implemented, while in Cyprus Third Country National women work mostly as house help if they work at all, so language learning is not considered a pre-requisite for getting a job, It is possibly the universality of English language that spares the UK migrants this kind of problem. Also, the data that the participating NGOs collect show that immigrant beneficiaries of their services often display feelings of frustration and discouragement related to their marginalized status. The analysis of these empirical data has indicated that migrants/refugees/asylum seekers, even if they are able to handle the host country’s language relatively well, hesitate to address public services, and therefore exercise their rights, for reasons that have to do with the level of self-confidence they possess, their communication skills, as well as their degree of familiarisation with European/western reality. This became particularly evident in the implementation of the SIMRA Project for example in Athens, Greece and Golenew, Poland as there were urban public spaces that the participating Third Country National women accessed for the first time in the their lives through the Project; academic research relates the use of public space designed to be theoretically for all to physical and symbolic exclusion/inclusion practices (Trikalinou 2015). To summarize, “[s]ocial exclusion entails not only material deprivation but also lack of agency or control over important decisions as well as feelings of alienation and inferiority”. (UN 2016)

The above conditions and their interdependence, the description of which derives from the everyday experience of the participating organizations, are summarized in literature as ‘the vicious cycle of social exclusion’ (Boehnke 2004). The term refers to an attribute considered intrinsic to social exclusion, that of reproducing itself. This is due mostly to disadvantages that are usually associated with the causes/origins of the phenomenon, usually recognized in literature as barriers to upward social mobility and/or inherited from one generation to another (Silver 2015, UN 2016).

In the realm of social exclusion, the same disadvantages are considered as factors that not only generate social deprivation but also intensify it. Findings show that the more socially deprived the individual is, the more “trapped” he/she is in the situation he/she experiences, and consequently the more difficult it is for him or her to overcome the circumstances that brought him/her in this condition at first place. In other words, ‘exclusion generates exclusion,’ a fact that turns the fight against social exclusion into a very tricky business indeed. These findings lead to the conclusion that social exclusion cannot be handled as a phenomenon related barely to conditions external to the individual, in other words objective (Boehnke 2004), such as for example low income and unemployment etc., but the impact of these circumstances on the individual must be also counted in. It is these “subjective” dimensions of social exclusion, meaning the reflection of barriers on the individual that makes the burden even heavier for the individual to bear. In such cases, breaking through to the other side is perceived by the individual as a mission impossible.

### **AN IDENTIFIED NEED: SOCIAL INCLUSION**

The analysis of academic research and the empirical data gathered by the everyday practice of the organizations cooperating in the Project and its actual implementation through the lens of the above mentioned definition of social exclusion indicates that the immigrant position in European societies is connected to conditions of social exclusion. Following this line of conceptualization, according to which the term is connected to the exercise of rights, the overcoming of social exclusion equals social integration and inclusion. That social exclusion and social integration are “two sides of one coin” (Boehnke 2004, p.1) seems to be a point of consensus in literature and policies documents. Social integration can therefore be described as a process that leads from the state of exclusion and marginalisation (Silver 2015) to equal participation both in the material sources and in “the moral, social and political order of a community” (Room 1995, p.5). The perspective of equal participation allows for the social exclusion to be viewed in terms of social relations (Boehnke 2004, UN 2016). In that case, successful social integration would imply that the social actors involved, that is the up-to-then socially excluded ones, play an equal part in social interaction. However, when the above mentioned “subjective” dimensions of social exclusion are taken into account in connection to its quality to reproduce itself, what results is a contradiction in terms: a socially excluded individual is by definition a person that cannot “take advantage of opportunities” (Boehnke 2004, p.2). It is then supposed that if the range of opportunities offered to the persons at risk or in social exclusion is broader than the existing one, then the process of integration will be activated. Social policies that have as their goal “the creation of an institutional and political setting which enables people to take advantage of opportunities and fulfil their potential” (Boehnke 2004, p.4) are based on this supposition. However, the approach we have adopted so far points out that social exclusion, in relation to its dynamic character, has the power to reproduce itself.

In that case, it is possible that the person involved cannot take advantage of the opportunities offered to him/her because the self-reproducing element of social exclusion is a barrier in itself to the integration process. In other words, if social exclusion refers to “limited chances for individual participation, economically, socially, culturally as well as politically and addresses the issues of reinforcing processes of accumulated disadvantages and the weakening of social rights” (Boehnke 2004, p.2), its overthrow (that is social integration) involves not only the improvement of opportunities offered but also the enablement of the individual to respond to them. Further to the above, social intervention aiming at supporting the integration process of the socially excluded should be simultaneously effective on the social level and on that of self-empowerment. Thus, the prospect of social integration is related with the development of skills and abilities that facilitate access to rights and improve equal participation in social interaction.

As A. Giddens (Giddens 1991) has shown, active involvement in social procedures is nowadays a possibility but not a certainty, depending on individual choice. We argue here that social exclusion’s vicious cycle may alienate the individual and diminish his/her capacity for decision-making, thus rendering him/her unable to exercise his/her rights. Thus, in the realm of social services empowerment signifies the support given to the individual in order that he/she becomes independent and capable of making choices. Empowerment-oriented services take the form of systematic intervention aiming at (a) individual encouragement and motivation and (b) improving the individual access to information, mainly via training techniques that develop skills regarding accessing information sources, evaluating and utilizing information etc.

*“Social exclusion is a multidimensional phenomenon not limited to material deprivation; poverty is an important dimension of exclusion, albeit only one dimension. Accordingly, social inclusion processes involve more than improving access to economic resources.*

*“Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.” UN 2016*

## 2.4 THE SIMRA APPROACH: ACTIVE PARTICIPATION IN SOCIAL INTERACTION MAY LEAD TO INTEGRATION

Following the above, the SIMRA Project aimed at developing an innovative, holistic intervention that addresses the issue of social exclusion of third country national women through the lens of active participation. The combination of the tools and practices that the partners contributed along with their experiences were utilized to create an exemplar, comprehensive methodology towards active participation. This notion was central for the design of the project following the rationale that integration and inclusion can only be reached when the person that needs it is taking part in the everyday interaction on equal terms as any other member of the same society. On the premise that the more dynamic and inclusive the interaction, the more successful the integration, the SIMRA Project aimed to create a social space for positive social interaction leading to integration in the form of an intervention scheme covering various aspects of social life along with initiatives to facilitate access to work and the local community. The scheme included services such as counselling, guidance, information and orientation, skills assessment and profiling, engaging with social actors and a series of cultural activities realised through Project Method practices. It covered various aspects of everyday life coupled with cultural initiatives, facilitating access to rights and equal opportunities, having hands-on results in terms of integration-via-social interaction.

The partnership adopted features of action-research methodology as a problem-solving strategy that informs an interactive inquiry process (Reason & Bradburry, 2001. Handbook of action research: Participative inquiry and practice. London, Sage) to succeed in providing a model intervention encompassing the concept mentioned above, also having the potential to serve policy making purposes and be wider implemented. This resulted to an Intervention Scheme that:

- fostered active participation of women- third country nationals in educational, cultural and social activities, also creating the realm for positive social interaction leading to integration, presented in this Manual
- contributed to building capacity of migrant women to actively participate in social life through empowerment, training and skills upgrade
- facilitated professionals in the field of integration, enhancing their ability to leverage participation of third country nationals in social interaction.

The methodological choices of the partnership included:

- Features of the “action-research” methodology (pilot implementation of the intervention scheme, on-going evaluation, feed-back & re-design). Action-research offers reflection over the step-by-step experience of the implementation and informs accordingly the next steps of the procedure
- Established academic standards in social research in order to secure validity of results of our mapping and assessment activities
- Motivating and empowerment-oriented counselling methods, informed by the relevant socio-pedagogical theories (Critical Approach) and the Counselling Methodology
- The Project Method practices, helping practically the beneficiary to gain independence and hence to become an active agent in social interaction. The Method is conceived (Freire) primarily as a means towards empowerment and emancipation of adults and is adopted in our project as an educational tool towards active participation
- Elements of the liberal adult learning approach, such as self-assessment and the active participation of the learner in the learning process, elements that also require the encouragement of critical thinking. The Project encompasses these principles in practical issues and explores the applying of reflectivity (following Giddens’ definition) into the services provided.

The intercultural approach as well as gender-oriented practices in the realm of social services run through the whole Project. In planning and monitoring the support services that the Project includes -we utilized latest upgrades of the “+development” Project methodology that allow for assessment and matching of individual needs to the kind and quantity of services provided. This secures a sound cost-benefit ratio and allows for improving the quality of services offered.

### 3.0 AIMS OF THIS MANUAL: WHY DO WE NEED GUIDELINES?

- To ensure our short-term results have long-term impact and are a source for change in practice
- To reach out to the community and share our good experiences with professionals and volunteers who are not directly involved in the project
- To involve policy makers and promote change at political level
- To measure the potential of our own work by sharing it with others
- To contribute to the integration of migrants and refugee women into our communities

### 3.1 THE PROJECT'S METHODOLOGY AND RESOURCES ARE AIMED AT:

- Professionals and volunteers working in migrants and refugee women
- Professionals and volunteers working in the arts and cultural sector
- Cultural educators
- Local and regional authorities, such as the migration departments in municipalities and regions
- Institutions at national and international level
- Fund givers

### 3.2 SIMRA AIMS TO BE OF HELP TO OTHER ORGANIZATIONS ETC THAT MIGHT USE IT IN THE FUTURE.

- Identify migrant and refugee women's needs
- Plan customized /individualized services in response to the identified needs using current data, expertise, and information
- Create opportunities for the active participation of TCN women in local social life and for social interaction among social agents of equal standing
- Strengthen the organization's practice
- Establish "good practice" strategies for collaboration

### 3.3 AIMS: HOW DO WE ENSURE THAT OUR RESULTS GO OUT INTO REAL WORLD PRACTICE AND BENEFIT ALL STAKEHOLDERS?

The SIMRA project worked with implementation at two different levels:

1. Implementing the SIMRA methodology in everyday practice [through collaborations between professionals and volunteers and female migrants and refugees] through fostering the active participation of female migrants and refugees in shaping the services offered to them, empowerment etc.
2. Achieving effectiveness through external involvement at local, regional, national and international level.

The collective experiences from the project's activities demonstrated the benefits of collaborating across sectors. Professionals and volunteers worked side by side with respect for each other's competences and experiences in activities with women migrants and refugees. The goal was to move beyond 'here and now' and with the aim of integrating SIMRA experiences into everyday practice. With this in mind it was shown to be important to provide opportunities for collaboration and equal involvement, where everyone involved has a voice and is listened to. SIMRA methodology worked as a common method throughout the project's many different activities to ensure that the professionals and volunteers' joint reflections on the activity together with the women involved has been central to activities. Furthermore, the project has defined a set of recurring values such as a specific focus on the migrants' own motives, sense of community, playful and experimental approaches as well as the women's own motivation to participate.

The project's collaborations have opened a new understanding of working with migrant and refugee women. It has given professionals and volunteers the opportunity to document, examine and reflect on their own practice from new perspectives. They have learned how to experiment and become conversant with new disciplines and materials, and they have discovered new ways to communicate culture and use cultural experiences in their daily practice.

Sharing experience is one of the project's mutual aims and hence our wish to share our experiences through this Manual and Guidelines. The experience gained, good practice and evidence should be shared not only with other professionals and volunteers working with migrants and refugee women, but also relevant stakeholders, including governments, communities, the media, NGOs and the private sector. This gives the opportunity to promote good practice by inspiring others to use and thus ensures continuation.

Regardless of issue, we all tend to support things that we feel we own. Feeling a sense of ownership brings about a sense of commitment. On the other hand, when we feel something is being "done for us", we tend to not support, or even set hindrances in front of the initiative. Ownership has been a focal point of the SIMRA project – the more that people felt a sense of ownership in the project, the more they have been committed to the implementation of the project's results. Therefore, it has been important to involve all participants; professionals, volunteers, women migrants and refugees and other stakeholders from the beginning. We achieved this through an inclusive approach and openness to external needs and challenges. Throughout the project, the partners have been active in involving relevant stakeholders through setting up steering groups and arranging interventions, meetings, events, seminars and conferences. The aim of involving external stakeholders has been to ensure the project's resources are measured by relevant professionals and volunteers outside the project, so anyone who finds them relevant can use them independently or adapt them further. This extensive act of sharing during the project period will hopefully ensure that the results will be spread and used after the project end.

## 3.4 OBJECTIVES OF THE MANUAL

The main objectives of SIMRA Manual are to help organizations:

- Identify migrant and refugee women's needs
- Plan using current data, expertise, and information
- Strengthen the organizations practice
- Use "good practice" strategies for collaboration

The secondary objectives are to help organizations:

- Facilitate communication between and strengthen the understanding on issues that affect migrant and asylum-seeking women;
- Improve the participation of migrant women in the legal and policy formation process;
- Positively influence law and policy that affects migrant and asylum-seeking women;
- Promote gender equality and work towards the elimination of discrimination on the grounds of gender, as well as discrimination against women where it intersects with age, disability, gender identity, race, religion or belief, sexual orientation or any combination thereof; and,
- To promote the human rights of all women in Europe.

## 3.5 AREAS OF INTEREST

SIMRA focuses on improving gender equality in relation to the following thematic areas:

- raising aspirations and personal development,
- asylum;
- economic migration;
- family migration (including family formation and reunion);
- settlement and routes to citizenship;
- violence against women issues (including trafficking).

SIMRA is interested in influencing organizations that are working with migrant women in order to be operating as an effective body to have:

- Strong structures of governance and accountability

- Clear standards of ethos and expectations, delivered through robust recruitment, induction and training.
- Effective policies developed, reviewed and implemented.
- Equality and diversity commitment
- Monitoring and outcomes measurement systems in place.
- Effective communication, both internally and externally.
- Commitment to ongoing organizational improvement.
- Quality assurance

## 3.6 MEMBERSHIP

SIMRA is open to individuals and representatives from:

- Charities, not-for-profit and voluntary organizations working on migration or asylum issues and / or women's or other equality issues;
- Statutory sector organizations;
- Individuals involved in immigration law and policy issues (such as activists, academics and legal professionals).

SIMRA actively seeks to engage with smaller voluntary and community organizations from all over Europe. In doing so, it will seek to engage to the greatest extent possible representatives from a diversity of interest groups, including migrant women's organization and those organizations working with women who experience discrimination and disadvantage on grounds of race, ethnicity, age, religion, sexual orientation, gender identity, disability and immigration status.

## 3.7 MEETING SCHEDULE AND TIMEFRAME

SIMRA exists primarily as virtual 'e-group' in the sense that, once the Manual is published, all partners are committed to help with advice, collaboration etc. any other organization or individual will be interested in implementing the Manual or parts of it.

## 4.0 GLOSSARY

### MIGRATION

According to the International Organization for Migration:

- The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

### MIGRANT

IOM defines a migrant as any person who is moving or has moved across an international border or within a State from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.

### ASYLUM SEEKER

A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

### REFUGEE

A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country.

### IRREGULAR

EU documents state, these are people “without any legal resident status [...] and whose presence in the territory, if detected, may be subjected to termination through an order to leave and/ or expulsion order because of their status” (EU 2009: 1). The term is often used interchangeably with the term illegal and/or undocumented. However, the term irregular, coined by the EU in the pilot project, *Clandestino*, (EU 2009) is, firstly, less value laden than the term illegal and, secondly, it is more accurate of the position that many immigrants find themselves in, since it includes, and implies, the possibility of being in transit or outside of legalization procedures.

## **OTHER USEFUL TERMS**

### **DIVERSITY**

People's differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, class, immigration status, mental and physical ability

### **EDUCATION FOR ALL**

EFA is an international initiative first launched in 1990 to bring the benefits of education to 'every citizen in every society'

### **EQUITY**

Ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance

### **INCLUSION**

A process that helps to overcome barriers limiting the presence, participation and achievement of participants.

### **SOCIAL INCLUSION**

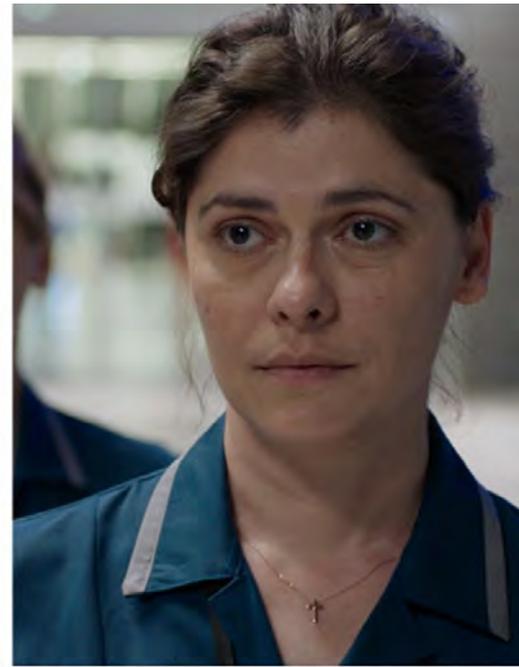
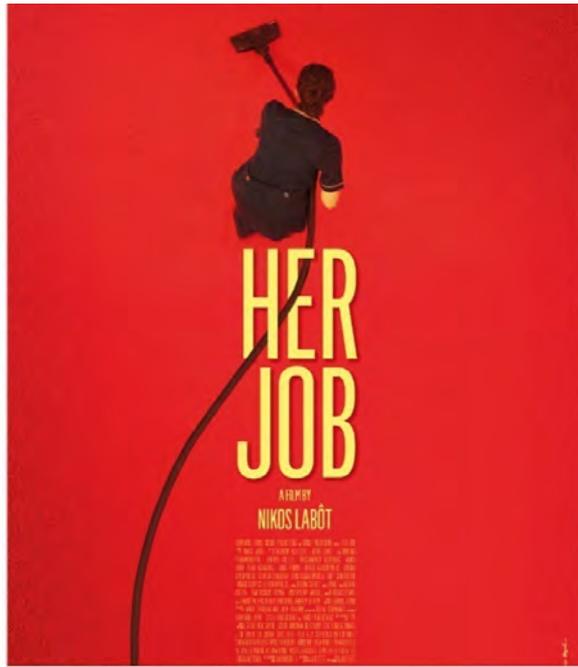
Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights" (Commission of the European Communities, 2003).

### **INCLUSIVE EDUCATION**

Process of strengthening the capacity of the education system to reach out to all learners

### **INCLUSIVE PEDAGOGY**

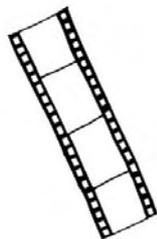
An approach to training and learning that supports educators to respond to individual differences between learners, but avoids the marginalization that can occur when some students are treated differently



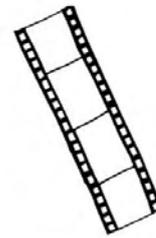
# SCREENING OF THE MOVIE "HER JOB"

WITH ARABIC SUBTITLES

AT THE FRENCH INSTITUTE OF GREECE



**19 JUNE 2019**



**19:00**



# PART 2. The SIMRA SOCIAL INTERVENTION: Cultural Events Project and Social Intervention Scheme

## 1. OUTLINE OF THE SIMRA CULTURAL EVENTS PROJECT AND SOCIAL INTERVENTIONS

The main objective of the SIMRA Project was to develop a model intervention for the integration of Third Country National (TCN) women in European countries fostering active participation of migrant/asylum seeking/refugee women in their host community. Focusing on enhancing active participation chances of TCN women in their host societies, the SIMRA Project addressed the issues of social exclusion and inclusion, frustration and motivation, agency and loss of self, emancipation and alienation. In exploring these themes, the partnership created a conceptual framework that acknowledges drawbacks in the inclusion process of migrants, as well as their opposite, the interplay of which reflects the integration process as a double-ended one, resulting from social interaction. So, the SIMRA premise is that the more dynamic and inclusive the interaction, the more successful the integration. In this sense, the Intervention is conceived as the realm for positive social interaction leading to integration; thus, active participation becomes both a means and an end in the SIMRA Project's rationale. To better achieve that and also to follow through the SIMRA reasoning, the Intervention Scheme:

- consists of services that refer to various aspects of everyday life and aims at facilitating it, providing information, advice and support so that the beneficiary/client can navigate the health, education, accommodation system per country, have access to her rights and get involved in her local community.
- is complemented by an educational-cultural Project that allows for self-expression, creativity and interaction.

This combination is expected to create the space where active participation of TCN women has hands-on results in terms of integration-via-social interaction.

The combination of services presented in this Manual encompasses the joint experience of 9 partners in 5 EU countries of different profiles, varying social welfare systems and approaches to migrant integration: the aim of the partnership is to achieve a degree of synthesis that will allow for the building-up of a European model supporting the integration of Third Country Nationals in the EU.

The “Cultural Events Project” implemented in the realm of the SIMRA’s Pilot intervention included a number of educational-cultural activities that focus on art, creation, self-expression and representation. The Project’s beneficiaries were directly involved in the “Cultural Events Project” by preparing, staging and presenting 28 cultural events in total, utilizing art as a means to trigger relationships and facilitate participation on equal terms in the local host societies. The activities are hosted by the SIMRA partners’ facilities simultaneously to the SIMRA Pilot Intervention Scheme. The latter is interlinked with the Cultural Events Project in order that the intervention that the SIMRA Project proposes covers all aspects of the integration process, including acceptance and inclusion in the host society. For technical reasons though the two actions (Intervention Scheme and Cultural Events Project) are presented separately. The idea though that was successfully tested in the SIMRA Project is that for an effective integration support, a holistic approach is required.

## 2. DESCRIPTION OF THE SIMRA CULTURAL EVENTS PROJECT

The intervention that the SIMRA Project developed and is presented here as a model, addresses various aspects of the integration process in as much a comprehensive manner as possible. The main concept that the Project derives from is that active participation in the social interaction leads to integration. Active participation of the migrant woman though is acknowledged by the project and in academic research as possibly jeopardized by multiple factors ranging from prejudices or racism or sexism to her own feelings of loss and frustration, all and each one of them hindering the integration of the TCN woman in the host European society. Deriving from the theoretical approaches on social interaction (Goffman 1959, Giddens 1991, Berger, Luckmann 1966, Mouzelis 1995) to address these challenges the SIMRA Project adopted the premise that the more dynamic and inclusive the interaction, the more successful the integration. To achieve the desired quality of interaction, the Project creates a social space for dynamic interplay between women beneficiaries and local community members in which active participation is encouraged and meaningful engagement is promoted.

Art, culture and local initiatives are utilized as means to trigger relationships and facilitate participation on equal terms, thus leading to the integration of the target group members in the local society. To achieve this, each initiative is given the form of a project that has a meaningful and practical result to be shared with the local society and communities. During its preparation the intervention that aims at encouragement and empowerment, upgrading of skills and self-confidence, building of trusting relations, is deployed.

More specifically:

By organizing and implementing a series of cultural and art projects in the local societies, the SIMRA Project aims at complementing its integration targeted intervention by promoting inter-cultural dialogue and enhancing social interaction of TCN women with and within the local host society, thus facilitating the integration of the target group. The realization of the cultural projects is expected to contribute towards:

- fighting discrimination and stigmatism by cultivating attitudes of tolerance and understanding towards the individual perceived as “different”
- create the social space where a dynamic interplay between the TCN women and the local society members can be acted out and result to trusting relationships that facilitate integration
- motivating and empowering the target group members so that they actively engage themselves in the local host society in meaningful ways
- enabling target group members and other members of the local communities and host society to participate in relationships on equal terms.

The educational-cultural activities suggested in the SIMRA Project aim at fostering interaction among individuals, locals and target group members (TCN women and their families). It is for this reason that SIMRA emphasizes art and culture as the areas through which the desired outcome can be reached, as well as on local matters of common interest that could be addressed in terms of dialogue and participation.

In agreement with the SIMRA rationale and objectives, the realization of the activities follows a plan aimed at creating opportunities for involvement and participation on local level. It consists of two main stages, the preparatory one and its outcome, that is an “event” that showcases the results or the outcomes of this preparation. It is therefore during the preparation stage that the activities fostering interaction among TCN women and local society members take place and consequently the empowerment, skills upgrade and capacity building of the TCN women involved in them are strengthened. To achieve these goals, the SIMRA Project’s proposition includes applications that are inspired by approaches that combine transformative and cognitive objectives, encourage participatory and emancipating behaviours, and are also connected to collective and community-oriented action. The core idea is that this type of activities facilitates integration of TCN women because it creates the space and the opportunity for a meaningful interplay among individuals of the target group and the local host society.

We encourage future users of this methodology to secure that the topic, means, method chosen and other specifications of each “Cultural Event Project” will be addressed by each partner involved in its realization, securing that the design and content of each “Project” correspond to both the local community and the target group profile, as well as that they are relevant to the local host society and its concerns.

The suggested activities that the involved organization should carry out for the realization of a Cultural Events Project are the following:

- design the Project in the form of an action plan (=what to do and when, what resources etc)/write down and elaborate the “scenario” of each project you plan to implement.
- set the plan you have prepared in motion and monitor it. Following the SIMRA rationale and concept, the realization of the plan involves TCN women that are invited by your facility specially for this purpose or they may be beneficiaries of the services provided in the Implementation Scheme or other operation. The TCN women/beneficiaries are supposed to be actively involved in the realization of a series of activities (the total of which constitutes the project plan you have prepared) of cultural or social character, preferably related to the local host society. The realization of these activities is supported by the staff, as well as by facilitators/mediators which is an important factor for the success of the plan, as the SIMRA experience has shown,
- Organize and host one cultural event open to the public and the local society marking the end of the Project. This event, is in other words, the opportunity for the group of TCN women participating in the series of activities of each Project plan to share with the local society the results of their work.

The implementation of the SIMRA Cultural Events Project run in parallel to the implementation of the Pilot Intervention Scheme and were interlinked to it, so that the intervention proposed by the SIMRA Project covers all aspects of the integration process, including acceptance and inclusion in the host society. The SIMRA partners implementing the Cultural Events Project were encouraged to use as many of the methods proposed here as possible in order to create events that result from a preparation stage that allows for self-expression, skills upgrade and empowerment of the participating TCN women. Please remember that it is the process of preparing the Event (=the preparation activities) that matters, to trigger encouragement and motivation, the will to step up and make your voice heard, to build on self-confidence, existing skills and hidden talents. However, future users are by no means restricted to use these and no other. Any other suggestion is more than welcome and even more so if it stems out of initiatives or ideas of the participants!

## 2.1 METHODOLOGY OF THE SIMRA CULTURAL EVENTS PROJECT

The SIMRA partnership has chosen the term “Project” to describe the set of culture and local society-oriented activities presented herein because it encompasses the qualities and characteristics SIMRA design assigns to the intervention it proposes. It is in fact an intervention that consists of “a planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations” ([www.businessdictionary.com](http://www.businessdictionary.com)). The “tasks to be executed” are the series of activities that lead to an event in which the outcomes of the activities will be presented and shared with the local society. The activities included in each “Cultural Event Project” involve TCN women-beneficiaries of the SIMRA services and aim at their empowerment on the one hand and at strengthening their participation opportunities on the other.

The practices suggested for the realization of the “Cultural Events Project” are inspired by Adult Learning Cooperative and Critical School approaches. In the SIMRA Project culture, art, local initiatives are considered as means to trigger relationships and facilitate participation on equal terms, at the same time supporting and empowering the TCN women that will be involve in the activities of the Project. Under this light, it is not the result but the process that matters!

More specifically, the methods/practices suggested by the SIMRA partners for the realization of the Cultural Events Project have as common denominator the emphasis they put on

- encouraging participatory and emancipating behaviours connected to collective actions that have positive impact on the local society
- combining learning and empowerment, bringing together adult education and social services aspirations.

The practices/methods suggested by the SIMRA Project are the following, presented below in more detail:

- 1.The Project Method
- 2.The Social Impact Art Practice
- 3.Networking and hosting of Public Forums to promote dialogue amongst Migrant Associations and local NGOs
- 4.Eduglocal
- 5.Enforcing the cultural integration of the young refugees.

Some of them were applied in the field of immigrant integration for the first time (for example, the Social Impact Art) or in varying functions as their established ones (for example, the Project Method). This is one more reason that the SIMRA Project results presented here were based upon the on-going evaluation of its pilot implementation.

## 2.2 THE PROJECT METHOD

### **Contributing Partner Organization: NOSTOS**

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### **Introduction**

The “Project Method” is a practice acknowledged as particularly effective in adult training and learning, connected to both transformative and cognitive objectives. It derives its pedagogical background from the educational theory of J. Dewey (1968) as well as from Vygotsky’s work on cognitive psychology (1997-Greek edition). First presented in an article by Kilpatrick in 1918 (NCSALL, 2005), it is strongly attached to the “progressive movement in education” of the first decades of the 20th century that stressed out the importance of “practical inquiry –everyday problem solving –and meaning seeking as part of social interaction” (Wrigley 1998, p.2) . It is defined as a practice that allows for a group of learners to work together in order to create or develop something as a result of investigation and research (NCSALL, 2005). In doing so they acquire knowledge because they collect and implement information, research and experience their environment and finally create or re-construct the object of their learning, that is the outcome of their research (see also the learning-by-doing problematic in Dewey’s classic work “Democracy and Education”, originally published in 1916). The Project Method practices and the Project-based learning were introduced in adult education by Freire (1970) and his followers in their attempt to establish participatory and emancipating education models connected to collective action and community oriented movements (Wringley 1998, p.3). More recent theorists in the field of adult education have stressed other, less political aspects of the Project Method potential in learning, such as individual growth, self-actualization and self-expression (Wringley 1998, p.3). It has also been connected to the critical pedagogy school of thought that requires from adult education to provide “services that are culturally relevant, participant driven, and socially empowering” (Degener 2001).

### **Short description: what is it about and why is it useful?**

The adaptation of the Project Method for the purposes of the SIMRA Project aims at exploring the Method’s potential to liaise social and educational services

in combining empowerment and learning, with an eye on encouraging participation of persons perceived as different or even inferior on local level and equal terms.

So, the Project Method is introduced in the SIMRA realm as a tool that could lead to acceptance and inclusion in the host society, in relation to the results of the on-going evaluation of its application (WP8). More specifically, the objectives of the Project Method use in the SIMRA Intervention Scheme are to provide the means for:

- encouraging reflection and critical thinking of the participants, considered here as means towards emancipation and personal growth. The Project Method's objectives meet the requirements of adult learning as regards critical thinking and reflection (Mezirow 1998), attachment of meaning to a situation or object (Dewey [1916] 1966), self-motivation and empowerment (Wrigley 1998, p.5).
- providing practical and effective solutions on the utilization of group work in social services that aim to supporting integration and inclusion of TCN women
- promoting active learning and cooperation among participants by giving them each a task that can only be fulfilled in cooperation with the other group members while at the same time related to each one's personal interests and skills. Thus, an immigrant participant acquires equal standing to every other group member
- fostering social and basic skills, acknowledged as necessary for social inclusion and in particular for entering the labour market or employment (Meyer 1999).

The Project Method can be used in the realm of the SIMRA Cultural Events Project as a plan for organizing the cultural – educational activities in that it:

- provides many opportunities for interdisciplinary approaches to themes and subjects
- facilitates cooperative learning (group work)
- develops skills of investigation and systematization of information
- increases learning motivation by appealing to everyday life situations and by providing meaning to activities otherwise perceived as useless or irrelevant to the TCN woman
- allows capitalization of various sources of information and documentation, as well as of experiences and previous knowledge
- stimulates learners' autonomy and creativity
- provides all TCN participants the opportunity to contribute in some way to achieve the final product, that is the Event that marks the end of each Project.

**Methodology: How does it work?**

In the SIMRA Project's approach the Project Method is a plan of group activities that are linked together towards producing a result. The theme or topic of the project springs from the interests or concerns of the group members, it is in other words "a problem to be solved". The process of "solving the problem" includes exploration and research conducted by the members of the group. It is organized as an action plan; in turn, the realization of the set of activities that constitute the action plan would lead in "finding" or formulating an answer to the problem the group had set out to explore and possibly resolve. In doing that, the participants (have to) call upon their own resources or discover new ones, thus gaining knowledge and self-confidence. It must be noted here that the Project Method does not replace lecturing or showing or learning-by-doing or other training methods, neither does it replace social work practices with groups; its importance lies more on its providing a meaningful context where all group members can be involved in order to work together for creating something. The last step of the Project Method is to share the answer the group members have reached with the other members of the community, make it public in order to steer dialogue and exchange.

The "plan of activities" mentioned above leads to each Cultural Project's final Event. This same plan is pre-described in the form of a "scenario" depicting what the practitioner/counsellor/SIMRA staff member that coordinates the specific cultural etc, Project has to do in order that the Project is realised.

Common phases in the Project Method, although groups can determine the ways that a project is realised are: "identification of a problem or issue; preliminary investigations; planning and assigning tasks; researching the topic; implementing the project, drafting and developing a final product; disseminating and evaluated what worked" (NCSALL, 2005, p.2).

Following the above, the possible stages in realizing each "Cultural Events Project" are:

a. Preparation: it includes (a) steering of potential participants' interest, engagement or motivation to getting involved in the project and (b) the choice of the topic of the project. This could be a situation or an issue that has arisen in the community or locally, a problem or a question identified by the beneficiaries in the SIMRA Facilities, a concern of the TCN women or of their community or of the local society etc. Steering the interest of potential participants and setting the topic of the project are interrelated, of course: the more the topic touches upon concerns and interests of the group the more facilitated is their actual involvement in it.

b. Setting goals: the stage refers to defining the project's topic or driving question (to be answered through the project's activities) or problem (to be "solved" through the projects activities) and securing commitment of participants to its realization.

c. Setting the “action plan” of the project, planning its activities, in relation to its goals (=what must we do in order to find answers to the question/problem/ topic of the project?). Besides elaborating the project’s action plan, this stage also includes:

1. Analysis of the project’s topic or driving question in sub-topics, so that they take the form of “research questions” to be explored through the project’s activities
2. Distribution of responsibilities and tasks within the group. Ideally, each member gets a task that suits her interests, skills, previous experience etc. Usually, sub-groups are organized according to their interest in the “research questions” and each sub-group investigates a “research question” and presents their work in a plenary session. In that it is a meeting of all sub-groups, each one presents the work done to be discussed, evaluated and incorporated in the pool of knowledge that gets accumulated as the project’s activities evolve. - identify sources of information - establishment and procurement of resources (materials) required
3. Establishing a timetable for the activities (analysis of tasks and realistic distribution of the time required) - choice of methods to be used to accomplish the tasks/planned activities
4. Realization of the action plan. This is the stage that includes research or investigation regarding the topic of the project
5. Making final products (reports, posters, articles, scrapbooks, maps, books, preparing a show or a concert, organizing an event bringing the neighborhood together etc.)
6. Presentation of results /final products of the activities in a public Event
7. Evaluation and feedback among the group members, review of the conclusions they have reached or the activities they have performed.

## 2.3 SOCIAL IMPACT ART

**Partner Organization: Stoiszyszenie Edukacyjno Społeczno Kulturalne TEATR BRAMA**

### **Introduction**

As a theatrical association, Teatr Brama is experienced in creating cultural and artistic work in different communities. We know that bringing together different groups of people united in working towards a common creative goal can boost confidence and create a sense of identity in the participants. We are also experienced in intercultural communication and international exchanges. We mix together practice and previous experience when exploring ideas for how to innovatively mix communities that normally have nothing more in common than their zip code. It is under this capacity and for these reasons that

we work today towards implementing the Social Impact Art practice in the integration of TCN women in EU societies. Social Impact Art treats art/creativity as a new language which people from mixed backgrounds can learn and use together. It builds new competences and results in individuals being more open to and understanding of one another. The main strong point is the possibility to create ways to work on an integrated identity and sense of purpose for the migrant women in Europe. It is a method that doesn't intend to disrespect their culture. On the contrary we believe that difference is a value but is not a way to separate from the others. The work should intervene in two different directions: to the migrant women and to the local people, to change the way they see each other, since till now the two worlds are still closed and not communicating very much.

**Short description: what is it about and why is it useful?**

This practice seeks to solve the problem of lack of “feeling of belonging” by creating active participation and integration in community life through creative/cultural events. We physically live in communities but do we know what it means to really be a part of a community, neighbourhood or group? Loneliness, stress and isolation are increasing problems which effect people in rural as well as urban spaces. Changes in modern life are considered to be the cause. Families are smaller, migration has spread people around the globe – far away from family and friends. New technology and social media are a part of everyday life, which make communication easier but take away the necessity of face to face interaction. People feel less connected, social isolation is a growing major problem that we cannot afford to ignore. Social pain is as real as physical pain and its side effects (depression, anxiety, stress, etc.) and are growing public health issues. Human beings need connection because we are social creatures, our connections help develop compassion and empathy. Migrants have fewer possibilities to express their voice and share their culture due to discrimination, lack of knowledge of the local language, legal status and work problems. In more than one European country today racism and hostility towards migrants are on the rise.

In response to that, Social Impact Art seeks to help create a greater sense of community. A social worker or cultural animator does this by identifying key members of social groups living in an area or district. These active individuals know and understand the groups they live amongst and represent. They can help the social worker identify the needs and interests of the community and are the individuals who can engage their larger community group in creative processes (with the end goal of making a cultural event/meeting). Assisting community groups to create a common event provides them with a goal and reasons for them to engage in community dialogue, collaboration and active participation in community life. This can only be done through the direct involvement of inhabitants, understanding their needs and helping them take control of the present moment - which leads to their understanding of their ability to shape the future. A sense of familiarity amongst individuals and groups living in a community help them to create a shared community identity (regardless of their differing backgrounds), adaptable to the growing and changing needs of the community. This method taps into the potential each individual carries within him/herself.

In relation to SIMRA, this approach aims to give voice to migrant women, empowering them to create their new lives in a new place. It does so by helping them to express their interests, enhance cultural exchange with other local groups, diminishing fears of the “foreigner” and thereby changing the way European communities people look at migrants. The practice we describe here is meant to intervene and speed-up integration, to create a sense of identity, empowerment and purpose in the lives of the women involved, through cultural and artistic processes which can awaken in migrant women a wider view of their status and identity. This should highlight the similarities and differences with their country/culture and help them to feel like protagonists of their lives through their own community. At the same time, we want to change the perception (that European people may have) about migrants, for example in Poland: by reawakening the awareness that Polish and Ukrainians have similar cultures and history. We know that women in Slavic culture have always had a strong role in the society as well as in mythology. This common heritage that Poland and Ukraine share can help us in integrating Ukrainian women in the Polish society in Goleniow.

**Methodology: How does it work?**

It should be noted that Social Impact Art (method) is general in nature and can be applied to any groups (regardless of their age, sex, cultural or religious background) in any space (urban or rural). The cultural worker or social worker initiating the process plays a key role in finding stakeholders, identifying what is unique/special about them and the group they represent, discovering their interests and helping groups in the community come together to cooperate on a common goal (an innovative, creative, cultural event).

Social Impact Art is a methodology that creates cultural exchange through creative processes. The approach works as a horizontal process, where there is no hierarchy between the cultural worker and the beneficiary. It fosters human to human interaction in a non-formal education style and it fosters the cultural exchange. The steps of the Social Impact Art approach are:

1.

MAPPING: physically getting to know a space; discovering neighbourhood “characters”, their biographies, skills and leadership level; discovering relations (good and bad) between community groups. This step is all about discovery of a space, here we identify who makes up the community. It is a moment of first meetings and new discoveries about a space and the people who occupy it

2.

MEETING & ESTABLISH TRUST: creating a human connection with the beneficiaries in a horizontal relationship, exchange different cultures, experiences and life beliefs. This step is about investing in a space. If, as cultural workers, we go into a community and say, “We received money to make a project with you, so what do you want to do?”. The people will not participate. Here as cultural workers we allow our basic human instincts to guide us. In meeting people and beginning to create relationships, we ask questions, we listen, we ask what they need (not in terms of basic needs but in terms of desires and wishes to be a part of a society), we laugh, we share meals, we compare experiences – on a person to person level – as if making a new friend or colleague.

3.

IDENTIFY THEIR UNIQUENESS: everybody has a special skill or talent, hobby or a great desire to learn or to express something. Something that is inside them and gives them a sense of purpose in life. In this step, we begin to understand how to create an innovative cultural event. Even the most self-conscious or humble people will contribute to an event, if they are helped to understand why they (or their community group) is special and how what makes them special can help in the making of an activity that will benefit the community-at-large. Often times these people will say “it’s nothing special, we meet twice a month to (sing, crochet, play football, exchange recipes, etc.)” In creating an innovative cultural event, we provide a reason for them to share their interest/talent outside of the space in which they normally do it.

4.

FINDING A COMMON GOAL: Combining different artistic or cultural expressions provides the possibility to join forces to create a common event (like a performance, an exhibition, a festival, etc.). In this step, we create a reason for individuals to contribute their interests, talents or skills to a shared event (meaning their talent is not the sole purpose for the meeting/event). We discover that people find a new audience for their talent and become the audience for the other groups contributing to the event. Everyone invests (as much as they want) in the common event and feels that they have contributed. In most cases the event creates a situation in which everyone feels appreciated and that he has had the opportunity to learn and appreciate the interests and talents of others. This is a natural way to create community dialogue and help foster common values and a shared sense of community identity.

5.

CREATING A CULTURAL EVENT: by reaching a high level of active participation, the community groups and cultural workers will organize together a cultural event, sharing the responsibilities on an equal level. In this step, we create an event that showcases in an innovative way what makes the community special or different than all other similar neighbourhoods/areas. By unleashing the potential of individuals in the community and the cultures they represent we help foster dialogue and create a sense of familiarity amongst individuals and groups (who might otherwise consider each other foreign). The newly created shared community identity becomes a living thing, that can grow and expand as the community changes – while still maintaining the individual heritage and values of the individual community groups and likewise the story of the neighbourhood.

## 2.4 NETWORKING AND HOSTING OF PUBLIC FORUMS TO PROMOTE DIALOGUE AMONGST MIGRANT ASSOCIATIONS AND LOCAL NGOS

### **Contributing Partner Organization: HYPATIA**

Acknowledgements to the TCNs' Inclusion Programmes by local Authorities – New Channels for Integration of TCNs <http://localintegration.eu/en/>  
<https://youtu.be/DaonAzH1Q1A?t=44>

### **Introduction**

The practice aims at addressing migrant marginalisation and social exclusion, support protection of rights with a focus in gender equality issues. Its application provides opportunities for the empowerment of migrant women in a range of social, economic, educational and organizational areas.

### **Short description: what is it about and why is it useful?**

Networking and hosting of Public Forums aims at:

- a) Raising awareness on social inclusion issues facing migrant communities with a particular focus on protection of human rights and employment rights, on tackling gender-based violations and in promoting gender equality issues through common action and cooperation of relative agencies and NGOs
- b) Networking and Cooperation of migrant communities and local actors in hosting and promoting intercultural events to raise migrant visibility and cultural appreciation
- c) Educating immigrant parents with skills and knowledge that can help promote better school achievement for their children

The implementation of the practice provides opportunities for the empowerment of migrant women in a range of social, economic, educational and organizational areas:

- Understanding the importance of gender-related and gender-specific issues: Definition and perceptions of Gender by different cultures and social structures / Gender as a very important factor shaping migrants' experiences –more important than their country of origin or destination, their age, class, race or culture / The distinction between "gender" and "sex" / Understanding Gender concepts that can be useful in developing community intervention programmes e.g.: Gender roles, Gender gap, Gender sensitivity, Gender mainstreaming, Gender equality goals.
- Understanding Prejudice, Discrimination and Stereotyping
- Understanding factors for Gender segregation of labour market for migrants

- Developing culturally-sensitive services suitable to the needs of own immigrant group (social services, education, linguistic and cultural retention)
- Organizing and promoting intercultural events as a celebration of diversity and multiculturalism.

**Methodology: How does it work?**

Networking and hosting of Public Forums provides a participatory platform for community engagement, awareness building, education and action planning on challenging issues faced by migrant community. It is an approach to:

- Meet frequently, to get to know each other / Develop approaches to secure participation and representation of immigrants / Develop a framework for carrying out an effective public dialogue with local actors regarding: Inclusion strategies seeking local collaboration to overcome barriers and shortcomings / Develop recommendations for the establishment of communication structures / Develop tools to enhance organisational and networking skills for immigrant organizations, NGO's and local Authorities / Adopt procedures and means for publication, dissemination and promotion of actions to support immigrant communities. / Define objectives and principles of the Network's operation

## 2.5 GRANDMAS STORY

**Contributing Partner Organization: ELDERBERRY**

**Short description: what is it about and why is it useful?**

Stories and memories of migration and integration of an older generation of women, the “Grandmothers”, are seldom collected or retold. Male immigrants may be credited for their contribution to their host countries development, through their hard work often in mundane or physically demanding work. The grandmothers played an equally important role in this contribution, by raising families and in some instances whilst working full time. They are not however given the same credit for their role in the story of migration and integration. Through engaging young people of migrant or refugee background in their local community to record and share such stories, the project aims to develop key skills in interpretation, heritage and media, in a setting of migration, tolerance and diversity. This is a comprehensive high-quality training material and guidelines for youth workers which will extend and develop their competence in working with young migrants and refugees in intercultural environments. An online platform is used to curate and share the stories along with pop-up exhibitions in each partner country.

**Methodology:How does it work?**

- 1.A methodology for engaging young people is local culture and heritage focusing on the lives of migrant women
- 2.A training curriculum for Youth Workers –"Engaging Youth in Heritage"
- 3.Guidelines for Youth -Community empowerment campaign on migration issues
- 4.An online free educational platform. Create and share migration and integration stories
- 5.A methodology for developing Migration Trails in cities and towns for engaging migrant young in their communities
6. A methodology for creating Pop-Up exhibitions for youth engagement purposes to be shown in colleges, libraries, museums and community centres. All material is housed in a free online resource. [www.gandmas-story.eu](http://www.gandmas-story.eu) A formal training course is offered through the Erasmus plus KA1 mobility program [www.eucourses.eu](http://www.eucourses.eu) However the material can be used as a stand-alone training.
- 6.Download and read the methodology publications <http://grandmas-story.eu/publications>
- 7.Follow the Instructional Videos <http://grandmas-story.eu/tutorial-videos>
- 8.Apply to the coordinator UK or the country representative from, Sweden, Turkey Estonia, Croatia or Italy in order to be able to use the Grandmas Story Publishing Tool and Training publishing tool.

## 2.6 ENFORCING THE CULTURAL INTEGRATION OF THE YOUNG REFUGEES

### **Partner Organization: KISA – Action for Equality, Support, Antiracism**

Acknowledgements to the: INTEGRO Project - "Effective integration of migrants in the local communities" NICeR - New approach to Enforce the cultural integration of the young refugees

### **Short Description**

Cyprus Migrant Women's Forum, under the INTEGRO Project - "Effective integration of migrants in the local communities": Issues of integration of third country nationals and more specifically, self-organisation of migrant women in Cyprus. In the context of the INTEGRO Transnational Project, KISA first prepared a mapping of the situation concerning the integration of migrants in the society of Cyprus and then organised two round-table discussions and two stakeholders' meetings calling all stakeholders (migrant women, women's organizations, migrant organizations, trade unions, ministries, etc.) to discuss the issues of integration of migrants in Cyprus. These meetings and discussions had concluded that there is an urgent need for migrant women in Cyprus to self-organise. Therefore, KISA decided and organised, in the framework of INTEGRO, a migrant women's forum with the aim that it would contribute in the integration of migrants and especially migrant women in Cyprus.

Among the aims of KISA's pilot project were the self-representation and empowerment of migrant women to actively participate in all spheres of public life, including full and equal participation in the labour market, education, and political participation, especially in the formulation and implementation of integration measures and policies. Also, the pilot project aspires to support migrant women in becoming aware of and claiming their rights and raise awareness about and fight to stop multiple discrimination against migrant women. The ultimate goal of the pilot project is creating and sustaining an empowering community for migrant women.

The innovation of the pilot project is that it aimed to empower migrant women in becoming active community members, both in their own migrant communities and also in the Cypriot society as a whole, through self-representation and on its intersectional approach, recognizing the fact that migrant women are multi-faceted persons. NICeR – New approach to Enforce the cultural integration of the young refugees: Gaps and inadequacies in the integration of young refugees in host countries. The main aim of Nicer project is to enforce the social and cultural integration of refugee children through the performing arts approach and awareness campaign and to integrate them in the local community through performing arts workshops and awareness of the population. KISA is supporting migrants and their communities for over a decade in staging their own productions, organising their own events, and giving publicity to their own art and culture. Such events are often co-organised with locals/ local organizations/ communities, so that to bring migrants and locals together through art and culture. The Rainbow brings together Cypriots and non-Cypriots, with the active and colourful participation of migrant and refugee communities, organizations and groups, as well as human rights and cultural organizations, in mutual respect for each other and under a common theme, such as “Open Borders – Welcoming Societies” (last theme). The practice aims at bringing together refugee and non-refugee (third country nationals, EU citizens and Cypriots) children, working together and sharing experiences to produce a theatrical play, under the guidance of professional coaches (a linguistic coach, a coach on theatre, and a coach on music). The pedagogical guide developed under the project, by professionals, is a tool, which can be used in future activities, such as in the context of SIMRA.

**Methodology: How does it work?**

Cyprus Migrant Women's Forum, under the INTEGRO Project - “Effective integration of migrants in the local communities”: KISA moved on setting up the Cyprus Migrant Women's Forum, working to establish new bonds and maintain the already existing bonds with the migrant communities, organising meetings with migrant women, and organising the First Annual Assembly of the Cyprus Migrant Women's Forum together with the migrant women, who became actively involved in the forum.

The forum accommodated different working groups, since migrant women in Cyprus have different backgrounds and therefore different needs and desires. The working groups focused on the following core areas: social and labour rights; family; and violence, including racism and discrimination.

NICeR - New approach to Enforce the cultural integration of the young refugees: The project focuses on increasing the integration of young refugees and non-refugees in various fields, in education through the writing of a pedagogical guide on how to effectively manage the theme of refugees and integration in the classroom context, intercultural and language ateliers for refugee and non-refugee youths et cetera. Refugee and non-refugee children came together in workshops on drama and in the final stage, their play is staged in public.

### 3. OUTLINE OF THE SIMRA INTERVENTION SCHEME: A CASE MANAGEMENT MODEL

The main objective of the SIMRA Project is to develop a model intervention (called thereafter "Intervention Scheme") for the integration of Third Country National (TCN) women in European countries fostering active participation of migrant/asylum seeking/refugee women in their host community. The intervention consists of services that refer to various aspects of everyday life and aims at facilitating it, providing information, advice and support so that the beneficiary/client can navigate the health, education, accommodation system per country, have access to her rights and get involved in her local community. To achieve the above, the Project addresses the issues of social exclusion and inclusion, frustration and motivation, agency and loss of self, emancipation and alienation by focusing on enhancing active participation chances of TCN woman. The Intervention Scheme creates the realm for positive social interaction leading to integration on the premise that the more dynamic and inclusive the interaction, the more successful the integration. In this sense, active participation is a means and an end in the SIMRA Project's rationale. Further to it, the Intervention Scheme is expected to create the space where active participation of TCN women has hands-on results in terms of integration-via-social interaction.

The multidimensional character of the SIMRA Intervention Scheme is served by the Project's methodological choices. These include:

- Motivating and empowerment-oriented counselling methods, informed by the relevant socio-pedagogical theories (Critical Approach) and the Counselling Methodology (What is Counselling? In Approaches to Counselling/Skills you Need, [www.skillyouneed.com](http://www.skillyouneed.com), among else).

- Well-established, mainstream social work approaches deriving from the Social Work Practice(s) with Individuals, also known as Social Casework. The SIMRA Intervention Scheme is particularly informed by the integrated social work approach (Cooper A, 2017. Social Work: Essential to Integration. Advice Note, [www.assets.publishing.service.gov.uk](http://www.assets.publishing.service.gov.uk). Evans R., 1976. Some Implications of an Integrated Model of Social Work for Theory and Practice in The British Journal of Social Work, Volume 6, Issue 2, Oxford University Press) and the relational-reflective social work approach (Ruch G., 2005. Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work in Child and Family Social Work 10).
- The Intercultural Approach principles, as well as gender-oriented practices developed in the realm of social services for immigrant women.
- Elements of the liberal adult learning approach, such as self-assessment and the active participation of the learner/beneficiary in the learning process, elements that also require the encouragement of the critical thinking. The SIMRA Project encompasses these principles in practical ways reflected in the design and implementation of the Intervention Scheme and explores the applying of reflectivity (following A. Giddens' definition, 1991) into the services provided to immigrants and refugees.

The overall methodological approach of the SIMRA Intervention Scheme reflects the above approaches and aims at transforming them into practical ways for providing support services to TCN beneficiaries. To achieve this, the Project capitalizes upon tools and practices developed by the SIMRA Partners during their long experience on the field which includes empowering and transformative support services and training methods. The Intervention Scheme encompasses the upgraded form of these services and methods as a result of the preparatory work done in the Project's earlier stages and couples them with social work approaches and practices that are at the core of the social support services across Europe. Particular care has been taken in order to achieve as individualized services as possible by developing a mechanism for detecting and matching the particular needs of the person receiving the SIMRA services, called hereafter "beneficiary", to the kind of services she will receive and to the quantity of them, in the form of face-to-face or group sessions and/or referrals to other service providers and authorities (+Development – Comprehensive Intervention for Migrants, Project funded by the EEA Grants and the Greek State, 2010-2012, developed and coordinated by NOSTOS).

Acknowledging that innovation is intrinsic to the development of the Intervention Scheme, the Project partners adopted features of the "Action Research" methodology in its implementation. Action Research as a problem-solving strategy that informs an interactive inquiry process (Reason & Bradbury, 2001). Handbook of action research: Participative inquiry and practice. London, Sage. See also SIMRA THEORETICAL FRAMEWORK) offers reflection over the step-by-step experience of the implementation and informs accordingly the next steps of the procedure.

### 3.1 THE SIMRA INTERVENTION SCHEME AND ITS RELATION TO THE SIMRA INTERVENTION: A CASE MANAGEMENT MODEL THAT INTERLINKS WITH EDUCATIONAL-CULTURAL ACTIVITIES.

On the premise that fostering of active participation can lead to smoother integration of third country nationals within the host society, the SIMRA Project developed a comprehensive intervention scheme that leverages social interaction, so that active participation can have a tangible impact on the person and her community, offering services that focus on:

- empowerment, personal development
- legal, health, education connections and pathways
- rights and entitlements
- employability and employment
- balancing with private and family life
- reaching out to local host communities and creating links with them.

### 3.2 STEP-BY-STEP DESCRIPTION OF THE SERVICES THAT CONSTITUTE THE SIMRA INTERVENTION SCHEME.

#### 3.2.1 STEP 1. INFORMING AND ATTRACTING TARGET GROUP MEMBERS LOCALLY

**WHAT? Short description:** It is generally acknowledged, both in practice and in academic research, that information is crucial for the integration of immigrants in a host society. However, the information needs of the immigrant person (for an indicative typology see Shoham & Kaufman Strauss, Immigrants' information needs: their role in the absorption process, Information Research, vol.13, no4, December 2008) are not easily met, as the SIMRA experience in 6 different European districts has shown. Barriers such as language difficulties or lack of understanding the European "system" affect the integration process and may result to the practical/social and psychological withdrawal of the person or to his/her resignation in front of institutional barriers, racism and prejudices. These aspects of the social exclusion, cannot be easily shaken or overturned. It is for this reason very important that initiatives, programs and services aiming at supporting the immigrants become known to their direct and indirect recipients.

Besides its actual importance per se, this type of information has a positive impact on the self and collective image of the TCN citizens and also contributes in their becoming visible in the host society. It is for these reasons that the SIMRA Project strongly suggests that any operation for and on behalf of TCN locally and beyond, should be advertised and made known to the public in general. As shown during the implementation of the SIMRA Project, to devote resources in order to inform the local community on the Project and its potential, focusing especially on the services that the Facility will offer to the TNC women that live within it, is very rewarding and effective. Lack of such activities may jeopardize the whole project, for obvious reasons.

The purpose is twofold: to raise awareness on local level on the Project and its immediate impact on the integration of TNCs and at the same time to make known the Project's existence to its direct target group and attract potential beneficiaries.

**WHEN/HOW LONG? Duration:** At least one month before the launching of the "Intervention Scheme" until at least one month before its closure, so that even last minute intakes can be served properly.

**HOW? Methodology:** Each potential user is encouraged to use the means that better respond to the needs and profile of the area it operates in so that all interested parties, entities, organizations, communities, authorities and persons are informed on the Project's operation, its immediate benefits for the target group members and its outcomes. During the implementation of SIMRA Project, there were many different approaches to the matter by the partners, there is though one that all partners consider the most effective one: networking with the communities resulting to word of mouth. Attracting potential users of the services in the Facility that offers them, depends on trust relations that have to be built step by step.

**RESULTS:** Attracting potential beneficiaries, informing the target group on the Facility and its services.

### **3.2.2 STEP 2. INFORMATION/FRONT DESK SERVICES IN EACH PARTNER FACILITY**

**WHAT? Short description:** Information on available responses to key needs (housing, education, employment etc) and support on how to gain access to them is of vital importance for the integration of Third Country Nationals in Europe. It is for this purpose that one of the services offered in the facilities that hosted the SIMRA "Pilot Intervention" was to provide information to TNC women on their rights and to facilitate them towards accessing available options to enact these rights on local level and beyond. The premise of the Project is that in cases of social exclusion the mere act of giving information does not necessarily lead its recipient to act upon the information he/she has

received (Please also see the “Rights Based Approach” : to empower people to know about their rights and understand how to exercise them, in the State of the Art, Scotland-The New Scots Approach, p.5). To address this challenge, the Intervention Scheme presented here offers services that derive from the Counselling Methodology and combine information, empowerment of the person that receives it and facilitation/mediation when necessary. So, the services offered should not substitute the person’s active involvement in addressing whatever the issue is but rather that the person/beneficiary would be sufficiently informed and supported to act on her own.

The partners involved in the SIMRA’s “Pilot Intervention” applied the following techniques and methods to offer this service:

- Developed their existing methods so as to cover the needs of TCNs i.e. an information desk dedicated to the needs of TCNs. This took the form of an Info-hub or just an expansion to the front -desk or reception service.
- Recruited community members as facilitators/mediators after training them
- Recruited volunteers that were trusted members of the local cultural community
- Applied door-to-door visits, made themselves available at meeting points etc.

The information desk/service provided should cover key needs of TCN women and their families and the available programs, services etc. on local level that respond to them, including of course the services offered in the SIMRA’s Intervention Scheme”. To realize this, it is important that the organization hosting this type of services to have mapped out the available resources and services in the area, as well as the legal requirements that ensure access to them. Monitoring and upgrade of the information offered to beneficiaries should be ensured or a mechanism should be established for this purpose.

The information provided by the info desk/service may take various forms, ranging from pamphlets and announcements to individualized/tailored answers to specific questions of the TCN woman. Depending on the nature or content of the question or request, the SIMRA info desk/service may also offer tailored/individualized support to the woman to navigate the complexities of the system, as well as referrals to the relevant services.

**WHEN/HOW LONG? Duration:** At least one month before the launching of the “Intervention Scheme” until at least one month before its closure, so that even last-minute intakes can be served properly.

**HOW? Methodology:** The main purpose of the “Information Service” is to offer valid information in response to immigrants/refugees/asylum seekers’ information needs as well as to specific requests by target group members on local level, also regarding opportunities available to them. The information /

Front-Desk Service is conceived here as part (or department) of a Facility offering services to TCNs, such as the SIMRA Facilities. In most social support and/or employment services this type of service is offered by the front-desk or reception service. It can take various forms, such as

- Pamphlets, announcements, maps etc. available when stepping in the premises
- an info-point or a desk that offers more detailed answers, staffed by qualified and authorized employees
- via facilitators-community members, in the office or in visits etc.
- making themselves available in community meeting points.

Information provision of this type should include the exploration of information needs of the person, as a means to address underlying needs of the person connected to social exclusion (see also above OUTLINE). This may lead to either giving the answer on-the-spot or it may result to answers exceeding beyond initial question of the person. For example, request on information to learn the language of the host country may lead to acknowledging the need for child-care. The Facility should therefore be prepared to offer information on opportunities and options available locally in response to the needs explored, as well as to implement a certain methodology for exploring and responding to the information needs of the person –this in the SIMRA Project is the Counselling Methodology, because it allows the empowerment of the person/beneficiary and encourages reflection (or “mirroring”) on needs and possible responses to them centred on the person. The questions asked may vary from details of everyday life (for example, how do I get a monthly ticket for the public transportation) to free vaccination for children to more complex legal matters like legal status or asylum process or family reunification etc. This pre-supposes that the Facility offering the service has at its disposal a thorough mapping of the available services in the area as well as an effective network of contacts in relevant services and a sound knowledge of available options. More complicated questions may require previous research by the professional/counsellor/social worker responsible to provide the answer to the person. In such cases, we suggest that an appointment is booked with the beneficiary, as well as in cases where a referral to other services should be issued, for example medical or legal services, preparation for Asylum Service interviews etc.

**Tips for easier implementation:**

Please make sure that in recording, reporting etc. of the beneficiaries' personal data, the GDPR provisions are followed! Please secure compliance with all relevant codes of conduct and legal restrictions in your country!

- The information provision service we propose is more hands-on, specific response to a specific need that takes the form of a question or request. Our task is to inform the TNC woman approaching us whether her request falls within the purposes of the project, the legal restrictions that are in force per country and find with her and for her the easiest way to fulfill her request. The service is also about supporting the TNC woman to form realistic expectations and take informed decisions for herself and her family. This service has not to do with representation or any kind of collective action, although we strongly suggest that the data that will be collected in this process can and should be used in order to document further actions, policy changes as well as for advocacy reasons.
- Take care to avoid any overlapping with other organizations, agencies or services: if the service the beneficiary asks for is already offered by any organization in the area, we refer her there and we report on it – don't forget to keep track and files of everything, it is important both for the evaluation and the accountability of the project funds.
- Please make sure that there is easy access to the Info Point/Desk etc. and that both the office space and the information provided are visible and user friendly.

**Results:** Provision of information, Facilitation of access to rights, programs, health and child care, education, training etc., Mediation between TNC women/beneficiaries Issuing of referrals to other services + follow-up of the case.

### **3.2.3 STEP 3. PROFILING/ACCESSING OF NEEDS OF INDIVIDUAL TCN WOMAN. INTAKE OF BENEFICIARY IN THE SIMRA SERVICES-PILOT INTERVENTION SCHEME**

**WHAT? Short description:** The Intervention Scheme proposed by the SIMRA Project aims at responding to various aspects of everyday lifeneeds acknowledged on behalf of the target group when in the host country. To achieve that in a proportioned and cost-effective way the Intervention Scheme is informed by the mechanism for detecting and matching the particular needs of the beneficiary to the kind of services she will receive and to the quantity of them in the form of face-to-face or group sessions (see also below Step 5. Counselling etc.). The mechanism includes a set of questionnaires (SIMRA ASSESSMENT QUESTIONNAIRE, PART A & B to be used during at least one interview/session with the beneficiary. The items/questions of the questionnaires reflect conceptual factors depicting dimensions of social exclusion/integration. Their aim is to explore in cooperation with and active involvement of the beneficiary her needs and her profile, including her skills and assets, in connection to her request(s), following the methodological choices of the SIMRA Project, mainly the

Counselling Methodology. The results of the interview(s) that aim at identifying the needs of the beneficiary feed in the personalized “action plan” that maps the services to be offered to the respondent/beneficiary in response to her needs, taking into account her profile (skills, family, legal status etc.) and an approach as realistic as possible to her expectations.

**WHEN/HOW LONG? Duration:** At least one month after the launching of the “Pilot Intervention” until its closure.

**HOW? Methodology:** Once a person is registered/accepted as a beneficiary, the primary exploration of her needs described above (STEP 2. See ANNEX SIMRA ASSESSMENT QUESTIONNAIRE, PART A ) may be complemented by a more thorough investigation of her needs, skills and profile (See ANNEX SIMRA ASSESSMENT QUESTIONNAIRE, PART B) leading to a holistic assessment of the person’s/beneficiary’s individual needs, challenges, also pointing towards possible responses to them. These responses may be either provided as services in the SIMRA Project or by referring the person/beneficiary to other organizations/services/agencies or facilitating her access to them or all of the above.

The SIMRA Assessment Questionnaires’ (SEE ANNEX) design reflects three main assessment factors:

- Factor 1. Objective factors, external circumstances, such as gender, age, legal status etc. Example: woman refugee under 25 years old with no qualifications.
- Factor 2. Subjective/personal traits and skills: Motivation and Initiative. Example: The individual uses (or not) a variety of ways to look for a job.
- Factor 3. Attitude (active or not) Example: the individual is reluctant to meet with potential employer.

The SIMRA Assessment Questionnaires are to be used as tools for exploring the needs of the person and drawing the necessary information that would guide the Services’ response to them. At the same time, they are expected to serve as the means for the beneficiary to identify and reflect on her needs and in interacting with the counselor/practitioner to reach an understanding of how the “system” works and how she can find her place in it (see also COUNSELLING METHODOLOGY). The exploration/identification of needs interview(s) (because it may take more than one) should be addressed as an “interactive learning process” guided by the counsellor/practitioner (Chowdhary N. et al. 2013, The Premium Counselling Relationship Manual, Sangath, p.7, [www.netgenu.org](http://www.netgenu.org)). The interview as a counselling session and as the start point of the learning process that counselling entails. So, the counsellor/practitioner is advised to use the SIMRA questionnaires as a guide for a semi-structured interview to collect as more details as necessary about the beneficiary’s living conditions, her thoughts and feelings, her aspirations and concerns. The depth of the exploration depends mainly on the request of

the beneficiary (what brought her in the Service?) and the limitations inherent in a Social Support Service as such. The interview session(s) is/are treated as the start point of the counselling process and the learning it entails. They result to the assessment and profiling that feeds the “Action Plan” described in Step 4. Creation of “Action Plan” for each beneficiary, below.

**TIPS:** The interaction between the counsellor/SIMRA Staff member and the beneficiary is of outmost importance because it is the step stone to creating the necessary “counselling relationship”

**Results:** Intake of beneficiary, interview sessions and subsequent questionnaires filled in and recorded + contract of cooperation.

### **3.2.4 STEP 4. CREATION OF “ACTION PLAN” FOR EACH BENEFICIARY**

**WHAT? Short description:** A crucial feature of the SIMRA Intervention Scheme, tested in its “Pilot Intervention” is that it aims at offering a tailored response targeting the personalized needs of the beneficiary. To reach this goal the services offered are related to the needs and profile of the beneficiary. So, a support plan is created depicting the actions to be taken in relation to the needs of the beneficiary, following the assessment of needs and profile interview(s) conducted with each beneficiary (Step 3 above). The “Action Plan” translates the needs of the beneficiary into problems to be solved, outlines the possible solutions and the support the project offers to the beneficiary in order to address the needs or solve the problem in terms of services. Its creation results from the cooperation between the beneficiary and the counsellor/practitioner framed by the counselling methodology. Under this light, the “Action Plan” must be regarded as a contract or a mutual commitment between the counsellor/practitioner and the beneficiary, boundaries and limitations also accounted for and processed in the context of the counselling relationship (Chowdhary N. et al. 2013, The Premium Counselling Relationship Manual, Sangath).

**WHEN/HOW LONG? Duration:** At least one session, after the assessment interviews are concluded and the cooperation between the beneficiary and the service is confirmed (“contract of cooperation”).

**HOW? Methodology:** The “Action Plan” is a support plan mapping the services to be offered to the beneficiary TCN woman in accordance to her needs, profile and personal goals in order to facilitate her integration in the host society and the local community. It is developed following the identification of needs, skills and assets, building on beneficiary’s understanding of immigration and asylum legal framework, education, health, employment and accommodation systems, in the context of and as a result of the counselling relationship (Chowdhary N. et al. 2013, The Premium Counselling Relationship Manual, Sangath). It reflects the understanding of the beneficiary’s needs and

problems from her own point of view and at the same time, it describes the actions the beneficiary must take in order to solve the problem and consequently the support that the SIMRA Project/ Intervention Scheme can offer towards this end. According to literature on effective counselling relationship, goals, activities and possible solutions are planned collaboratively by the counsellor/practitioner and the beneficiary (Chowdhary N. et al. 2013, The Premium Counselling Relationship Manual, Sangath, p.10). Their working as a partnership/team results to an “Action Plan” that reflects the decisions the beneficiary makes (=actions to be taken, changes to be made) in order to solve her problems. At the same time, it maps the support the Facility will offer to this end in terms of services. It is therefore important that the counsellor/practitioner that undertakes this duty realizes that he/she is not supposed to impose his/her views (or knowledge, conceived as superior or right because of his/her professional position and his/her representing the “system”) on the beneficiary but guide her instead into the new and possibly alien environment that the host local society may be to the TCN woman.

The construction of the “Action Plan” is crucial for the integration process in that it reflects decisions on the part of the beneficiary usually including the decision to change. This can be a quite painful experience because it symbolizes leaving behind values and cultural traits that connect the person with her home country. The counsellor/practitioner must be aware of the impact that the transition and adjustments immigrants and refugees are required to undergo in their new place of residence (Fong R (ed) 2004. Culturally competent Practice with Immigrant and Refugee Children and Families. The Guilford Press, New York). He/She must also be working on his/her capacity to reflect on his/her own stereotypes and prejudices, as well as on addressing the interplay of cultures and its impact on the individual, especially as regards the notion that maybe their interlocutors/beneficiaries of the services may not share the belief that the only way of “doing things” is the western one...

**Results:** An Action Plan per individual recipient of services/beneficiary.

### **3.2.5 STEP 5. SUPPORT AND COUNSELLING SERVICES**

**WHAT? Short description:**The SIMRA Intervention Scheme includes the provision of multidimensional support services, tailored to the personalized needs of each beneficiary, aiming at facilitating her integration in the local host society. The services offered are multidimensional in the sense that they aim at responding to a variety of needs in reference to the factors that define the integration process, such as the beneficiary’s legal status, her role in her family, as well as the legal framework, the social environment and the culture of the host country. They are tailored because they are connected to the individual/personalized Action Plan (see above Step 4), leading to its step-by-step realization.

Their aim is to offer advice and support to:

- accessing accommodation
- accessing benefits or allowances
- getting National Insurance and/or Tax Numbers
- access to legal advice, including support for Asylum Service interviews and other legal status procedures
- using health services, including mental health ones
- access to schools, nurseries, kindergartens
- using local community services
- orientation, personal empowerment and development
- access to training and language learning
- employability, help to find work
- connecting and engaging with local community.

**WHEN/HOW LONG? Duration:** The duration must correspond to the Action Plan (see above) and be measured in number of sessions.

**HOW? Methodology:** According to the SIMRA Project's concept, the services offered in the Intervention Scheme touch upon the three factors that determine the success of integration, that is the beneficiary herself (personal empowerment, motivation, information, skills upgrade etc), the social service/facility that offers the services (upgrading their quality) and the local community (engaging them in the integration process of the target group). One of the goals that the Intervention Scheme should embrace is to steer and enhance active participation of the beneficiary in her own life choices and in the host society., considering this an essential factor towards emancipation and integration. To achieve that, the methodology chosen for the services provided in the Intervention Scheme focuses on counselling and coaching methods, complementing the social work mainstream practices, mainly case management. Counselling is a fundamental component of the SIMRA Intervention Scheme. The term refers to an acknowledged practice where a practitioner/counsellor builds with the client/beneficiary a relationship of trust that will enable the latter "to focus on feelings, experiences or behaviour, with a goal to facilitating positive change" (What is Counselling? In Approaches to Counselling/Skills you Need, [www.skillyouneed.com](http://www.skillyouneed.com)). that is what the beneficiary herself acknowledges as a problem as a result of the counselling relationship that began with the exploration/identification of needs and skills) It is important to mention here that any attempt to address the request of the beneficiary or solve her "problem" may require changes in the beneficiary's attitude or way of thinking. It is for this that Counselling is the proposed methodology in the SIMRA Project, because "Counselling focuses on empowering people to overcome difficulties, to take control over their own lives, and to learn how to make the changes that they want for themselves and their futures" (Chowdhary N. et al. 2013, The Premium Counselling Relationship Manual, Sangath, p.7).



# PART 3. Tips, tools and recommendations

## 1. INTRODUCTION

This guideline is a starting point to consider some of the practical tips for working with women migrants. Women migrants face particular opportunities and challenges in the Europe because of their gender and immigration status (amongst other aspects of their identity such as age, race and sexuality). Women migrants still face significant inequality in society and may face exploitation and persecution that is distinct from those of men and children. Working in collaboration (co-production) with migrant women has become an important concept in the aspiration to achieve more effective services. The way this is applied to the area of service delivery is described well by the New Economics Foundation report, - 'Right Here, Right Now - Taking Co-production into the Mainstream', (July 2010): 'People's needs are better met when they are involved in an equal and reciprocal relationship with professionals and others, working together to get things done.'

They describe the key characteristics of co-production as:

- Recognising people as assets
- Building on people's existing capabilities
- Promoting mutuality and reciprocity
- Developing peer support networks
- Breaking down barriers between professionals and recipients
- Facilitating rather than delivering

## 2. QUALITY - QUALITATIVE INDICATORS FOR IMPLEMENTATION OF SIMRA TYPE INTERVENTIONS AND EVENTS

SIMRA has identified a set of values and priorities for quality. We believe that different actors within the program must collaborate in pursuit of quality. We highlight pressing professional development needs for organizations wishing to engage with the SIMRA experiences and the ways in which other stakeholders in the system can support partners in the pursuit of quality.

- The SIMRA methodology is people-centred and participant-driven
- SIMRA supports self-knowledge, self-discovery, self-expression and self-empowerment
- SIMRA is process focused – at all levels of scale, from the cultural event projects and intervention activities/case management practices to understanding partnerships and relationships as processes
- SIMRA can only take place in a physically and emotionally safe spaces where migrant and refugee women have the opportunity to grow
- The program is collaborative, relational, and relationship based
- Relationships between all actors in the process are equitable, respectful, trusting, and reciprocal
- All stakeholders ensure that all parts of the SIMRA process work together to provide a quality experience for migrant and refugee women
- There is a strong element of cultural competence in all stakeholder relationships
- SIMRA requires equity in terms of funding, resources, and access, including access to excellence and to a wide variety of artistic, cultural and community-based experiences
- Requires advocacy by the NGO sector and collaborative support from decision makers and policymakers.
- Expectations and outcomes are purposeful and intentional. They are clear, shared, and planned for.

### **IMPACT - Measurement for Implementation**

Impact will show the range of impact SIMRA type interventions can have upon an organisation as a whole the range of impact they can have upon a migrant woman's integration and development

#### **HIGH-LEVEL IMPACT:**

SIMRA activities create enduring relationships between the organisation, the women, and the stakeholders, sustaining a meaningful understanding of support over an extended period of time. The extended SIMRA interventions or events lead to a substantial increase in the integration of a large number of female refugees and migrants. Examples: Programs within in which implements a program over the course of several weeks or months with the same participants in collaboration. The migrants and refugee women, professionals and volunteers are left with skills to continue unaided. Give an example from the SIMRA activities

#### **MID-LEVEL IMPACT:**

These partnerships do not have the same collaboration between the organizations, women, and the stakeholders over an extended period of time; however, these partnerships still provide important opportunities for migrant and refugee women to gain help with integration. Examples: Give an example from the SIMRA activities

**LOW-LEVEL IMPACT:** These partnerships have the least amount of collaboration over an extended period of time and may have low level impact on integration. Examples. Many of the SIMRA cultural events and interventions can be described as “one-off” or transitory. These events have a clear usefulness in for example making a statement of a specific issue. (example Migrant Women’s deaths on Cyprus). They can also create a feel-good factor and help introduce the local community to the lives and concerns of migrant and refugee women.

The specific Impact of SIMRA was:

The extensive and in depth evaluation has captured SIMRA’s impact. In the main all participants i.e. the migrant and or refugee women had the opportunity to play the role of facilitator/community champion. This enabled the participants to develop skills and gain new skills which allowed them to deliver a community project or a cultural event or both. The project enabled the participants to build confidence and be more active in society. SIMRA helped train, empower and enhance participants’ skill. SIMRA enabled the participants to have a voice and engage with civic assets (museum, local theatre and town hall, high-end public spaces and classy/posh venues) that they ordinarily do not feel comfortable to visit.

Below is a snapshot of the impact captured by all partners:

- Increased capacities, information and support resource, increased capacity to access rights
- Increasing employment chances
- Empowerment, facilitation of social interaction
- Empowerment, bonding, forming of relationships and interaction with other cultural communities and the mainstream one.
- Increased capacities
- Access to the centre of the city, able to go to work, increased employment chances, role model to other TCN women
- Active participation in local everyday life
- Support towards self-reliance and integration
- Active participation in local cultural life, visibility, support towards inclusion.

***The goal of SIMRA of course is to go from Low-Level to High Level impact.***



### 3. LESSON LEARNT FROM THE SIMRA PROJECT

The following were some of the key priority areas identified by partners as being helpful when designing projects/services for migrant and refugee women:

- The design and delivery of services and programs are provided in a gender responsive way, being mindful of particular gender issues within the cultural context.
- Programs that recognize that participants' needs vary at different points in the integration journey and "one size does not fit all". Identifying participants' needs at intake and regular and ongoing needs assessments can promote effective service delivery by ensuring that programs and services support participants as their needs evolve over time.

Culturally and linguistically appropriate mainstream services:

- An increased focus for mainstream service providers on the importance of culturally and linguistically appropriate delivery of services for this client group. This will help to ensure that the needs of migrant and refugee women are supported and achieved.
- Training and other supports for mainstream programs and services to further enhance culturally and linguistically appropriate service delivery.

Promote existing services to migrant and refugee women:

- Priority needs to be given to promoting the visibility and accessibility of existing services to key client groups.
- Programs and services are supported to up-skill former participants and volunteers from a refugee and migrant background to assist in delivery of services. This can help address language barriers and promote service accessibility.
- Programs and services are supported to offer flexible services such as outreach and home visits to help promote accessibility of services to migrant and refugee women.
- There is a need for the delivery of program and service promotion in languages other than English to ensure clients are matched to appropriate services and client needs are understood.

The transition to mainstream services and effective collaboration between migrant and refugee women service organizations and mainstream services:

- Further research is needed to explore how best to support migrant and refugee women as they transition from specialist services to mainstream services.

- The provision of funding to ensure migrant and refugee specialists are part of service delivery hubs should be explored also for funders to avoid funding short term project; capacity building takes time and happens incrementally.

Funding for follow up services and reporting requirements:

- Undertake more focused research to better understand how funding arrangements and the provision of services can best support migrant and refugee women and develop toolkits so others can learn and apply.

## 4. PRACTICAL TIPS FOR WORKING IN ORGANIZATIONS WITH WOMEN MIGRANTS

These are some of the things we should do to create safe environment when working with migrant women:

- Create an open and safe environment
- Treat all women migrants with dignity and respect
- Ensure all workers are aware of the need for gender sensitivity
- Understand gender-based issues and act appropriately to take account of these
- Offer the choice of female workers and interpreters to women migrants wherever possible
- Ensure women migrants are routinely supported with childcare during interviews and appointments so that they feel able to speak about confidential and sensitive issues
- Ensure women migrants are aware of their rights and independence from their partners
- Provide services to meet women migrants needs regardless of their immigration status
- Prevent vulnerable women migrants from being wrongfully detained
- Remove barriers to women's full participation (including providing women and child friendly spaces)
- Involve women migrants in developing the services provided to them, through for example: consultation and feedback, volunteering and job opportunities, positions on boards or as trustees.
- When everything seems to fail, please remember: It is not the result but the process that matters!

Migrant women are not a single cultural group, but is made up of different and diverse communities with different needs; some groups have a long history as residents whilst others maybe new in the area/country.

### Do's

- Try to understand the different cultures within the migrant community in relation to things like dress, physical contact, cultural behaviour, community languages and food
- Engage with migrant based organizations as they have links across the community. These groups may respond better to voluntary sector organizations
- Support migrant based organizations to make wider links with existing networks and statutory organizations
- Consider the need to translate information
- Provide culturally-specific food such as halal, kosher and vegetarian
- Be aware of cultural celebrations, and ensure there are no clashes with events- consult a faith calendar
- Go into the community to hold events so the community is comfortable and the location is neutral
- Encourage migrant residents to join in civic life e.g. taking part in events, joining tenants' organizations or the boards or steering groups of projects or initiatives in the area.

### Don't

- Assume that all migrant cultures are the same
- Ignore the networks that migrant based organizations have
- Engage with migrant based organizations in a silo without making wider connections for them in the community
- Only provide information in one format
- Assume that all communities work on the same schedule as the council
- Make the community come to the local authority/municipality
- Think that just because migrant residents are not currently involved in civic life it means that they are not interested in further opportunities in this area

## 5. COMMUNICATION PRACTICAL TIPS

### Before you speak

- Make sure you're in a good place to talk – quiet, with good lighting and without too many distractions (e.g. no radio or TV on in the background).
- Get the person's full attention before you start.
- Position yourself where the person can see you as clearly as possible (e.g. with your face well-lit) and try to be on the same level as the person, rather than standing over them.
- Sit close to the person (although not so close you are in their personal space) and make eye contact.
- Make sure your body language is open and relaxed.
- Have enough time to spend with the person. If you feel rushed or stressed, take some time to calm down.
- Make sure any of the person's other needs are met before you start (e.g. they're not hungry or in pain).

### Before you speak

- Speak clearly and calmly.
- Speak at a slightly slower pace, and allow time between sentences for the person to process the information and respond. This might seem like an uncomfortable pause to you, but it is important for helping the person to communicate.
- Avoid speaking sharply or raising your voice.
- Use short, simple sentences.
- Try to communicate with the person in a conversational way, not question after question (it can feel like an interrogation).
- Don't talk about the person as if they are not there or talk to them as you would to a young child – be patient and have respect for them.
- Try to laugh together about misunderstandings and mistakes – it can help. Humour can help to bring you closer together, and may relieve the pressure. However, be sensitive to the person and don't laugh at them.
- Include the person in conversations with others. This may be easier if you adapt what you say slightly. Being included can help a person with dementia to keep their sense of identity and feel they are valued. It can also help to reduce feelings of exclusion and isolation.

### What to say

- Try to avoid asking too many questions, or complicated questions. People with limited language proficiency and low confidence can become frustrated or withdrawn if they can't find the answer.

- Try to stick to one idea at a time. Giving someone a choice is important, but too many options can be confusing and frustrating.
- If the person is finding it hard to understand, consider breaking down what you're saying into smaller chunks so that it is more manageable.
- Ask questions one at a time, and phrase them in a way that allows for a 'yes' or 'no' answer (e.g. rather than asking someone what they would like to do, ask if they would like to go for a walk) or in a way that gives the person a choice (e.g. 'would you like tea or coffee?').
- Rephrase rather than repeat, if the person doesn't understand what you're saying. Use non-verbal communication to help (e.g. pointing at a picture of someone you are talking about).

## Listening

- Listen carefully to what the person is saying, and offer encouragement.
- If you haven't understood fully, rephrase what you have understood and check to see if you are right. The person's reaction and body language can be a good indicator of what they've understood and how they feel.
- If the person with limited language proficiency and low confidence has difficulty finding the right word or finishing a sentence, ask them to explain it in a different way. Listen out for clues. Also pay attention to their body language. The expression on their face and the way they hold themselves can give you clear signals about how they are feeling.
- Allow the person plenty of time to respond – it may take them longer to process the information and work out their response. Don't interrupt the person as it can break the pattern of communication.
- If a person is feeling sad, let them express their feelings. Do not dismiss a person's worries – sometimes the best thing to do is just listen and show that you are there.

## Body language and physical contact

- Non-verbal communication is very important for people with limited language proficiency and low confidence; it is one of the main ways the person communicates. You should learn to recognize what a person is communicating through their body language and support them to remain engaged and contribute to their quality of life.
- A person who does not speak the local language will be able to read your body language. Sudden movements or a tense facial expression may cause upset or distress, and can make communication more difficult.
- Make sure that your body language and facial expression match what you are saying.
- Never stand too close to someone or stand over them to communicate – it can feel intimidating. Instead, respect the person's personal space and drop to or below their eye level. This will help the person to feel more in control of the situation.
- Use physical contact to communicate your interest and to provide reassurance – don't underestimate the reassurance you can give by holding the person's hand or putting your arm around them, if it feels appropriate.

## 6. PRACTICAL TIPS FOR ORGANISING AN EVENT

The organizations that have participated in the SIMRA project have all been on a journey. Having access to the material provided within the project has been a great for them, but there are some things that came across from evaluating all interventions and cultural events which doesn't really fit in an evaluation matrix No matter how good you are as an organization and how good an intervention or cultural event you are going to stage, we urge you to consider the below recommendations in order to make your project as successful as possible...

### **LET' START THE EVENT OR INTERVENTION:**

- What programs will align with the organization's needs?
- How can this event or intervention support or develop the organization's plan to help with integration of migrant and refugee women?
- Is this event or intervention intended to be short-term or long-term? If long-term, what can you do to plan proactively for the event or intervention's long-term sustainability?
- What does your organization need to communicate to the participant about existing organization policies and procedures, management strategies, expectations, etc.?
- How will refugee and migrant women be selected to participate in this event or intervention?
- Will full participation be mandatory or opt-in?
- What are your shared goals?
- Are they measurable?
- What skills or techniques will be acquired by refugee and migrant women in which discipline?
- What skills might be acquired through this event or intervention?
- Do you have a clear and shared theory of how skills will transfer to your target setting?
- Are both parties invested in the success of the event or intervention?
- What does that investment look like?
- What will success look like?
- What does a successful process look like as well as a successful product?
- What happens if the shared definition of success is not met?
- Can the organization commit to providing an adequate and consistent space for the activities of the event or intervention?
- What does an adequate physical space look like?
- What resources or materials are needed?
- Which resources or materials can be provided by the organisation and which can be provided by the participant?
- Can each commit to providing consistent and high-quality resources and materials?
- How will the work of this event or intervention be shared?

- Will there be a culminating performance or exhibition? On what scale?
- What is a realistic timeline for this work?
- What is a realistic amount of time to plan for each individual session?
- Who will be involved from the organization?
- How can all partners working in the intervention communicate and collaborate?
- How and when will you communicate throughout these events?
- At what point will you check in throughout this process?
- Who will you contact if the plan goes off course?
- What supports does staff need throughout the partnership?
- What is the plan to facilitate communication and collaboration participants?
- How much will this cost? What is the budget? Is the budget reasonable and adequate to support the goals of this event or intervention?

### **IMPLEMENTATION - Ask Yourself:**

- How can you prepare to be in a different place on different days for the event or intervention?
- How can you be adaptable when changes happen to the timeline or plan?
- How do you know that refugee and migrant women are engaged and interested?
- How do you know if you are meeting the goals of the program?
- How do you know if refugee and migrant women are meeting the specific outcomes desired?
- What is your plan for ongoing assessment throughout the event or intervention?
- What should the organization, staff, refugee and migrant women, and their families expect?
- How can families and communities best support the event or intervention
- Schedule meetings during the event or intervention to discuss the process, outcomes and shared learnings
- What did refugee and migrant women learn?
- How do we know?
- Did we meet our goals?
- What went well?
- What needed improvement?
- What data supports your insights and conclusions?
- What did we learn?
- What will we do differently next time?
- What did children learn?
- How do we know?
- Did we meet our goals?
- What went well?
- What needed improvement?
- What data supports your insights and conclusions?
- What did we learn?
- What will we do differently next time?

### **Where do, your participants live and work?**

Do they have to take public transport to attend? Does public transport cost money? Can you refund it from the budget?

### **Do they have dependants?**

If they have small children, think of setting up a crèche during the session. If this is not possible, can you have a dedicated childminder in the room? Make sure that there are adequate facilities for changing diapers, heating food, breast feeding and such.

If they have children attending school – schedule sessions to fit in with school schedules.

### **Can you provide refreshments?**

If possible, make sure that there are refreshments available during the sessions. Buying coffee/tea and bottled water or lunch during a session can be an impossibility for the participants.

### **Which religious denomination do they belong to (if applicable)?**

Each faith has its own religious holidays. There's no point in scheduling a session if the participants are celebrating a religious holiday. Faith can also determine which foods you eat and other issues.

### **How is their life situation?**

Where they are in life can affect their participation. If they are homeless, unemployed or similar issues, it will influence their level of participation.

### **Don't promise what you can't keep**

Avoid making promises you won't be able to keep. Set realistic goals for your project.

### **Gain trust and build confidence**

Across the evaluations, gaining trust and confidence of the participants was deemed crucial, especially if you're working with a sensitive area.

### **Don't forget the social aspect of attending**

The participants may have a limited social network. When attending, they will make new friends. Encourage this – it's a crucial for a successful outcome, but keep in mind that your project is not a tea party.

### **Assess their prior knowledge and language level**

Do the participants have prior knowledge of the subject? None at all? How are their language skills? Nobody wants to look like a fool, so they might not ask questions, even if they haven't understood. Make sure that everyone is on track.

### **Don't cram too much into one session**

Let the participants digest and discuss the topics and make sure to straighten any question marks before moving on. Remember that it could have been years since they were in a similar situation, if at all.

### **It will take more time than planned**

It always does, in almost any situation. An intervention or a cultural event is no exception.

### **Expect the unexpected**

For some of the participants, you and your team might be seen as authorities on any subject. They might ask you questions regarding the asylum process when your project is about photography. You might hear some terrible stories from some of the participants. Be prepared for this. Make sure that the persons working with the project have somewhere to go for support or help.

### **Know your own limitations**

You can't fix everything. Or know everything. Or give 24 hours of your day. Some issues or questions you might come across may require other professionals, be it Health Services, Police or Social Services or similar. Do not provide advice in areas you're not trained in. Refer participants to relevant authorities.

### **Evaluate and document properly**

Stop and evaluate regularly. Make sure that you have required documentation after each session. It's a very bad idea to get people to sign attendance sheets at a later stage or hand you that receipt. Do all administration straight away.

### **Expect setbacks**

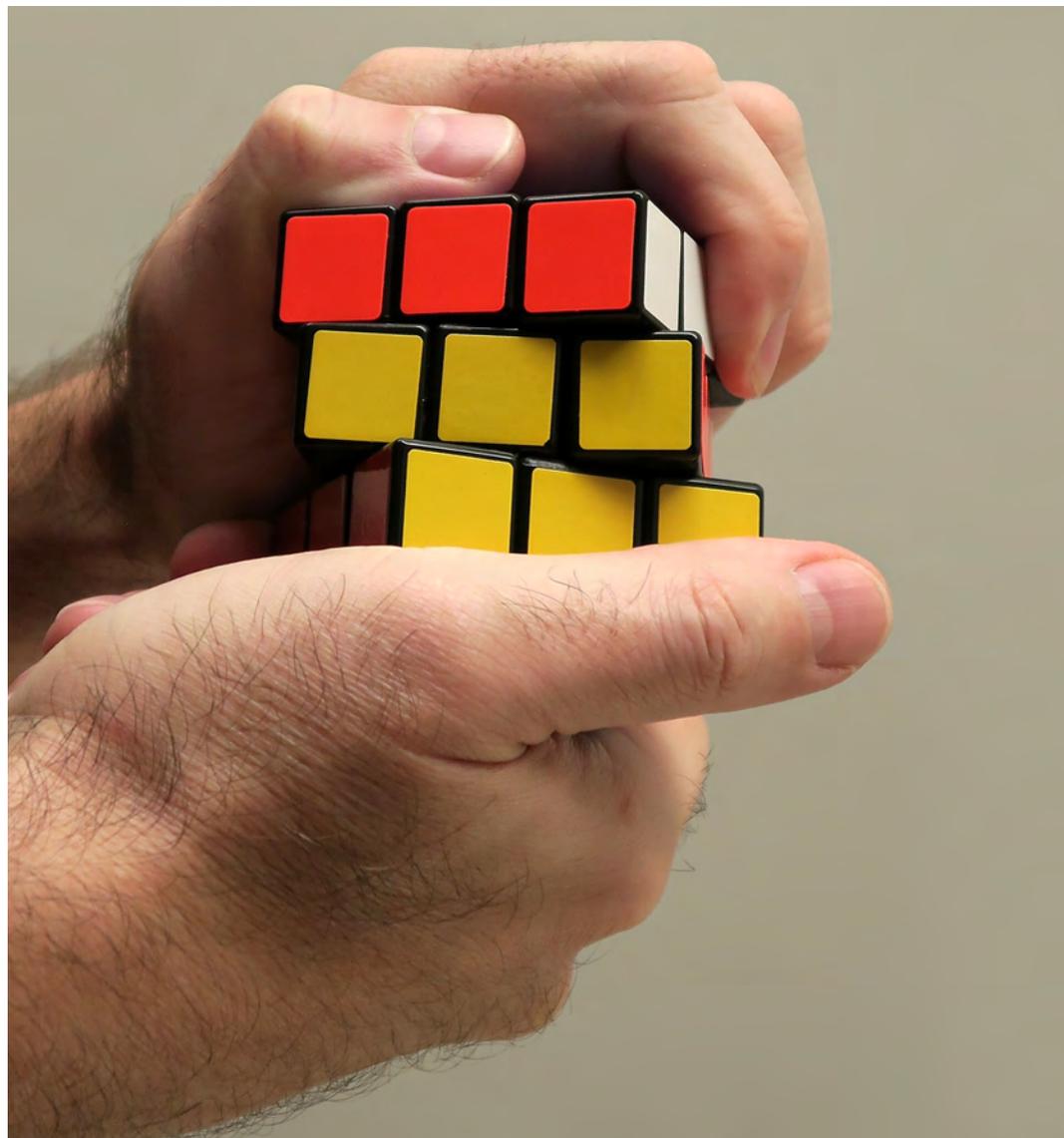
No matter how good your idea and plan are, something is most likely to go wrong. Assess potential weak points, see what you can do to mitigate this and have some contingency.

### **Close with an event**

Whatever what you have done – make sure that you end with a good closure. It doesn't have to include champagne and fireworks. A simple ceremony when handing out attendance certificates with a photo opportunity is enough. Maybe a cake?

### **Next destination...**

When finishing a project, make sure that the participants have ways forward. Make sure that the participants know where to go next.



## 7. IMPLEMENTATION TIPS FOR MANAGERS AND “DECISION MAKERS” USING THE SIMRA EXPERIENCES

### Who, Where, When, and How?

Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. Implementing your strategic plan is, as important or even more important, than your strategy. The strategic plan addresses the what and why of activities, but implementation addresses the who, where, when, and how. The SIMRA Guidelines and Manual for Implementation is a simple, easily accessible set of tips, dos and don'ts addressing who, where, when and how of supporting collaboration between migrants and refugee women, professionals, volunteers and other stakeholders. In the following sections, you'll discover support for your implementation plan and how to avoid some common mistakes.

As a manager, you may want to expand SIMRA type activities into your organisation. Here are some tips to help you succeed and stay away from the pitfalls of implementing your strategic plan.

Here are the most common reasons strategic plans fail:

#### **Lack of ownership:**

The most common reason a plan fails is lack of ownership. If people don't have a stake and responsibility in the plan, it'll be business as usual for all but a frustrated few.

#### **Lack of communication:**

The plan doesn't get communicated to staff, and they don't understand how they contribute. Getting absorbed in the day-to-day: Managers, consumed by daily operating problems, lose sight of long-term goals.

#### **Out of the ordinary:**

The plan is treated as something separate and removed from the management process.

#### **An overwhelming plan:**

The goals and actions generated in the strategic planning session are too numerous because the team failed to make tough choices to eliminate non-critical actions. Staff doesn't know where to begin.

#### **A meaningless plan:**

The vision, mission, and value statements are viewed as irrelevant and not supported by actions or don't have the support of the staff.

**Annual strategy:**

Strategy is only discussed at yearly meetings.

**Not considering implementation:**

Implementation isn't discussed in the strategic planning process. The planning document is seen as an end in itself.

**No progress report:**

There's no method to track progress, and the plan only measures what's easy, not what's important. No one feels any forward momentum.

**No accountability:**

Accountability and high visibility help drive change. This means that each measure, objective, data source, and initiative must have an owner.

**Lack of empowerment:**

Although accountability may provide strong motivation for improving performance, employees must also have the authority, responsibility, and tools necessary to impact relevant measures. Otherwise, they may resist involvement and ownership.

As a manager, your job entails making sure you're set up for a successful implementation. Before you start this process, evaluate your strategic plan and how you may implement it by answering a few questions to keep yourself in check.

Take a moment to honestly answer the following questions:

- How committed are you to implementing the plan to move your staff and organisation forward?
- How do you plan to communicate the plan throughout the institution?
- Are sufficient employees engaged to drive the plan forward?
- How are you going to motivate your employees?
- Have you identified internal processes that are key to driving the plan forward?
- Are you going to commit money, resources, and time to support the plan?
- What are the challenges to implementing and supporting the plan?
- How will you take available resources and achieve maximum results with them?

Often overlooked are the key components necessary to support implementation:

- Staff
- Resources
- Structure
- Systems
- Existing culture

All components must be in place in order to move from creating the plan to activating the plan.

**Staff - both professionals and volunteers:**

The first stage of implementing your plan is to make sure to have the staff on board. The right people include those with required competencies and skills that are needed to support the plan. In the months following the planning process, expand employee skills through SIMRA style training inputs.

**Resources:**

You need to have sufficient funds and enough time to support implementation. Often, true costs are underestimated or not identified. True costs can include a realistic time commitment from staff to achieve a goal, a clear identification of expenses associated with a tactic, or unexpected cost overruns by a vendor. Additionally, staff must have enough time to implement what may be additional activities that they aren't currently performing.

**Structure:**

Set your structure of management and appropriate lines of authority, and have clear, open lines of communication with your employees. A plan owner and regular strategy meetings are the two easiest ways to put a structure in place. Meetings to review the progress should be scheduled monthly or quarterly, depending on the level of activity and time frame of the plan.

**Systems:**

Both management and technology systems help track the progress of the plan and make it faster to adapt to changes. As part of the system, build milestones into the plan that must be achieved within a specific time frame. A scorecard is one tool used by many organizations that incorporates progress tracking and milestones.

**Culture:**

Create an environment that connects staff to the organization's mission and that makes them feel comfortable. To reinforce the importance of focusing on strategy and vision, reward success. Develop some creative positive and negative consequences for achieving or not achieving the strategy. The rewards may be big or small, as long as they lift the strategy above the day-to-day so people make it a priority. The vision, mission, and value statements are viewed as fluff and not supported by actions or don't engage with staff.

**Determine Your Plan of Attack:**

Implementing your plan includes several different pieces and can sometimes feel like it needs another plan of its own. But you don't need to go to that extent. Use the steps below as your base implementation plan:

- Modify it to make it your own timeline and fit your organization's culture and structure.

- Finalize your strategic plan for art and culture after obtaining input from all invested parties.
- Align your budget to annual goals based on your financial assessment.
- Produce the various versions of your plan for each group.
- Establish a system for tracking and monitoring your plan.
- Roll out your plan to the whole kindergarten.
- Build all department annual plans around the corporate plan.
- Set up monthly strategy meetings with established reporting to monitor your progress.
- Set up annual strategic review dates, including new assessments and a large group meeting for an annual plan review.

## 8. IMPLEMENTATION TIPS FOR ORGANIZATIONS

### **Do!**

- Meet with all actors and participants early in the process to confirm and follow up with a defined timeline and logistics
- Ask -are we a good fit?
- Ask- Does an event or intervention make sense?
- Customize your program model to the unique environment and interests of each participant
- Step back and let the participants initiate planning, event or intervention development, and design
- Contribute with expertise and terminology to populate relevant proposal fields for funding and advise proposal development
- Get on the same page about program start and end dates and roles and responsibilities
- Agree to a cost formula and negotiate a mutually agreeable program budget with your financiers.
- Become familiar with the SIMRA methods of planning, documentation and reflection
- Ensure that staff are trained in the SIMRA methodology

- Ensure the management team of the organization is aware and supportive of the program; provide periodic updates directly to stakeholders regarding how the program is going
- Check in on goals and projects
- Maintain open communication
- Maintain reflection/feedback loop
- Meet regularly
- Document and reflect upon your work
- Provide professional development

### **Don't!**

- Market a program as a ready formula to the participants without listening to their needs and concerns
- Try to take care of everything for the participants. Make sure they also they have to spend time with practical organization of material and equipment etc.
- Enter an event or intervention that doesn't feel completely clear and mutually agreed upon.
- Wait to re-visit your plan or launch the program
- Ignore the ways in which race, class, and gender may impact the leader-participant relationship

**BEFORE YOU START Ask Yourself:**

- What is your mission?
- What is your story?
- What are your strengths and expertise?
- Reflect on a few of your most successful events or interventions. What made them so successful?
- Similarly, reflect on event or interventions that may have been less successful. What needed improvement?
- What is the culture and climate of our kindergarten?
- Does your organization have an arts or culture trained staff?
- What partnership(s) do you already have?
- How do you determine quality?
- Is are your work with migrants strong already?
- Where do you need support?

**INITIAL PLANNING:**

- Does your organizational mission and vision align with, complement, and support the women's expectations?
- What are the expectations of the organization?
- How will you learn about their expectations and wishes, and what are your plans to integrate into them?
- What do you need to know about the women, their refugee and migrant women, families, and the community?
- Are individuals within your organization culturally competent with respect to the women, their refugee and migrant women, families, and community?
- What types of events and interventions can you offer?
- What is your capacity?
- What are the organization's priorities?
- How can this event or intervention support the women?
- Does your organizations mission and vision align with, complement and support the mission and vision of the project?
- What types of programs are needed?
- How many women are you planning on including?
- What are the migrant women looking for in the event and what skills they might learn from a collaboration?
- Can anything learnt from this event of intervention be used later?
- What do the women's families and communities want to see in an activity? What are their priorities?

## 9. RECOMMENDATIONS FOR STAFF TRAINING

### **SIMRA TRAINING - TRAINING IS NEEDED TO ENSURE IMPLEMENTATION**

Training for professional staff and volunteers is a pre-requisite for Implementation. Training for instructors and/or administrators that enable staff to learn more about developing SIMRA inspired programmes and best practices; often customized to serve specific organizations' interests and goals. Implementation means that all stakeholders; migrants and refugee women staff, artists and cultural workers, managers etc are informed about how to implement the SIMRA programme. This document provides some tips for forming a continuous professional development (CPD) programme and curriculum to help implementation and collaboration.

The CPD content proposal is designed is to meet the needs of a variety of audiences – from smaller capacity organizations and individual teachers or artists to larger capacity organizations – the program offerings can be tailor-made for all needs. The CPD would provide 56 hours of directed training in:

- Leadership training supports organizations' and partners in strategic planning, data management and evaluation, partnership readiness, capacity building, using the SIMRA tools, expertise, and information
- Advocacy, Research, and Policy - Training in advocacy and research results and EU, National policy
- Curriculum, Instruction, and Assessment - Training in curriculum, instruction and assessment
- Identifying the needs of migrant and refugee women
- Establishing “best practice” strategies for partnerships
- Collaboration between all stakeholders
- Planning skills with colleagues and using the SIMRA tools, expertise, and information
- Documentation skills using the SIMRA tools, expertise, and information
- Reflection skills using the SIMRA tools, expertise, and information

Content of the SIMRA Training Curriculum - Additional competences that staff should have to facilitate SIMRA.

#### **Learning Outcome1 - Understand Women's Needs:**

- Individual support, guidance and monitoring
- Simple and objective explanation of the tasks to be developed
- Self-confidence and feel supported/welcome
- Self-awareness about own needs, values and strengths, in order to determine own goals
- Enough time to feel integrated
- Understanding own progression
- Accept own situation and support provided, without feeling resignation and disappointment

- Real inclusive learning environments that favour a positive and open vision
- Active participation in the experiential learning process
- Understanding the process of own skills validation
- Recording tool to keep track of tasks completed during interventions and events

### **Learning Outcome 2 - Understand the Manager's Needs:**

- Recruit the right staff in order to provide good quality programs
- Leadership through coaching
- Active involvement in the promotion of specific training for staff and volunteers
- Sharing and discussing with peers, barriers and issues related with women's needs
- Clear planning of how much time and effort is needed in an organization to cover for a SIMRA type action
- Networking skills to be able to raise awareness on the mutual and corporate benefits of the implementation of SIMRA
- Demonstrating communication and collaborative skills for a more efficient and effective coordination

### **Learning Outcome 3 - Manager's Challenges:**

- Ensure a proper continuous training of all staff on migrant, refugee and women's issues
- Lack of collaboration between the various players
- Design and manage programs that can balance between the needs of women to engage in the event or intervention and the demands of delivery
- To adopt innovative learning models
- Ensure sustainability of events and interventions
- Knowledge of the principles of managing diversity
- Promotion of team working and integration
- Improvement of working and communication protocols for greater adaptation to the women's needs
- Promotion of team working and integration
- Willingness to teach
- Ensuring an effective transition and adjustment
- Equipping staff with new job-related skills
- A wish to contribute to society, community and the people in it
- Acceptance of difference and looking for individual unique abilities
- Removing stereotypes and prejudices
- Adapt to the individual

### **Learning Outcome 4 - Staff and Volunteers' Needs:**

- Appropriate training, raising awareness tools and resources
- Real and active involvement and motivation of the women engaged in the events and implementations

- Skills to promote the collaboration of families and communities
- Clear rules/boundaries and enforcing their compliance
- Constant supervision and monitoring is necessary to ensure every member of the team achieves realistic goals of development
- Finding time and resources to ensure activities are completed consistently

### **Learning Outcome 5 – Staff and Volunteer’s Challenges:**

- Low availability of educational/training materials, protocols and tools for working with migrant women and refugees
- Inadequate communication, emotional intelligence and coaching skills
- Lack of knowledge about equality, inclusion, diversity management and adequate resources and time
- Ensuring opportunity is personalized for each woman
- Honesty regarding expectations

### **Learning Outcome 6 – Staff and Volunteers’ Competences:**

- Willingness to engage with migrant and refugee women
- Observation and adaptability
- Stress management
- Communication competences and conflict resolution
- Emotional competence and Empathy
- Flexibility
- Life skills
- Coaching
- Role models
- ITC, including apps and online material
- Educational-pedagogic
- Career planning
- Strong networking

## **10. HOW TO RECRUIT PARTICIPANTS**

**TIPS:** Here are some tips and suggestions to achieve attracting participants in the Project or recipient of services. Remember, the social exclusion factors may result to feelings of frustration or alienation. Just maybe, the potential user of your services may feel embarrassed to step in the facility. Make the approach as user-friendly as possible.

- encourage “word of mouth” techniques to make known what the Project has to offer and to whom
- ensure that target group members do not feel embarrassed to enter the premises – make sure that they feel welcome upon entering an environment that respects them and does not embarrass them
- utilize as many personal contacts as much as possible
- Inform key actors/ contacts in existing local and regional networks on the services the Project provides and on whom they concern
- make the Project’s immediate benefits known to your organization, other departments and colleagues
- make the Project visible in your offices and premises

- issue a flyer/leaflet promoting the services offered by the Project, explaining whom they concern
- translate the promotion material you use in the language the participants can understand and in the language of the host country
- organize meetings, take the opportunity in any other event you organize
- mobilize local communities to spread the word on the Project and its services among their members
- use your organization's homepage
- link to the communities or other homepages/sites
- notify local press and media on the Project and the advantages it offers to the target group and the local community.

## 11. SIMRA TOOLKIT AND APPLICATIONS.

**If not stated, the tools and applications are available by contacting SIMRA (See contact information)**

- Motivation Assessment Questionnaire A & B
- Tool for Understanding the past to experience the future
- Community Champions Model of Empowerment
- Grandma's Story [www.grandmas-story.eu](http://www.grandmas-story.eu)
- MiGreat! Application [www.migreat-oer.eu](http://www.migreat-oer.eu)
- Guide for the exploration of skills
- Creative English
- Individual or Group Counselling sessions using role-playing
- The Cyprus Migrant Women's Model Forum under the Integro Project
- Community Champions Model of Empowerment
- Networking and Public Forums to promote dialogue among Migrant Associations and local NGOs
- Employability Learning - In Work Situations 20 Exercises
- Guide for the interview for vocational (re)orientation

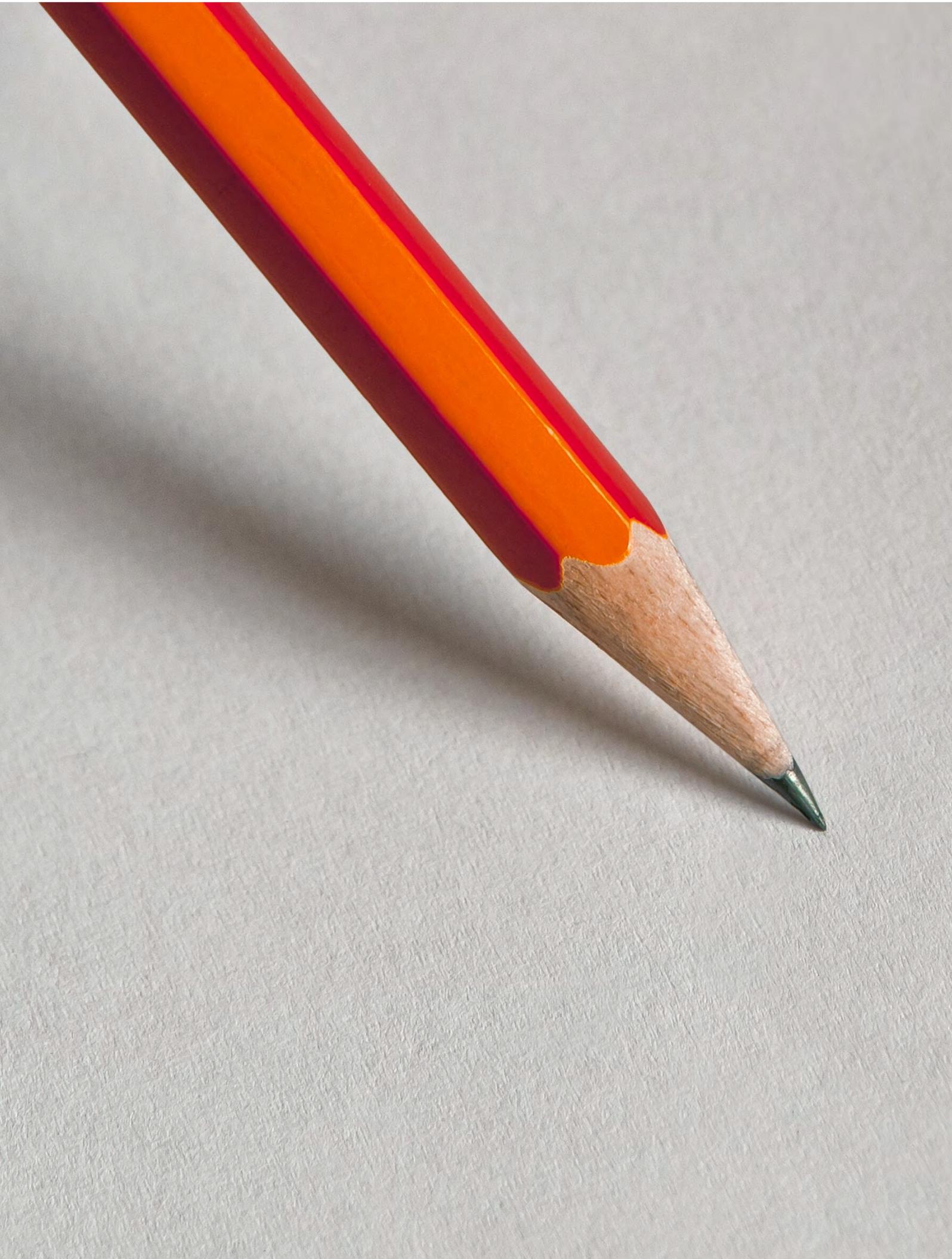
## 12. HOW TO FINANCE YOUR INTERVENTION OR EVENT

Finance will continue to an issue to fund services for this vulnerable group. They may be supported by trying to:

- a. Deliver services on behalf of National or local governments that correspond with their intentions and initiatives
- b. Raise funds from charitable institutions
- c. Raise funds from corporate donations
- d. Raise funds from Diaspora communities
- e. Crowdfunding activities
- f. Delivering services on behalf of larger organisations
- g. Apply for funding from international organisations
- h. Public Fundraising activities

## 13. HOW TO DISSEMINATE

- a. Through internal networks and their networks
- b. Through external networks and their networks
- c. Through contacting local and national educational establishments
- d. Through contacting local and national social service networks
- e. Through contacting local & national community associations
- f. Through contacting local and national art organisations
- g. Through contacting local and national refugee organisations
- h. Through contacting local and national women's organisations



## CONCLUSION

Some of the main results of the cooperation between the SIMRA partners highlighted; migrant and refugee women addressed by this manual have shown that the women themselves may not be targeted by integration policies on an individual basis but on their family status. While migrant men usually arrive alone, women more often join as a family member either together with their family and spouse or at a later stage. This leads to their exclusion from or limited access to integration support measures, skill assessments and trainings. For instance, women joining a refugee spouse might not access introductory integration programs and are less likely to be targeted by mainstream public services. Therefore when engaging with them it is crucial not to assume the women have been through extensive integration programs. We have to be prepared to start from the beginning!

Whilst working on the SIMRA cultural events partners ensured they conducted some baseline assessments with all participants, it is important for service providers to consider the factors that might particularly affect migrant women and refugees. Assessing their current situation in a comprehensive way – looking at their current immigration status; their childcare and family responsibilities; their access to basic needs such as secure and affordable housing, health, food, and social security; their family dynamics and cultural pressures; their level of education and proficiency in the host country's language; their employment experience, qualifications, and formal and informal skills – are all important when assessing their integration needs and the different factors that could affect their ability to access services.

Service delivery needs to recognise that migrant and refugee women's needs vary at different points in their settlement and integration journey and that ***one size does not fit all.***

Ensuring ***flexibility*** in the eligibility and uptake of services is crucial for migrant women. For example, many migrant women upon arrival are faced with competing tensions between their needs to learn the host country language and engage in integration activities and their family and childcare responsibilities. This often translates in some migrant women not being able to begin language training or employment-related integration activities until they are more settled in the country and have found alternative care options for family members. Cultural programs therefore need to be flexible and recognise that participants needs change over time and should be adapted to support the person's evolving situation and presenting needs.

There are some core cultural issues which service providers need to seek agreement on when working with migrant and refugee women. These are fundamental issues which cannot be ignored. There are often great differences in the ability of service providers to deliver services in culturally competent ways, particularly in mainstreams services.

They are not always trained to recognise how cultural practices or religious differences might impact a migrant women's ability to access or benefit from services. A lack of knowledge and understanding regarding migrant and refugee communities may result in cultural stereotypes that acts as a barrier for the women to get involved.

Service providers need to understand that some cultures separate the genders, either formally or informally. Looking beyond this to the roles that women are playing in the community and ensuring that being separate does not mean being excluded, can require clear communication and agreement. Other culturally specific behaviours might lead to misunderstandings between providers and participants, as in the case of a woman not making eye contact being misinterpreted as a sign of indifference whereas in the participant's culture it might mean something different.

Integration in a society is also about creating **social bonds** between migrants and the local community. Through the SIMRA program partners arranged a number of initiatives in this area with a variety of projects which encourage exchanges between migrants and locals and help bring people together – from cultural events and festivals to food festivals and artistic activities. Religious communities and other community based organisations can play a vital role in helping migrant women engage in these low threshold activities, as many migrants often perceive community based organisations as secure and familiar environments.

Throughout this manual we have highlighted clear examples of **do's and don'ts** when working with migrant women who have limited language proficiency and low confidence. The key is to try to understand the culture of the target group you're working with while approaching each encounter with an open mind, not making assumptions or interpretations about the needs or behaviours of the participant and adapting services to the needs of the participant. This is where training and support for service providers to improve their understanding of the challenges that migrant women face and how their migration backgrounds and cultural contexts can impact their needs could be helpful, there are some very practical examples of how service providers can deliver **culturally sensitive, flexible, engaging initiatives** that is based on an integral approach to support the women in a **holistic manner**. A special focus is put on individual tailor-made assistance to ensure support provided is not based on assumption and to foster self-confidence and the development of migrant women's social skills.

In summary it has been shown by the many successful interventions and cultural events carried out throughout the SIMRA experience that we have to work for migrant and refugee women in a structured way in order to help them to engage and integrate into the host community. However it is also equally clear that that the quality and depth of such programs increases when the service provider learns to work not only **for** but **with** the women and **co-designs** the services/activities. For this to take place an emphasis must be put on up-skilling and training of service providers' staff and volunteers and the women themselves.

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# ANNEX

## Motivation Assessment Questionnaire A: Creating the profile of the beneficiary

Note to partners: the point system is to be used for the electronic version/computerized system that is to be used during the pilot intervention scheme. For the time being ignore the point system. If you partners have any contribution and/or idea that you would like to share, please do so!

Both questionnaires (Part A & B) are to be used as guides for the interview with the beneficiaries before the provision of services by the partners running the intervention scheme, that is services to women. All questions can be delivered in an open-ended form if that is more appropriate for the specific beneficiary when needed. Both questionnaires are to be used as guidelines for the information that are needed for the Individual Action Plan, that is the areas covered in the questionnaires are needed to proceed with the Action Plan however the form of questioning can vary.

1. Name (& code)

2. Gender

- a. M
- b. F
- c. Other

Points: Male = 0 Female = 20

3. Age

Points: 16-26 & 45-64 = 20, 27-35 = 10

4. Belongs to a socially vulnerable group?

According to the counsellor who is interviewing the beneficiary

- a. Yes
- b. No

Points: YES = 20 NO = 0

5. Family Status

- a. Married
- b. In a relationship
- c. Single
- d. Separated/Divorced
- e. Widow
- f. Living with parents

Points: Single family household = 10

6. Address: According to the counsellor who is interviewing the beneficiary. Points: based on your estimation, is the address in an isolated or run down area, without infrastructure and easy access YES = 5  $\bar{n}$  10 NO = 0

Does the person

- a. Lives in a shelter or reception centre
- b. Rents a flat
- c. Rents a room in a flat with others
- d. Lives in own house/apartment

With how many others?

Are they family?

7. Does the person currently work;

- a. Yes
- b. No

Points: YES = 0 NO = 20

Has the person ever been employed?

8. If YES, what kind of employment?

- a. Stable, permanent contract
- b. Fixed term contract
- c. Occasional, "wages", etc.
- d. Seasonal, part-time
- e. Freelance
- f. Unregistered
- g. Other

Points: occasional, seasonal, part-time = 10, freelance = 5

9. If NOT, does the person have an unemployment card:

- a. Yes
- b. No

Points: YES = 10 NO = 20

If YES, was it issued after suggested by the Social Service;

- a. Yes
- b. No

Points: YES = 10

10. If unemployed, since when;

Points = 5 points for each month

The next questions are country specific and explore the unemployment benefits- if in your country there is another system regarding unemployment benefits, please change the question to your country's system

11. If unemployed for more than two months, how often do they renew the card:  
 a. the last two months  
 b. for the whole duration of unemployment  
 c. for the most part of the duration of unemployment  
 d. not regularly, whenever they remember  
 Points: a. = 0, b /c /d= 5

12. If they don't renew the card regularly, why does this happen?  
 a. "I don't have anything else to expect from the Unemployment Agency"  
 b. illness, difficulties  
 c. difficulties with documents  
 d. negligence  
 e. other/what?  
 Points:for all answers = 5. If the answer is e and similar with the others (in the same spirit = 5

13. Does the person has stay and/or work permit (Please specify which) in the country of residence:  
 a. Yes  
 b. No, because they lack the legal documents  
 c. No, even though they have the legal documents  
 Points:c = 5

14. Is the person insured? Yes No  
 Points: YES = 0 NO = 10

15. If YES what kind of insurance?  
 -----

16. If NOT, have they even received social benefits from the state?  
 a. Yes. What kind?  
 -----  
 b. No, never needed it  
 c. No, didn't know they existing  
 Points: a = 5, b = 0, c = 10

17. Educational level

Topic of Study / Specialization / Educational Institution / Country City / Year of Graduation

Primary School

Junior High School

High School

Vocational High School

Institute - Technical School

University Degree

Higher University Degree

Master's Degree

PhD

Other

Points: Up to Institute - Technical School = 10, up to university = 5, Master's Degree & Higher = 0

18. Dos the person study or participate in vocational training?  
 a. Yes. What?  
 -----  
 b. No  
 Points: YES = 5, NO=10

19. If the person has Degree(s) from a foreign country, which of the following applies? Have they recognized their degree(s)  
 a. Yes  
 b. No  
 Points: YES = 0 NO = 5  
 Are they in the process of recognition?  
 a. Yes  
 b. No  
 Points: YES = 0 NO = 5

20. How did they learn to speak the local language?

- a. Self-taught
- b. Through formal language courses

21. If they have taken formal language courses, from where:

- a. Vocational centres
- b. NGOs
- c. Courses from university
- d. Private lessons
- e. Other

22. How do they self-evaluate their language level?

Not good / Average / Good / Very good / Excellent

Oral

Written

Reading

Terminology

Points: Not good to Average, = 5 for each

23. If they have taken formal language courses, do they have:

- a. Written confirmation
- b. Certificate
- c. Other, what? \_\_\_\_\_
- d. No

Points: No = 5

From which institution?

- a. Vocational Centre
- b. NGO
- c. University
- d. Certification authority

24. Please fill in seminars or other vocational trainings **Αναφέρετε άλλα σεμινάρια ή προγράμματα επαγγελματικής κατάρτισης, τους τίτλους και τις ώρες που έχει παρακολουθήσει**

| Title of seminar/training | Institution | Hours | Year |
|---------------------------|-------------|-------|------|
|---------------------------|-------------|-------|------|

Points: State sponsored seminars/trainings = 2 for each, with tuition = 0

25. Please record other qualifications

- a. Has a driving license, what category?

-----

- b. Computer certificate (i.e. ECDL)

Not good   Average   Good   Very good   Excellent

Word

Excel

Access

Other, what?

- c. Foreign languages

Not good   Average   Good   Very good   Excellent

English

French

German

Other, what?

- d. Other, what?

-----

Points: for each formal/informal qualification = 2

26. Are they waiting to hear back from any company, employer, service they have contacted for a job?
- a. Yes
  - b. No
- Points: YES = 5, NO = 10

27. (AFTER THE REQUEST IS POSED BY THE PERSON THEMSELVES AND IF IT REGARDS EMPLOYMENT) Would they accept any job, even one that would not fulfil all their desirable traits, if it was offered immediately.
- a. Yes, because I need it
  - b. Yes, for a while until I find something better
  - c. No, I don't want to/I don't know/It depends
  - d. I will wait/search until I find something I like
- Points: a, b, d = specific goals = 5, c = 10

28. (AFTER IT IS SPECIFIED TO THE PERSON HOW THE SERVICE CAN ASSIST THEM) Will participating to a series of sessions, create difficulties with the rest of your daily activities?
- a. Yes
  - b.No

- If Yes Which of the following:
- a. Due to family problems
  - b. Difficulties with taking care of the children
  - c. Difficulties with taking care of the elders
  - d. Other activities
  - e. Other, what? \_\_\_\_\_

Part B Motivation Assessment Questionnaire

1. Are there dependent members in the household?
- a. Yes
  - b. No
- If Yes, how many?  
-----
- Points: 10 for each dependent members

2. The house they live in is:
- a. Owned by them
  - b. Rented
  - c. Hosted
  - d. On loan
  - e. On concession
  - f. Other, what?  
-----
- Points: c, e = 10, b = 5

3. Number of rooms in the residence:
4. Total number of people living in the same household: -----
- Points: 5-10 depending on the correlation of questions
- 3 & 4: more people for less rooms (is there at least a room for a couple of persons?)

5. The residence has:
- a. Connection to water
  - b. Connection to electricity
  - c. Connection to sewage
  - d. Telephone connectivity
  - e. Sufficient,auxiliary space
  - f. Main electric appliances  
Cooker (electric/gas)  
Washing machine  
Refrigerator
- Points: 5 for every element they lack

6. They own:
- a. Car
  - b. Cell phone
  - c. Another residence
  - d. PC/tablet
- Points: 5 for every element they lack

7. What was the household income the last 2 months?
- a. Less than 500€/month
  - b. Up to 500 €/month
  - c. 500-1000 €/month
  - d. More than 1000 €/month

Points: (SCALE) 0 = they have a stable income on their own, 5 = another member of the household has a stable income, 10-20 the lesser and more unstable their own income is

8. Are there areas/issues in their life that deeply concern them at this time?
- a. Yes
  - b. No
- Points: Yes = 5, No = 0

9.If Yes, which are they? Put in hierarchy the relevant areas/issues, based on their importance

| Areas/Issues  | Importance |
|---|------------|
| Personal/Family problems  |            |
| Interpersonal problems between the family members                           |            |
| Separation/Divorce  |            |
| Personal health problems  |            |
| Health problems of another family member                                    |            |
| Financial problems  |            |
| Personal specific problems (incarceration,alcoholism, etc.)                 |            |
| Specific problems (incarceration, alcoholism, etc.)of another family member |            |
| Unemployment  |            |
| Unemployment of another family member                                       |            |
| Housing   |            |
| Language usage  |            |
| Language usage of another family member                                     |            |
| School adjustment problems of their children                                |            |
| Other, describe   |            |

Points: HAS family difficulties, responsibilities, burdens = 5 for each one. NOTE for counsellor: do they know what to pick + 0, do they find it difficult/hesitates + 5

10. Do their children (if they have) go to school?

- a. Yes
- b. No

11. If Yes, do the children face any of the following problems?

- Language
- Behaviour
- Performance
- Classmate relationships
- Want to drop out

Points: If YES = 5

12. If their child/children is at school age and don't go to school what is the reason?

-----

13. If the beneficiary has dropped out, at level did they do this?

- Primary School
- Junior High School
- High School
- Vocational High School
- Institute - Technical School
- University Degree
- Higher University Degree
- Master's Degree
- PhD
- Other

Points: If they have dropped out at any level = 5

14. If they have a degree from another country and they have not recognized it or have not initiated any recognition process, what is the reason? (the main reason, choose only one answer)

- a. They have tried but have not managed
- b. They lack the required funds
- c. They lack the required time, because they are working
- d. They feel their studies/specialization will not be recognized
- e. It is difficult to access the competent authorities
- f. Other
- g. I don't know/Haven't thought about it

Points: a, b, c = 5, d, e, f, g = 10

15. What has been their professional course in the country (start from the most recent position)

Company  
Position  
Year  
Duration (from - to)  
Type of employment\*

\*occasional, part-time, seasonal, internship, etc.

16. What was the occupation in the country of origin?

If the occupation is different or the position is lower hierarchically = 5

17. If they could choose, with which of the following criteria would they accept a job position? (choose only one, the most important in their opinion)

- a. It's the occupation they desire
- b. It provides the minimum desired income
- c. It's close to home
- d. The work schedule is flexible
- e. It provides security and is long term
- f. It gives potential for professional growth
- g. Has a good working environment
- h. It's one step towards the occupation or the position they desire
- i. It's few hours, due to family reasons
- j. There is no choice, anything for survival reasons
- k. It guarantees expression and creativity or autonomy/initiative
- l. I don't know/it's not clear

Points: l = 10

18. If they had the opportunity to follow the occupation they like, what would it be and why?

Points: they know what they like? Is it realistic/can be the basis for an Individual Action Plan? Yes = 0, No = 10 (assessment by the counsellor in connection to the professional and educational profile)

19. During the job search have they ever felt their qualifications are not enough?

- a. No, never. There are other reasons Please, explain further
- b. Yes, often (i.e. 2 out of 3 tries)
- c. Yes, sometimes/in some special positions
- d. Yes, all the time
- e. "I know that I will only receive no for an answer"

Points: a, b = 5, c, d = 10

20. Do they feel they need to improve their qualifications, in order to get a job?

- a. My qualifications are sufficient
- b. They need improvement, but I lack the financial resources
- c. For the occupation I am looking they are enough
- d. Nothing will help/finding a job is not related to qualifications, therefore not worth it

Points: a, b, c = 5, d = 10

21. During the last 6 months have they visited, at least once

- Museum, archaeological site
- Concert, cinema, theatre
- Festivals, community events etc
- Any of the above mentioned with free admission
- School, their children's teachers
- A public service for any of their issues

Points: Yes = 0, No, not once = 5 for each

22. Are they a member of any group/club/society?
- Professional union
  - Cultural
  - None
  - Other, what? \_\_\_\_\_

Points: c = 5

23. How do they job search, which of the following ways have they used at least once?

- Through acquaintances, friends
- Newspaper ads
- The internet
- The public unemployment agency
- Through calls for the public sector
- Private employment agencies
- Social services, NGOs
- Personal newspaper ad
- Posting ads, business cards at shops, public spaces, etc.
- By sending their CV on their own initiative to companies
- Other, what? \_\_\_\_\_

Points: 5 for each way that they have never used

24. (Depending on the reply to the previous question) When was the last time they

- Send their CV on their own initiative?  
a. never b. this month c. this year
- Send their CV after it was asked?  
a. never b. this month c. this year
- Reply to an ad?  
a. never b. this month c. this year
- Reach former co-workers, to inquire about job openings?  
a. never b. this month c. this year
- Contact a company to get more information about a job opening?  
a. never b. this month c. this year
- Request info/application for calls for the public sector?  
a. never b. this month c. this year
- Replied to a call for the public sector?  
a. never b. this month c. this year
- Asked the public unemployment agency for information?  
a. never b. this month c. this year

Points: a, c = 5, b = 0

NOTE to counsellor: record any comments

25. Do they have a CV?

- Yes, and updated
- Yes, but not updated
- No, don't know how to do it
- No, didn't know what to write

Points: a = 0, b = 5, c, d = 10

NOTE: what is the type of CV? Is it full? Do they have different versions?

26. If yes, who is responsible for it

- Themselves
- Themselves, they have had seminars
- The employment agency
- The social service

Points: a, b = 0, c, d = 5

27. Do they have:

- Recommendation letters?
- Previous experience recommendations?

Points: For each No = 5

28. When was the last time they went through a job interview?

- last month
- last year
- Never

Points: a = 0, b = 5, c = 10

29. If they have gone through an interview, what was their main feeling?

- Awkward
- Uncomfortable
- Fear
- Nervous
- Calm
- Optimism
- Relaxed
- Hopeful
- Other, what? \_\_\_\_\_

Points: do they express negative feelings = 10

30. Which of the following, express their feelings better after a failed attempt to get work?

- Disappointment
- Despair
- Composure
- Greater strength
- Optimism
- Other, what? \_\_\_\_\_

Points: a, b = 10

31. How would they characterize their effort to find work?

- Stable and systematic
- Occasional
- Sometimes dynamic and sometimes restrained
- Non-existent

Points: a = 0, b, c = 5, d = 10

32. Which of the following factors negatively affects their mood to search for work?

- Lack of support from their family/friendly environment
- Fatigue from failed attempts
- Uncertainty of searching properly
- Tired of hearing they are overqualified or underqualified
- The feeling of insufficiency, due to lack of qualifications/skills

Points: b, d, e = 10, a, c = 5

33. How do they usually deal with problems?

- Alone
- Support from their family
- Support from their friends
- Support from services
- Other, what? \_\_\_\_\_

Points a = 10, b, c = 0, d = 5

34. From their work experience so far, what personal characteristic consider helped them the most?

- a. Problem solving
- b. Negotiation skills
- c. Working in teams
- d. Coping with the work challenges
- e. Being diplomatic
- f. Follow directions
- g. Take initiative
- h. Adapt easily
- i. None, I don't have anything special
- j. Other, what?

-----  
Points:

- Do they recognize positive aspects to themselves (= degree of self-knowledge)? Yes=5, No = 10
- If Yes, did they hesitate or didn't know what to choose? = 10
- Following the counsellor's assessment, do the traits the person identifies combine/respond to the desired occupation or the occupation held by the person? Yes = 5, No = 10

35. From their work experience so far, what personal characteristic consider hindered them the most?

- a. Procrastination
- b. Difficulty collaborating
- c. Following orders
- d. Ill tempered
- e. Not compromising
- f. Not adaptable
- g. Other, what? -----

Points: 5 for each based on the counsellor's assessment

36. According to their opinion, what are the reasons they are currently unemployed?

Group 1

- It's a matter of time, I will find something
- There are a few jobs and there is a lot of competition
- There are a few jobs in my profession/There is not enough demand for my profession

Group 2

- I am not well connected
- Family reasons (I don't have anyone to take care of my children/lack of support)
- I do not have sufficient skills/knowledge/qualifications

Group 3

- They view me negatively because of my origin/appearance/accent
- Employers don't want people my age
- There is no support from the state for people like me

Group 1 = 0 (realistic approach), Group 2 = 5, Group 3 = 10

# CONTACT INFORMATION SIMRA

## THE SIMRA PARTNERSHIP

**Nostos** was established in 1995 by the Federation of Pontian Associations of Southern Greece and local Pontian associations as the means to tackle the serious social and economic issues that repatriates from the former U.S.S.R. faced during their return to Greece after the collapse of the Soviet Union. Having gained experience, Nostos included other socially vulnerable groups with the aim to fight social exclusion and unemployment.

**Legacy West Midlands** was established in 2010 and has Charitable Incorporated Organisation (CIO) status. Inspired by the heritage of post-war migrant communities in Birmingham, their work celebrates their relationship with the industrial, architectural, and cultural fabric of the City. Early projects included tracing migrant journeys to Birmingham and developing a local heritage trail. Following the success of earlier projects, Legacy West Midlands adopted four key priorities; Arts, Heritage, Well-being and Community Cohesion.

**Hypatia** is an organization with 3 employees and 5 volunteers. As a result of participating in the SIMRA project, the organization predicts reaching 220 individuals of the target group during 2019, which is a significant increase compared with the 15 individuals of the target group reached during 2018..Hypatia took part of the SIMRA training event and used this competence development experience to train their own facilitators in the organization of events. Hypatia took part in the process of transfer of skills in working with migrant women in the areas of personal empowerment and support towards emancipation and integration and facilitating active participation of women in art and social life and immigrants' integration in the host society.

**The Lennox Partnership** was created in 1988. Initially established to support the regeneration of the Clydebank area following the demise of the shipbuilding and heavy engineering sectors, and to continue the work of the Scottish Development Agency's Task Force who were pulling out of the area. The organisation has evolved over the years, broadening its remit and widening its operational area to include the delivery of services in a number of the 32 Local Authority areas of Scotland. The organisation currently has 35 employees.

**Theatr Brama** is a cultural and educational organization, founded in Goleniów by Daniel Jacewicz as a drama circle in 1996. It then became the home theatre of the Goleniow Culture House. Brama brings together a large number of creative young people. The theatre spends most of the year performing around Poland and throughout the world. The ensemble is a diverse group dedicated to a common artistic goal realized by researching the heights and depths of emotion, recalling heritage and reacting to the reality of life.

**Double Helix Resources** is a private company, set up in September 2015, by Brian De Lord, with the intention of providing educational and therapeutic consultancy, accredited training and related resources for those working with troubled and vulnerable children and their families. A network of specialist practitioners and researchers supports the company. They are engaged to work on specific initiatives and projects, as the opportunities arise.

**KISA** is an NGO operating in Cyprus, established in 1998, and its vision is the promotion of an all-inclusive, multicultural society, free of racism, xenophobia and discrimination and where, through the interaction and mutual respect of diverse cultures, there will be equality and respect for the rights of all, irrespective of race, nationality or ethnicity, colour, creed or beliefs, gender, sexual preference or orientation, age, inability or any other diversity. KISA's action is focused on the fields of Migration, Asylum, Racism, Discrimination and Trafficking, and it includes awareness-raising of the Cypriot society as well as lobbying in order to influence the legal and structural framework, the policies and practices in these fields. KISA operates a Migrant and Refugee Centre that provides free information, support, advocacy and mediation services to migrants, refugees, victims of trafficking and racism / discrimination and ethnic minorities in general, as well as promotion of the integration, empowerment and self-organisation of migrants and refugees. The combination of activities of social intervention and the operation of services as well as the strong ties with the migrant and refugee communities enable KISA to have a very accurate and updated picture about the realities in the areas of its mandate.

**Elderberry AB** undertake curriculum development and strategic studies, authoring, testing, editing, evaluating and publishing within: school, youth, adult, teacher Cultural and VET education, mostly with socio-cultural and urban implications. The company is experienced with traditional methods for authoring educational material and training as with eLearning, mobile learning and eCulture. Elderberry also have 20 years of experience as a partner and coordinator of EU projects.

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SUPPORTING THE INTEGRATION OF MIGRANT WOMEN, REFUGEES AND ASYLUM SEEKERS

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EUROPEAN COMMISSION DIRECTORATE-GENERAL FOR MIGRATION AND HOME AFFAIRS  
MIGRATION AND SECURITY FUNDS UNION ACTIONS

