



Mediterranean  
Migration Network

...empowering people,  
supporting integration...

# Handbook of Good Practices





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ΑΛΛΗΛΕΓΓΥΗ, ΠΡΟΟΔΟΣ, ΕΥΗΜΕΡΙΑ – SOLIDARITY, PROGRESS, PROSPERITY

# Handbook of Good Practices for the integration of Third Country Nationals in the local community - Examples from Cyprus and Europe

Project Name: Integration Network  
Project No: CY/2016/AMIF/SO2.NO3.3.1

## **3rd Mediterranean Migration Booklet 2017**

“Policy and Practice in Migration and Integration: A collection of Case Studies, Testimonials and Collaborative Programs”

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## Foreword

Over the past few years, due to the financial crisis and the war/political turbulence across the global, Europe has welcomed a number of people both from the EU and Third Countries (such as Nigeria, Syria, Côte d'Ivoire, Bangladesh etc). This phenomenon raised issues of concerns in the EU Member States and often provoked emotional reactions, negative stereotypes and myths which tend to distort the actual facts.

What is more, migration as a topic has been a subject for political and public arguments which requires evidence based information, crucial to respond to this complex problem. As a result to this massive flow of people in Europe, immediate actions and measures (policy priorities) for the host countries were obviously demanded in order to help them cope with this crisis.

But where do you start? The EU along with the Member States have so many key priorities, measures, demands and needs on migration, integration and asylum. The European Commission, to this effort, has launched the "Action Plan on the integration of Third-Country Nationals", in which they present structured actions and concrete initiatives to support Member States in the integration process of the **20 million documented non-EU nationals residing in the EU**. The action plan includes actions supporting pre-departure and pre-arrival measures, education, employment, vocational training, access to basic services, active participation and social inclusion (European Commission, 2016).

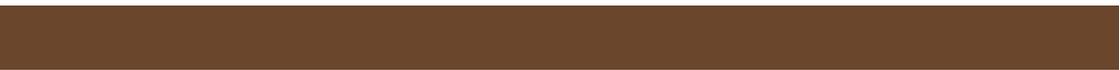
The Mediterranean Migration Network realizes the importance of implementing an action plan on migration and integration, thus, among other activities, has collected several initiatives implemented across the EU, which includes a collection of case studies, testimonials and collaborative programs. The aim of the handbook is to become a handy tool for organizations and stakeholders active in migration and integration areas.

We do hope that this handbook will be helpful for many stakeholders across the EU (as well as countries outside the EU) and that it will support their efforts to manage migration flows and integration challenges.

*The Mediterranean Migration Team*

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# Introduction

This handbook encompasses a selection of good practices developed by partners and members within the framework of the program “Mediterranean Migration Network” (Action 2/3 – CY/2016/AMIF/SO2.NO3.3.1), which is co-funded by the Asylum, Migration and Integration Fund and the Republic of Cyprus.

The program began in 2012 with the objective to support the exchange of information and best practices among organizations active in the fields of migration, integration and diversity by promoting a collaborative framework among national and European public and private organizations as well as by building the professional capacity of the Network’s members through educational material and activities.

The good practices and models presented within this booklet, focus on the theme of migration and integration in the EU (with particular attention to the Mediterranean Basin). The booklet developed as part of the activities of the Mediterranean Migration Network, an interdisciplinary EU action that promotes the collaboration among public and private stakeholders active in the fields of migration and integration.

At the core of the process, about 2500 stakeholders (both from the public and private sector) were involved in the program, and more than 1200 participated in a joint reflection both on migration flows in the EU and integration process of migrants in the EU Member States.

This handbook includes only a small selection of the rich and heterogeneous amount of good practices and materials developed at national and European level by the Networks’ members and collaborators. You may find out all materials produced and more information, on the official website of the Mediterranean Migration Network at [www.migrationnetwork.org](http://www.migrationnetwork.org).

The Mediterranean Migration Network is managed by the International Research Centre CARDET ([www.cardet.org](http://www.cardet.org)), in collaboration with the consultancy firm INNOVADE LI ([www.innovade.eu](http://www.innovade.eu)).





## Evaluation environment for fostering intercultural mentoring tools and practices at school (E-EVALINTO)

<b>Duration</b>	2 years (October 2016 – September 2018)
<b>Partners</b>	UNIVERSIDAD DE SALAMANCA (USAL), OXFAM ITALIA (OIT) – Italy, UNIVERSIDAD DE CADIZ (UCA) - Spain, SPOLECZNA AKADEMIA NAUK (SAN) – Poland, DUBLIN CITY UNIVERSITY (DCU) – Ireland, CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (CARDET) - Cyprus
<b>Funding agency</b>	Erasmus+ Strategic Partnerships for school education
<b>Target group</b>	Secondary School Teachers and Students

The project “E-EVALINTO” based its philosophy and structure in the notion of interculturality as a value of the European identity that can be enhanced in order to improve both basic and transversal skills. More specifically, research has shown that young people with a migration background are considered disadvantaged learners and potentially at risk of social exclusion. Also they are at great risk of Early School Leaving (ESL). Early school leaving (ESL) is an obstacle to the socio-economic growth of the European countries. The main consequences could be unemployment and poverty but also social exclusion, poor health up to the most serious involvement in crime. So

tackling early school leaving is a stepping stone towards improving the opportunities of young people and for supporting smart, sustainable and inclusive growth, as shown in the priorities for the EU 2020 strategy. Young people with a migration background are at great risk of ESL from school. To this extent, the gap between natives and young people born abroad is very high, especially in Cyprus, but also in Spain and Italy. In these countries, the ESL rate of young students with migrant background almost double that of natives. One of the factors leading to ESL is the lack of prevention and early intervention strategies, both at institutional and school levels, related to the need to develop effective methodologies and support for these students. In this regard, the project E-EVALINTO aims to collect and manage through its ICT environment, each single experience and evaluation activity in order to improve collaboration among the different stakeholders in both prevention and intervention actions around ESL among students with a migrant background. This work will develop a huge knowledge base for future users, with permanently evolving activities, solutions and strategies to deal with intercultural issues. Specifically, the project's consortium will produce the following outputs:

- **E-EVALINTO Framework:** the theoretical and methodological framework for peer mentoring and for evaluating the situation of a school with regard to interculturality, identifying at risk and potential peers to act as mentors;
- **E-EVALINTO Environment:** an educational portal, which will offer to schools and teachers a complete set of tools and activities to manage the implementation of the intercultural mentoring programme with their students;
- **E-EVALINTO Training Program:** to equip teachers with tools to deal with diversity and to apply them at school in order to work effectively with pupils at risk.

School and other educational administrators in particular at a local and regional level will be benefited by the use of the E-EVALINTO training material in the curriculum so as to involve teachers and students in the training programme. Policy makers and other stakeholders will have the opportunity to promote peer mentoring actions addressed to reduce early school leaving in migrant student population (secondary school) and to acknowledge the value of interculturality itself as part of an active and responsible European citizenship education.



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<https://evalinto.eu>











## The ComBuS Project

<b>Duration</b>	2 years (October 2016 - September 2017)
<b>Partners</b>	Cardet – Cyprus, ITC – Spain, UPIT – Romania, KMOP – Greece, FORIUM – Italy, GIE – Romania, Meath Partnership - Ireland
<b>Funding agency</b>	European Commission Directorate-General Justice
<b>Target group</b>	Teachers, school leaders, school staff, parents, students

The European project “Combat Bullying: A Whole School Program” (ComBuS), developed a whole school program in order to empower students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities, using blended methodologies, tools and activities.

The objectives of the ComBuS project are to:

- Conduct literature review and analysis of the needs of students, teachers, school staff, school leaders and parents in 6 European countries.
- Build a participatory, whole school program (ComBuS Toolkit) that will engage students, teachers, school staff, school leaders and parents in fighting bullying using blended (face-to-face, online and mobile) methodologies, tools and activities.
- Localization and adaptation in national contexts.

- Implement the program in at least 2 schools for each of the chosen 6 European countries.
- Dissemination of the model widely in the EU.

The greatest achievement of the project is the development of the ComBuS Toolkit which consists of the following:

- 3 Blended learning modules for school leaders, teachers and parents (9 online units and 3 face to face units)
- 3 Experiential workshops for students
- Peer to peer support guidelines for students
- 8 In class activities/ lesson plans
- 9 Reading against bullying activities
- Materials for thematic school days
- Evaluation rubrics
- Implementation guidelines
- Toolkit executive summary

The Toolkit is available in the project's platform and through the ComBuS mobile application for free in 5 European languages. The consortium of the project consists of seven partners from six European countries (Cyprus, Spain, Romania, Greece, Italy and Ireland), covering a wide range of expertise and experience related to the scope and the aims of ComBuS, having as well a Pan-European outreach in their activities.

The digital platform of the project, is available in the following link <http://combatbullying.eu/index.php/en/>. The ComBuS Toolkit, which is accessible through the digital platform includes activities and resources which are targeted at school leaders and principals, teachers, support staff, students and parents. Thus, school communities become engaged in fighting bullying using blended (face-to-face, online and mobile) methodologies, tools and activities and raise awareness of bullying in schools and to help identify, report and tackle the issue of bullying in primary and post-primary schools in Europe.

All the material of the ComBuS toolkit has been implemented in all 6 European countries, engaging more than 2040 students, 480 teachers, 120 school leaders, 120 people from school staff and 600 parents. A total of more than 10000 people have also been informed about this project.

During the implementations in schools, the lesson plans of the toolkit, the workshops with students, the reading against bullying activities and the material for the thematic

school days was used and students were positively influenced. Feedback has been gathered from teachers and facilitators and it seems that the material had a great impact in a European level. Students learned to appreciate, increased their empathy, and respected more one another. The implementation in schools helped the community built to raise awareness of bullying in schools and to help identify, report and tackle the issue of bullying.

The project is funded with support from the European Commission under the Justice Programme involving seven partners from six European countries.



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From the implementation of the ComBUS toolkit during the thematic school days.









## Lighthouse

<b>Duration</b>	3 years (September 2014 - August 2017)
<b>Partners</b>	Spain, Norway, Greece, France, Cyprus, Austria
<b>Funding agency</b>	Erasmus +
<b>Target group</b>	Migrants

SOLIDARIDAD SIN FRONTERAS NGOD, “SSF” [www.ssf.org.es](http://www.ssf.org.es) has coordinated the European project – Erasmus + “Lighthouse Supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility”, which is an innovative project aiming to develop and provide access to new methodologies for career guidance and counselling in Europe. [www.lighthouse-project.eu](http://www.lighthouse-project.eu)

During 3 years, LIGHTHOUSE has been developed by a consortium of 7 expert and experienced organization from 6 countries, some of them from the Mediterranean region: Spain, Austria, Greece, Norway, France and Cyprus.

LIGHTHOUSE focuses on the development of an innovative model for supporting lifelong learning and career paths for migrants – the LIGHTHOUSE - drawn from the combination of two successful frameworks: the Austrian model LOT-House (learning, orienting, trying-doing), developed by the Austrian project partner, BEST; and the well-established French system for the recognition of non-formal and informal learning. Based on the needs identified through a series of professional activities described in the State of the Art and on the intellectual outputs developed ([www.lighthouse-project.eu/outputs/](http://www.lighthouse-project.eu/outputs/)) this professional model is tailored, adaptable and transferable to an umbrella of entities.

The LIGHTHOUSE Model ([www.lighthouseproject.eu/model](http://www.lighthouseproject.eu/model)) is structured as an interactive open space created to offer tailored counselling and career guidance for migrants, with four zones, distinguished from each other.

- **RECOGNITION** zone is the welcome hall of the house and assessment of prior learning.
- **TRAINING** zone is linked with lifelong learning programmes.
- **EMPLOYMENT** zone will offer vocational assessment and career guidance.
- **MOBILITY** zone will analyse the possibility of a new mobility, internal and/or externally.

The LIGHTHOUSE Model provides the necessary conceptual and practical framework to set up a LIGHTHOUSE in partners' country and in any other European country, with the necessary customization, based on organisational context, target needs and cultural/national specificities.

Beside the State of the Art and the Lighthouse Model, it has been developed other intellectual outputs: Training Curriculum, Guidebook, Guidelines, Toolbox and Didactic Film. In addition, partners have created dissemination products and carry out dissemination activities and multiplier events.

Migrant's people are invited by the LIGHTHOUSE professionals to organise their individual LIGHTHOUSE path through some or all zones, according to their needs and personal goals.

A set of 7 Intellectual Outputs have been produced during the development of the project plus dissemination products and activities.

All partners of the consortium of the project have implemented the LIGHTHOUSE tools from each zone of the LIGHTHOUSE Model, involving different beneficiaries and according the profile of each partner organization. The number of beneficiaries in the pilot implementation has been 183 PEOPLE IN TOTAL.

Professionals (Psychologists, social workers, special educators, tutors, counsellors, trainers, coaches) and volunteers from each partner organization were trained to implement the Lighthouse Model through Capacity Building Sessions. The total numbers of professionals were 43.

The social changes and the economic crisis did not affect the implementation of the LIGHTHOUSE project. The great experience of the partners, the variety of stakeholders and the ease of adaptation of the Model in the 6 participant countries allowed the zones, tools and materials to be tested and validated in daily work.



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<http://lighthouse-project.eu>







urbagri4women

## Urbagri4women - “Innovative practices and joint urban initiatives to foster the integration of migrant women in the receiving society within urban agriculture practices”

<b>Duration</b>	24 months (Dec 2016 - Nov 2018)
<b>Partners</b>	7 European countries from 7 organisations: TAMAT – Italy (Leading Organisation); AIDGLOBAL – Portugal; AMSED – France; CARDET – Cyprus; GYROS – England; IED – Greece; and Südwind – Austria
<b>Funding agency</b>	European Commission Asylum, Migration and Integration Fund (AMIF) [Project Number: HOME_2015_AMIF_AG_INTE_9098]
<b>Target group</b>	Migrant women (and asylum seekers and beneficiaries of international protection in a host society)

In the absence of an effective policy of inclusion of migrants in the EU, the Urbagri4Women project implements several initiatives promoting the integration of migrant women in 7 European countries from 7 organisations.

Urbagri4women aims to foster the integration of migrant women, including asylum seekers and beneficiaries of international protection in the host society, enabling them to develop innovative and subsistence agricultural initiatives that contribute to urban rehabilitation.

Urbagri4Women promotes social inclusion and female empowerment through the rehabilitation of urban outskirts, currently in a situation of abandonment or decay, where the practice of urban agriculture is applied through practical laboratories that aim to foster intercultural dialogue and more sustainable cities and communities. Urbagri4women adopts a methodological approach based on migrant women integration experiments within Urban Agriculture Labs (UALs), supported by transnational knowledge sharing and capacity building and consisting in innovative concrete actions for promoting intercultural dialogue and a culture of welcoming communities, with the involvement of public administrations, social partners, migrant organisations and other relevant stakeholders.

Urbagri4women will focus on six main activities:

- 7 Urban Agriculture Labs
- 21 Focus Groups with regional communities with specific know-how
- Transnational Workshop of Good Practices in Strasbourg, France
- Transnational Gardening Contest
- Green Paper and Manifesto on the integration of migrant women
- Final Conference in Lisbon, Portugal

Urbagri4woman foresees: 1) Results related to persons directly involved - increased level of key and technical competences and in particular sense of initiative for socio-economic integration/Increased level of technical competences related to urban agriculture practices and urban management and regeneration/Increased opportunities for practical managerial and tutoring experiences/More active participation in society/Increase opportunities of integration in local communities and understanding of different cultures. 2) Results related to involved staff - Increased level of technical competences on entrepreneurial mentoring and social inclusion, due to specific training for partner staff and the participation to the technical training for beneficiaries/Increased cultural sharing awareness and expression, due to the cultural similarities but different approach to the project issue. 3) Results at systemic level (Outcomes of WP3 and WP4) - Increased opportunities for migrant women socio-

economic integration/Promoted take-up of practical entrepreneurial experiences/  
Increased awareness of the socio-economic integration opportunities for migrant women by UALs/Enhanced multilevel dialogue towards a common Union approach to asylum and immigration/Promoted intercultural dialogue and a culture of welcoming communities.

Ensuring a high impact to individuals and communities, the project will foster the integration of migrant women and all beneficiaries, enabling them to develop innovative and subsistence agricultural initiatives that contribute to urban rehabilitation.

An attempt will be made for partners to succeed in involving migrant women and stakeholders in identifying 'empty spaces', 'non-spaces' and 'potentially green spaces' and work together towards reviving these in the framework of urban agriculture as a good practice in ensuring smooth and successful participation and integration.

The smooth project implementation is guaranteed by the consortium. Starting from the KoM, the tasks and obligations were shared among partners, as well as detailed activities, deadlines, roles and responsibilities. The management team keeps track of the project progress in terms of resource used, implementation and delivery of results, through different tools: daily communication by email and phone, bi-monthly Skype conferences with partners and Coordination Meetings. The leading organisation also drafts a quality plan to monitor the compliance with the work-planning in terms of objectives, outputs, deliverables, methodologies, timing, and project needs. It also looks at higher levels i.e. outcomes, specific and overall objectives. The plan contains the following:

1. the monitoring tools (4 monthly monitoring sheets and questionnaires) and deadlines to systematically collect administrative, financial and content data for further analysis and help the partnership in managing intervention risks.
2. a table of indicators and expected results to be reached during and at the end of the project.
3. a Risk register, aimed to highlight possible risks in the activities implementation and to propose possible solutions, appoint a reference person and verify the success of the adopted strategy.

The evaluation is aimed to verify efficacy and effectiveness of project activities and results; relevance of the project strategies towards the identified target groups; the sustainability in terms of project ownership; impact on beneficiaries and target groups and the coherence and complementarity of project activities towards regional and EU policies, programs and projects and mainstreaming and child protection policies adopted. In order to guarantee a neutral analysis, an external evaluator is in charge of integrating the quality plan drafted by the applicant and for the preparation and

submission of evaluation tools. Results are collected in Interim and Final report, containing lessons learned and suggestions to modify project strategy.

An important challenge is getting stakeholders involved in such initiatives and gaining the trust of migrant women to get motivated and successfully engage in activities.



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<http://www.mediazone.pt/urbagri/>

Urbagri4women Kick-off meeting, Perugia, Italy, March 2017







# Us&Them: Dialog, tolerance, collaboration for good coexistence in a multicultural world

<b>Duration</b>	2 years (November 2015 – November 2017)
<b>Partners</b>	Group for European Integration (GIE) - Romania, Centre for Advancement of Research and Development in Educational Technology LTD – Cyprus, Fundación Universidad Empresa de la Región de Murcia – Spain, Louth and Meath Education and Training Board – Ireland, Staff Consult S.r.l. – Italy, Associação Nacional Para a Acção Familiar – Portugal, Can Ilce Milli Egitim Mudurlugu – Turkey, Coleg Cambria – United Kingdom
<b>Funding agency</b>	Erasmus+ Strategic Partnership for adult education
<b>Target group</b>	Educators working in the field of adult education in multicultural communities

The project “Us” & “Them” based its philosophy and structure in the multicultural situation that exists in many countries across the world today. More specifically, the world that we live in consists of many ethnicities, cultures and religions. What is more, concerning the European context, each European country hosts national and immigrant

ethnic and cultural minorities. According to Eurostat (2014) there were 33.5 million people born outside of the EU-28 living in an EU Member State on 1 January 2014, while there were 17.9 million persons who had been born in a different EU Member State from the one where they were resident.

The co-existence of people with various cultural backgrounds poses many challenges. This is because communication between people takes place in terms of different language, life perspectives, values, beliefs and opinions. Thus, a mutual understanding is difficult to occur among people with such differences. However, the social tensions and the anti-social deeds generated by multiple factors (such as different religious background, different cultural traditions, affiliation to different ethnicities or social clusters, etc.) can be defused and prevented through non-formal and informal education and training for tolerance, acceptance, opening, understanding and reciprocal knowledge. This training is exactly what the project “Us” & “Them” aims to deliver to its beneficiaries.

The “Us” and “Them” project is addressed to educators working in the field of adult education in multicultural communities and aims to strengthen the development of a new set of skills and competences. In this regard, the project aims to develop soft skills in socio-cultural conflict management and intercultural skills to adapt the learning environment to various cultures and backgrounds and to create positive attitudes toward language, cultural and ethnic diversity. These skills will enable adult educators to better manage their groups of adult learners in order to support the process of integration in nowadays multicultural societies.

The project aims to provide:

- Curriculum for adult educators “Managing multicultural and multi-ethnic groups of adult learners for tolerance and good coexistence”;
- Online training platform for adult educators that will contain the online training course, useful material and resources for multicultural classroom management;
- Handbook I for adult educators “The adult Educator’s Handbook: a new approach of multiculturalism and religion for peaceful and rightful coexistence”;
- Handbook II for learners living in multicultural societies “One day in the shoe of the Other”.

Finally, the project will produce short and long term impact on various categories of beneficiaries. Specifically, adult educators will increase the capacity to autonomously develop more advanced training programs with an emphasis on multicultural education. Adult learners that will participate in the trainings will increase their motivation in contributing to social cohesion, harmony, equity and good coexistence and be able to

better understand the social realities of multicultural communities. The project will be very useful to organizations and institutions as well as it supports them to offer training opportunities for adult educators to be better trained and professionally adapted to European realities of multicultural societies.



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<http://www.us-and-them.eu>

Implementation of intensive course - Sunday 28th of May, 2017









## DIGITAL INCLUSION

# Digital Tools for Inclusion of Refugees, Asylum Seekers and Migrants Project (Digital Inclusion)

<b>Duration</b>	2 years (September 2016 – October 2018)
<b>Partners</b>	Community of San Egidio (Spain), University of Nicosia (Cyprus), CARDET (Center for the Advancement of Research & Development in Educational Technology) - Cyprus, Centre of Constitutional Law, Athens (Greece), Association of Saint Andrew, Rovigo (Italy), Union of South-East Region Local Authorities (Bulgaria) and Hildburghäuser Bildungszentrum e.V. (Germany).
<b>Funding agency</b>	Erasmus+ Strategic Partnership for adult education
<b>Target group</b>	Primary target group: Newly arrived migrants, refugees or asylum seekers / Secondary target group: key professionals and staff, such as adult education provides, social workers, trainers, mediators, coaches and career counsellors.

Europe is facing new challenges with the arrival of a high number of migrants, refugees and asylum seekers during the last years. These challenges are mostly related to

the successful integration of these people in the labour market and to the European societies. In this regard, the European project ‘Digital Tools for Inclusion of Refugees, Asylum Seekers and Migrants’ aims to support Adult Education providers and public administrations to offer training opportunities so enhance the knowledge and skills of the target group. The main objectives are to strengthen the cooperation and networking between organisations from countries most affected by the refugee crisis, to test and implement innovative practices in the field of education and training of specific target groups. An additional important goal is to promote and encourage the integration of refugees, asylum seekers and newly arrived migrants through enhancing their basic skills and key competences for achieving better social and labour inclusion in the European Community. The proposed action will promote and use the potential of Open Educational Resources (OERs) to provide digital access to education and training in the partner countries and abroad.

The target group of migrants and refugees will improve their digital skills and key competences through the eLearning platform of the project in order to be able to better integrate to the labour market of the EU. On the other hand, adult educators, trainers and staff of the partner organisations will be able to suggest more effective adult digital training methods for vulnerable groups towards a more inclusive education and life-long training. Adult education providers will be also benefited through the creation of a cross-border cooperation network and exchange experience and knowledge.



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## BLEND-IN – Language, Cultural and Social Orientation for Young Refugees

<b>Duration</b>	2 years, (November 2016-November 2018)
<b>Partners</b>	BLEND IN is implemented by 7 European organizations from 5 different countries: Anziani e non solo SC (ANS) – Italy (Leading Organisation); Caleidos Cooperativa Sociale Onlus – Italy; Family and Childcare Centre (KMOP) – Greece; EEO Group S.A. – Greece; Foundation for Shelter and Support to Migrants (FSM) – Malta; Centre for Advancement of Research and Development in Educational Technology LTD (CARDET) – Cyprus; and Canary Wharf Consulting (CWC) LTD – UK.
<b>Funding agency</b>	BLEND IN [Project number: 2016-2-IT03-KA205-008838] is funded by the European Commission.
<b>Target group</b>	Young refugees/ migrants/ asylum seekers

As the International Organization for Migration (IOM) underlines, cultural orientation is a very important part of a well-managed resettlement process that contributes to reducing refugees' concerns and overall anxiety, while at the same time increasing their chances of successful integration.

BLEND IN aims to prepare and empower one of the most vulnerable groups of our times, young refugees and migrants seeking a better life in an EU host/ receiving country. The

ultimate goal of the project is to develop the social, civic, intercultural competences of the young refugees and migrants resettled in a host country, inform them on their rights and promote their autonomy, active citizenship and participation in social life and labour market, thus preventing their social exclusion, combating discrimination and segregation by facilitating their smooth cultural and social integration in the host community.

As many evaluation experts agree, the use of a logic model is an effective way to ensure programme success. Applying a logic model throughout the project will help the consortium organise and systematise project planning, management, implementation and evaluation functions, as well as increase the knowledge generation. The logic model and its processes facilitate thinking, planning, and communications about project objectives and actual accomplishments. Underlying principles of the programme logic model will be used to ensure effective project planning, implementation, dissemination and evaluation of results. The Basic Logic Model that will be used in the BLEND IN project development focuses on the components of resources/inputs> Activities> Outputs> Outcomes> Impact. More specifically, for each project activity the five key areas of the Logic Model will be followed:

- 1. Activities:** The planned project activity and tasks to accomplish it will be described in detail;
- 2. Outputs:** The desired/expected outputs that will be produced as a result of the planned activity will be specified;
- 3. Resources/inputs:** Necessary data and resources to support the achievement of the activity. These include human resources, level of expertise, feedback and input from stakeholders etc.;
- 4. Outcomes:** Identification of the short- and long-term outcomes expected/desired for the activity;
- 5. Impact:** Description of the long-term impact anticipated in local, national, European and international level as a result of the project, and how each activity will support the generation of this impact.

In order to achieve this goal, BLEND IN partners will develop a cultural, social and language integration toolkit in the form of a mobile application, orienting the young newcomer refugees and migrants into the hosting societies' cultural and social realities and norms. They will also develop a Refugee Integration Handbook for Operators, focusing on key areas of a successful integration of young refugees and migrants in a host/ receiving country.

In this effort, high quality youth work will be promoted, since youth workers and professionals, volunteers, NGOs, refugee organisations and civil society organisations,

local authorities (these actors are referred to as “operators” for the purposes of this project proposal), among others, will play an important role both as facilitators and multipliers of the action. The project partners will be the first to promote and embrace this double-role, as they are themselves organisations active in social, cultural and economic integration of vulnerable social and ethnic groups, passionate on advocating for the establishment of appropriate conditions for equal opportunities and non-discrimination of minority and migrant groups at policy and practice level.

The challenge of this project is succeeding in encouraging migrant women to feel confident enough to join the programme from its early stages until the end.



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<http://www.blend-in.eu>

KOM in Modena, January 2017



## 2nd Partners' Meeting, Malta, June 2017







# INTEGR8

## INTEGR8 – “Harnessing the potential of migrant women as integration experts”

<b>Duration</b>	2 years (December 2016 - November 2018)
<b>Partners</b>	The INTEGR8 consortium consists of the following organisations from across Europe: Meath Partnership – IRELAND (Leading Organisation); CARDET – CYPRUS; ISQ Formação – PORTUGAL; University of Pitesti – ROMANIA; Learning Unlimited – UNITED KINGDOM; FormAzione Co&So Network – ITALY; and Jugend am Werk – AUSTRIA.
<b>Funding agency</b>	European Commission Asylum, Migration and Integration Fund (AMIF) [Project number: HOME/2015/AMIF/AG/INTE/9101].
<b>Target group</b>	Migrant women, women refugees and asylum seekers women

Immigration is not a new phenomenon for Europe and migrant communities have always made a major contribution to the economic development of the Union and to the cultural diversity which characterizes European society today. If EU Member States are to fully harness the potential of this cultural diversity the integration of migrant and host communities needs to be systemic. INTEGR8 will seek to develop a bespoke accredited ‘Migrant Integration Expert’ curriculum that is specifically addressed to migrant women. Consortium partners are of the opinion that integration will not be achieved by doing to migrant communities, or doing for migrant communities, but

rather only by doing with migrant communities.

They are also convinced that fostering the integration of migrant women can be best supported and achieved if integration programmes and initiatives are led by migrant women themselves. Empowering women within migrant communities by providing accredited training and supporting them to develop a series of informal networks to promote social and civic integration among their peer group will ensure that the expected outcomes are achieved. The key desired outcome is a change in attitude and understanding within both the migrant community and the organisations that support them so that all implicated parties agree and accept that migrant women themselves, if appropriately trained and supported, are best placed to foster the integration of migrant women.

As with any development project, the current state-of-the-art is an essential starting point however the methodology proposed by the INTEGR8 consortium focuses on establishing the state-of-the-art from the perspective of the migrant women themselves and planning all development actions to respond to the situations and circumstances that pertain. The methodology will focus on target group engagement through all development phases. The local working groups to be established in each partner country will help to create a sense of ownership of all project outputs among the implicated target groups and these groups will meet at regular intervals to provide insights, opinions and feedback on the project development process and the outputs produce.

The methodological cycle will be a continuing process of consultation; development work; testing; signing-off; where addressing the needs of migrant women remains the dominant concern. Given the innovative nature of the proposed resources partners are prepared to work on an ab initio basis.

The project proposes a bottom-up approach to policy change which existing research indicates (Fullan and Hargreaves, 1992; Bodilly et al., 2004; Russell and Schneiderheinze, 2005.) is essential for eventual up-take and up-scaling.

Outputs and deliverables of the INTEGR8 project will include the following:

- A Migrant Integration Expert training manual and workbook will be produced in all partner languages.
- A train-the-trainer manual for adult education trainers and migrant support workers will be produced in all partner languages.
- A suite of educational tools and resources that support integration actions will be developed. These resources will be presented as a tool-kit for the Migrant Integration Experts.

- A series of promotional leaflets and invitations will be produced to coincide with the planned public events.
- A video documentary tracing the development history of the project will be produced. It will contain a series of case studies presenting the experience of migrant women who complete the Migrant Integration Expert training.
- A comparative analysis study will be produced contrasting migrant integration programmes and actions on the ground in each of the participating partner countries.
- A project website will be developed and on-line in month 1. It will be maintained and updated throughout the project life-cycle. It will be available in all partner languages and will be used as one of the main communication channels for the project.
- A policy paper will be produced and presented at the final conference. The key issue that the proposed policy paper will address is the essential role that migrant women can play in achieving migrant integration when they are properly trained and supported and the potential social and civic benefits to be derived from a more integrated society that is full of diversity.

The challenge of this project is succeeding in encouraging migrant women to feel confident enough to join the programme from its early stages until the end.



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INTEGR8 Kick-off Meeting, London, UK, January 2017



INTEGR8 2nd Partners' Meeting, University of Pitesti, April 2017







# References

European Commission. (2016). Action Plan on the Integration of Third-Country Nationals. [online]. Available at: [www.ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/20160607/factsheet\\_action\\_plan\\_integration\\_third-country\\_nationals\\_en.pdf](http://www.ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/20160607/factsheet_action_plan_integration_third-country_nationals_en.pdf) [Accessed 05 September 2017].





