

Inspirational guide



The sensitisation of citizens in the field of immigrants' and refugees' inclusion to the hosting society.

An exchange of good practices in the field of adult education in Cyprus, Poland and Belgium

SEN-CIT - Inspirational guide

In our Erasmus+ project SEN-CIT we focus on the sensitization of citizens in the field of immigrants' and refugees' inclusion to the hosting society. Therefore we did an exchange of good practices in the field of adult education in Cyprus, Poland and Belgium.

In each country we visited three best practices. After this exchange we thought about the implementation of those practices in our own countries. What inspired us in each country? What are projects or elements of a project that we can fit in in our own organisation, in our own country?

In this inspirational guide we would like to present you first the best practices of each country. For every best practice you can find a template with all the information.

Next to this we also want to show how we implemented those practices in our own countries.

We hope we can inspire you to use some of the methods of our practices in your own organisation, in your own country.



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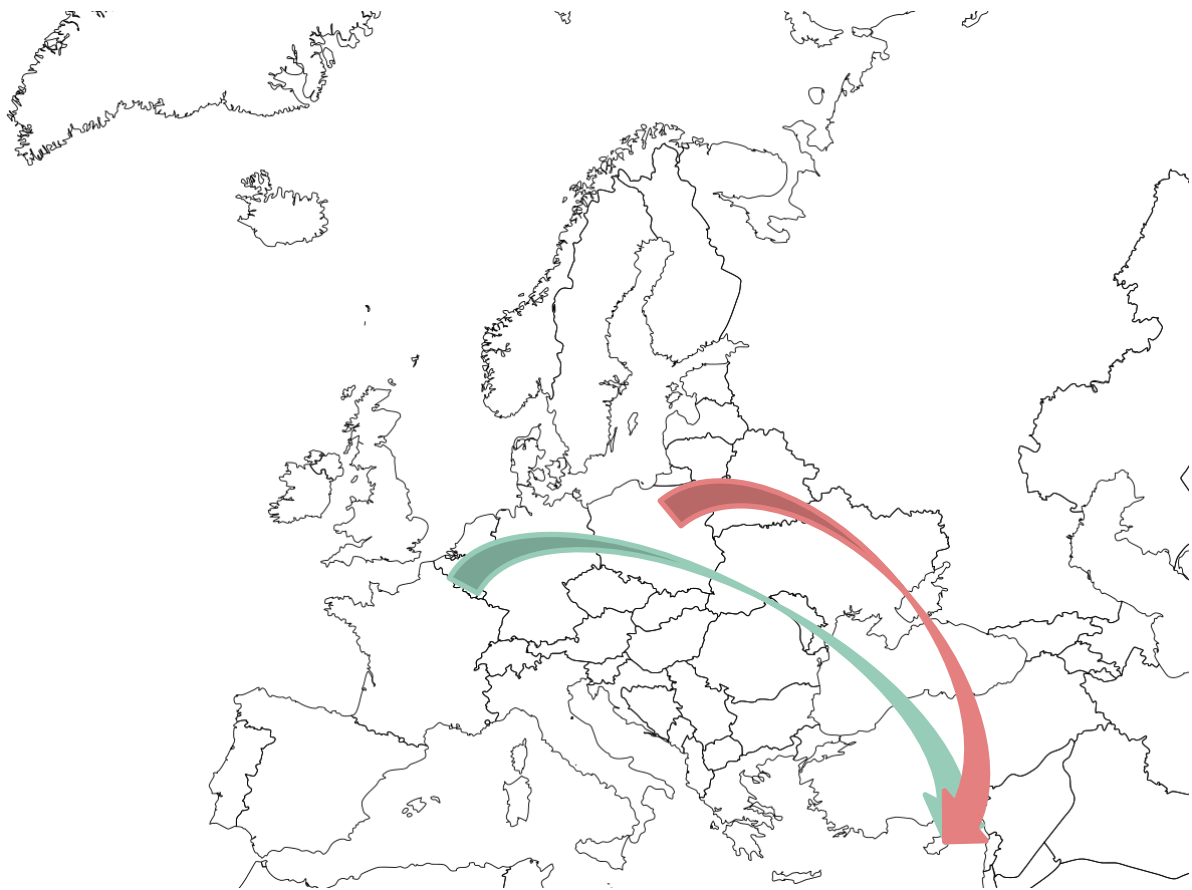


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Larnaca - Cyprus

2 – 4 / 4 / 2019



After school programme for children and educational classes for parents

Good Practice Example

Description and scope of activity

The after school child care programme combined with the educational classes for parents of Third Country Nationals (TCNs), started its implementation under the Action “Integration Programmes by Local Authorities” in 2012 and ever since is funded by the Migration and Integration Fund and the Asylum, Migration and Integration Fund. The programme is offered at the Nicosia Municipal Multifunctional Foundation.

Key elements of this activity include:

For children

- Transfer of children from school by bus and provision of hot meal
- Guidance and support for regular homework and special school assignments
- Creative activities (art, educational games using contemporary electronic and interactive media, open air games, introduction to multiculturalism and diversity concepts)
- Provision of services above during school holidays from 8:00 am to 6:30 pm .

For adults TCNs

- English, Greek language classes
- Training in the use of computers and multimedia

Working method used

Children 5-12 years old participating in the after school program are tutored for their homework by a teacher, but also attend English, theatre and music classes. Activities have been chosen in order to facilitate the expression of emotions of the children and their preoccupations, and to offer the opportunity for discussion with the instructors and better interaction between the children themselves and the instructors. Recreational activities such as sports and dancing offer entertainment and the opportunity for physical exercise. Moreover, the children have an opportunity to learn about the cultures and traditions of children coming from other ethnic and cultural backgrounds.

Educational classes for adult TCNs are offered in the afternoon, evenings while their children are present at the after school child care program and on weekend, when their children attend classes for linguistic and cultural retention.

Outcomes

The programme directly addresses the need of Migrant parents for childcare services, by offering an after-school day care program in a safe and learning environment. It also enables parents to reconcile work and family life.

The presence of children and parents at the same venue brings some innovative aspects in the process of migrant integration into the local society, a sense of belonging, and enhances appreciation of cultural diversity.

Participants' testimonies

Start typing here Lara "it is makes it very convenientfor me to work knowing that my children are well taken care in the afternoon child care program, they offer them lunch and snacks, tutors help with their homework and I also attend commuter classes after work".

Support material, links

<http://localintegration.eu/en/>
https://youtu.be/UGl8Dcmw_v0?t=18
<https://youtu.be/DaonAzH1Q1A?t=44>

HelpRefugeesWork

Good Practice Example

Description and scope of activity

HelpRefugeesWork is an innovative and free web service that brings motivated refugee job-seekers in contact with employers and training providers in Cyprus in an easy and efficient manner. HelpRefugeesWork is an initiative of the United Nations High Commissioner for Refugees (UNHCR) Office in Cyprus, in collaboration with its NGO partner, the Cyprus Refugee Council. It is meant for refugees, employers, institutions running vocational education and training (VET) programmes, and individuals and organizations committed to promoting social participation, inclusion and diversity.

Working method used

Interested employers, job seekers and training providers just need to register on the web platform and list their offers. This platform contains 3 distinct sections for online matching:

- A section where employers can list their job offer with particular details e.g. employer name, job title and description, location, occupational field /profession, required education, required language, required skills and qualifications.
- A section where refugee job seekers can list employment type (full time, part-time, internship/apprenticeship), preferred geographical region, and desired occupation. and details about their personal information, work experience, education, language, and other skills.
- A section for training programs available, training type, location, training provider and length of training.

All services provided by HelpRefugeesWork are free of charge.

Outcomes

Refugees reaching the shores of Cyprus bring with them valuable skills and professional qualifications that can be beneficial to the local society. HelpRefugeesWork facilitates matching job offers with the skills of refugees and provides access to gainful employment and to training opportunities. In short, refugees who are in employment become financially independent, support their families and become valuable members of the society.

Support material, links

<https://www.helprefugeeswork.org/en/about>

Training Migrant, Asylum Seeking & Refugee Women to acquire Facilitators/Mediators skills

Good Practice Example

Description and scope of activity

The training course was organized in the context of the project “Supporting the Integration of Migrant Women, Refugees and Asylum Seekers – SIMRA”. SIMRA is a transnational project involving 9 partners from 5 EU Member States and is co-financed by the Asylum, Migration and Integration Fund (AMIF).

In Cyprus training was carried out by Hypatia Foundation during the period of December 15 2018 to January 19 2019. Fifteen women participated in the 35 hour training course that organized along 7 training modules.

The objective of the training programme was to train women of migrant background, including asylum seeking and refugee women, in facilitator/ mediator skills, allowing them to acquire knowledge and professional experience in supporting members of their communities.

Working method used

Interested The partnership developed the training material for facilitators/mediators of migrant origin through surveys and analysis of existing training practice and curricula in the partners’ countries. The expected learning outcomes of the training course are grouped under 3 thematic areas: a) Concepts of Migration, b) Understanding journeys and stories of migration, and c) Arriving and moving forward (sign-posting to relevant support and integration services) , which in turn contain the 7 training modules. The aim was that trainees become familiar with the values, philosophy, and practice and support structures of the SIMRA Project. Moreover, the partners developed Common Standard framework for quality implementation of SIMRA training.

The training methodology was typical of non-formal adult education that included enriched ppt presentations, exercises, case studies, role playing, showing videos, and discussion with participants.

Outcomes

In the framework of the project, graduates of the training course are placed for temporary employment at the Migrant and Refugee Centre of KISA to work as mediators/counsellors. Moreover, the graduates of the course are actively organizing a series of cultural / art events in collaboration with HYPATIA and KISA. The events aim at providing a social space where migrant/refugee women can actively promote integration policy through arts and culture as a means to facilitate integration of migrants and refugees into the local community.

Participants' testimonies

Comments received on the training course include:

Sveta: "looking forward to work with you, what we learned in the course will help me implement field work. These kind of courses should be held more often",

Noor: "organize more training courses for migrant women – thank you for this course",

Emma Susanna: "continue the work with this group to achieve common approach in service provision and in organizing arts and cultural events"

Support material, links

www.hypatia.org.cy

<https://www.facebook.com/SIMRA-II-1820229684936915/>



Changing language – changing thinking

How did the projects of Cyprus inspire us?

In Poland

The good practices presented in Cyprus inspired us first to reflect on the language we use when we talk about immigrants and then to introduce a new training module to our training: "Train The Trainer of Immigrants". The aim of the training module is to make trainers working with immigrants on informal language learning (language café and tandem® methods), aware of the vocabulary they use, thinking about their students – immigrants. Such thinking influences their perception of immigrants, and thus the consolidation both in the host community, as well as in the immigrants themselves negative stereotypes about immigrants. In a further perspective, this translates into shaping xenophobic attitudes among residents and reducing the chances of "newcomers" to normal functioning in a new country.

Good Practice Example

Description and scope of activity

Training module: "Changing language – changing thinking. Zmiana języka – zmiana myślenia" of the training: "Train The Trainer Of Immigrants" addressed to the trainers, teachers and educators working with immigrants in Europe.

Working method used

The first stage of the work is writing a list of the words and phrases used by participants, when we talk about immigrants and exchange words for others, which do not cause negative associations - neutral, as well as positive associations. Searching for surprising and non-obvious associations.

problem → possibility

threat → chance

wandering → a guest

benefiting from benefits → a future entrepreneur

Then the trainer conducts a discussion, during which the participants of the training talk about their associations, they recall the stories of immigrants, both negative and positive functioning in the host community. Discussions may refer to Polish 16th-century tradition of tolerance, to the almost sacred Polish principle: "Guest at home, God at home", to the immigration of Poles - in the past centuries and nowadays.

The conclusions from the discussion should be written down: "we are all immigrants", non-standard associations give new cognitive perspectives,

Outcomes

The aim of the training module is to make trainers working with immigrants on informal language learning (language café and tandem® methods), aware of the vocabulary they use, thinking about their students – immigrants. Such thinking influences their perception of immigrants, and thus the consolidation both in the host community, as well as in the immigrants themselves negative stereotypes about immigrants. The training main objective is to stimulate people who work with immigrants to change their thinking about them.

The long-term goal for our inspiration and reflection after the visit to Cyprus, which goes beyond the causative capabilities of the training module, is the social change in the perception of immigrants - not as: "source of threats", but as: "newcomers" and their functioning in society: not as "problems ", but as: "opportunities ". Such a change would require the involvement of many entities, the media and to conduct of a social campaign. This goes beyond the possibilities of influencing the reality of one foundation from Poland, even with two European partners of this project. But we can do what we can influence - seeing the problem, translating it into training for trainers, believing in the driving force of high quality education.

Participants' testimonies

Link to TTT training participants' testimonies:

<https://drive.google.com/open?id=10VDPzr9KvPYLnJxfnbKSsJAZG3kj0CJ0>

Support material, links

<https://www.facebook.com/The-methodology-of-informal-language-learning-for-migrants-246015782602702/>

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Footage (photo's, video's, ...)



“Bovenhuids”

How did the projects of Cyprus inspire us?

In Belgium we were the most inspired by the organisation KISA. KISA promotes a society free of racism, xenophobia and discrimination. A difference with our organisation is that they focus on campaigns and research. And they also lobby to change the laws. Campaigns and lobbying are methods we don't often use in our organisation. But due to a new decree, we have to work more on social movement. How can we “move” people to change the social laws, the rules in a society. So the examples of KISA can be very inspiring for Vormingplus Limburg.

In one of the projects of KISA they brought together different people/stakeholders from different areas.

Back in Belgium, we read a bit more about the projects of KISA on their website. We were inspired by their project “Equality, No Discrimination, No Racism in Employment”, where they combined a campaign, a photo exhibition, a debate and a round-table discussion about the issue. We started thinking of a bigger project about racism. We notice that it's still a major issue in Belgium. We already did some small activities about this topic. Now we have written a project “Bovenhuids” (“above the skin”). In this project we want to combine our usual methods (like lectures and workshops) with methods we saw in KISA, like an exhibition. We want to check if a small campaign is possible to. We applied for a subsidy so we can carry out the project.

Good Practice Example

Description and scope of activity

The project “Bovenhuids” wants to raise awareness about the effects and the outcomes of racism and discrimination. Through an exhibition, guided tours, lectures and workshops, we want to answer the question “what is racism?”. We combine all this information in a new website about racism www.bovenhuids.be (under construction). We want to show that racism is more than discrimination. That racism is also hidden in little and apparently innocent comments, prejudices and stereotypes. In this project we want to show that feelings of exclusion can be very offensive for people. That is why we may not deny or minimize racism. We cannot underestimate the impact of racism.

Working method used

First we organised a digital storytelling project. We let people tell about racism and discrimination they encounter. We emphasise the feelings and the effects of racism on the victim. The results are a few short movies that visualise this. This personal testimonies will be the base of our website.

Next to the website, we worked together with to artists. They made a huge poster and an artwork with a video. The visitors of the exhibition will experience that racism is broadly rooted in our society. We look at different forms of racism (structural, online, daily comments...). We focus on the daily reality of every person with a migration background. We explain that racism often is unconscious. We want to develop more sensitivity with the visitors about racism.

During the exhibition we also offer some other activities for organisations, students... In those activities we want to go deeper into discussion about racism. We want to bring people together to talk to each other, instead of talk about each other. Possible activities are a debate, a lecture, encounters between different cultures, a workshop about stereotypes... We want to give the participants more knowledge about the structures of racism and about the effects of prejudices and stereotypes. Next to this, we want to strengthen the victims of racism. We organised a workshop for parents about how to handle racism in relation to their children.

We organise the project together with a group of different stakeholders, “ambassadors”, people with a migration-background or with knowledge of the issue.

Outcomes

- We want to raise awareness about racism and discrimination. We want to let people see that it isn't innocent and that racism cannot be denied. Racism is a poison that can destroy people.
- The project demonstrates that racism isn't only about hate crimes and discrimination in the public life. It's more than that. The project shows the daily hurting, stereotype comments.
- Participants at the workshops think about their privileges and the unconscious schemes from where they experience the world. They are confronted with victims through movie or in a conversation. They experience the pain that is caused by racism.
- The project gives a voice to the victims. We believe that when stories and testimonies are spread, a discussion can arise about the different forms of racism and its effects.

- We collect the voices of the victims in a podcast, in short video's and in a hiphopsong.
- We make a new website where we collect all the different kind of testimonies, and where people can find more information about racism and how to act against racism.

Participants' testimonies

Some testimonies about racism of our workgroup:

- Daughter (10 years old) says to her friend: *"My mommy says that brown kids aren't allowed to come and play. But I don't care what my mom says, you are still my BFF".*
- Girl that chooses to wear a headscarf in secondary school. Teacher says: *"I expected more from you"*
- A woman that calls for renting a house. The house-owner says: *"I'm glad that your from Belgium, and not one of those brown man."*

This testimonies we will use during our project.

Support material, links

The website is still under construction. At the end of October it will be published.

Footage (photo's, video's, ...)



Recording the
podcast about
racism



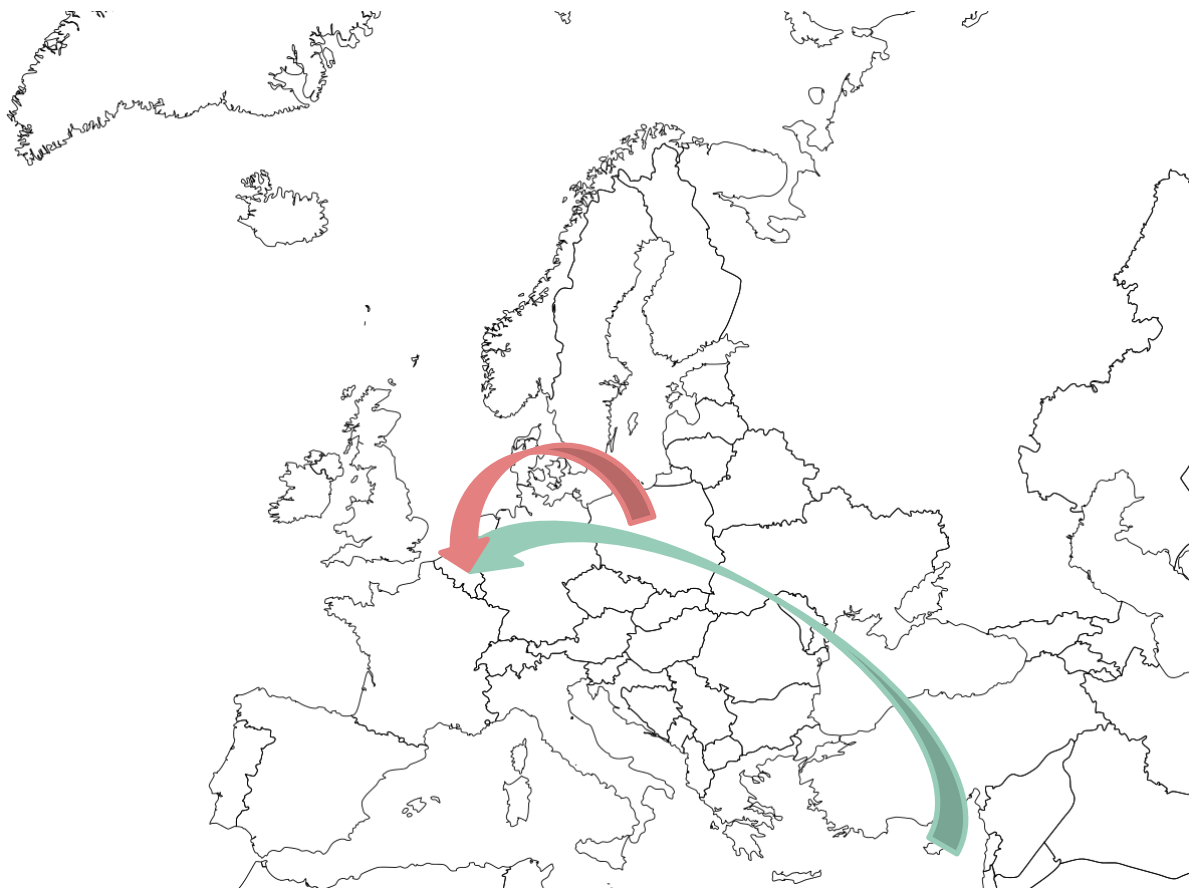
Recording the
hiphopsong
about racism



Campaign
image of
"Bovenhuids"

Hasselt - Belgium

8 – 10 / 10 / 2019



Our story

Good Practice Example

Description and scope of activity

Telling stories is of all times. People have always told stories to each other and they still do this, all over the world. Telling stories is what we do as humans to make sense of the world. The Use of Digital Storytelling with refugees is important, as refugees everywhere have stories to tell that reveal a great deal about their identity, heritage, environment, and lived experiences. It is important for refugees to share these narratives not only for their sense of identity, understanding, and recognition by others, but also as a form of creative expression and advocacy about issues that they face in their lives.

In a workshop, we bring together 10 participants who work 5 half days on a movie about a personal story. The first days the participants talk with each other. They get to know each other and listen to each other's stories. In this way we create connection between the participants. In the second part of the course the participants learn how to make their story digital.

Working method used

Start typing here We use a specific participatory media practice, defined by the Center for Digital Storytelling – Storycenter, Berkeley (www.storycenter.org). We create short first person video-narratives created by combining recorded voice, still and moving images and music or other sounds.

There are seven main steps to creating a digital story for a participant to go through in their learning journey.

Outcomes

Every participant creates a short movie. Most of our movies are on our website: www.onsverhaal.be

Participants' testimonies

"I live in Belgium for already ten years. This is the best experience I had during that ten years. Thank you so much." (Nafisa, Afghanistan)

"I'm always hiding myself. Always starring at the floor, to make myself invisible. Here, I was someone. I considered myself pritty." (Liana, Armenia, illegally in Belgium)

Support material, links

Book: "Digital Storytelling. Capturing lives, creating community" by Joe Lambert, Routledge www.Storycenter.org

Footage (photo's, video's, ...)



Together at home in Hasselt.

Good Practice Example

Description and scope of activity

“Together at home in Hasselt” is a project where an inhabitant of the city of Hasselt and a new inhabitant will meet each other at least once every two weeks. The project is situated in the leisure time. The duo’s for example can go for a drink, or they can cook together, go for a walk or visit a museum. They are doing it both voluntarily. Duo’s will meet and learn from each other in an informal atmosphere. During the encounters the newcomer has the opportunity to practice his Dutch in a safe environment.

Working method used

Together at home in Hasselt is a model that uses the duo-method. It matches persons who are integrating with their own coach. This coach is a volunteer. He/she is someone who is rooted in the Flemish society: he is a native Dutch-speaker and he knows the city and the possibilities of the city.

Outcomes

The project duo’s go on a journey together and experience everyday ends. These regular meetings help the newcomer feel faster at home in Hasselt faster. They feel that they are welcome here.

In the project, we assume an equal relationship. Reciprocity is involved between the new and the old habitant of the city. They get to know each other's world by doing things together. This way we create more mutual understanding about other cultures.

Participants’ testimonies

A testimony of a duo, Néné and Denise.

Néné: “I often felt lonely and lost in this city. Someone told me about the project Together at home in Hasselt. I had an intake interview with someone from Vormingplus Limburg. Pretty soon I was introduced to Denise.”

Denise: “I had read about the project in the newspaper. I thought there was too little contact between the ordinary Flemish and the new inhabitants. I could empathize with their situation and think how difficult it had to be to get to a place where you don't know anyone and where everything is different.”

Denise: “At the beginning Néné was someone with a daughter. Now, we are one family. We already had two daughters. Nene became our third daughter. She calls us mam and dad. For her children we are grandma and grandpa.”

Néné: “When I arrived in Belgium I was so anxious. Everything was so unknown. Now I’ve met Denise and Jan, I feel so much stronger. I’m not alone anymore. I discuss everything with my new mother Denise. I ask about almost everything advice. I was so lucky to meet them.”

Footage (photo's, video's, ...)



“Wij, Limburgers”

Good Practice Example

Description and scope of activity

An exhibition about the superdiversity in Limburg, a province in Belgium.

The inspiration for this project came after reading the book “Superdiversity. How migration changes our society.” of sociologist Dirk Geldof.

In this project we take a look at the diversity in Limburg. We took portraits of people (definitely or temporarily) living in Limburg but born all over the world. People not only diverse in origin, but also in age, gender, reason of living in Limburg, studies or profession... We interviewed each person, and wrote down their story. The portraits were made by students of our photography-workshops.

With those portraits we organised an exhibition, to show the “superdiversity” in Limburg. Next to this exhibition, we organised a training and lectures about “superdiversity”.

Working method used

Together Exhibition combined with workshops, lectures, movies...about the subject “superdiversity”.

Outcomes

The exhibition was shown in 5 different cities. In every city there were different activities next to the exhibition. The inhabitants with foreign roots could tell their story. For the photographers it was a chance to practice their skills, but also to meet and get to know the new inhabitants and their stories.

Participants’ testimonies

Both the photographers as the participants were really proud to see their portraits hanging in so many cities. “Diversity gives colour to your life and to your society, and we try to show that to other people”.

Support material, links

“The DNA-journey”:

https://www.youtube.com/watch?v=tyaEQEmt5Is&list=PLyon3Rc2gtzci-FrBfPLcHRS_hfHY9peQ

Dirk Geldof, 2016. Superdiversity in the heart of Europe. How migration changes our society. Leuven/Den Haag, Acco, 264 p. ISBN: 9789462924284)

Footage (photo's, video's, ...)



Digital Storytelling for Educational Videos

How did the projects of Belgium inspire us?

In Poland, in our organization we have been learning new technologies for several months, which will allow us to incorporate educational video into our educational work. Digital storytelling, which is a working method used by a Belgian partner, is currently being learned by our trainers. Belgian partner uses a specific participatory media practice, defined by the Center for Digital Storytelling – Storycenter, Berkeley (www.storycenter.org). They create short first person video-narratives created by combining recorded voice, still and moving images and music or other sounds.

Good Practice Example

Description and scope of activity

We are going to learn this method through internal workshops for our trainers, where we will go through practically all the stages of it, creating stories about participants – created by themselves.

Working method used

The program of the internal workshop for the trainer is based on the methodology developed by our Belgian partner. We adapted this methodology to our own practice.

Session 1: Finding the story

Memory stimulation techniques are important to use in order to strengthen and support the short-term memory of people to access story ideas. This is achieved through creative exercises where there is time and room for participants to express their feelings.

Scriptwriting themes and leading questions include: The turning point of my life: which event/moment/experience changed my life or affected me greatly? / A place of importance: Describe the place, why it is important to me? What happened at this place? / A person I care about: Who is the person? Why is he/she important? / Creative exercises for awakening participant memories can include: using old photographs of themselves and their childhood to awaken memories and feelings; making a detailed drawing of a certain location that they feel very connected to and afterwards explaining the location and the events that took place there; using music or a voice recorder with sounds that are relevant to other times in the participant's life.

Session 2: Voice recording + video editing

In this phase participants record their conversation script and work with the facilitator to edit the pieces together. To do so the script should be printed with large font. If the participants are 'freestyle' storytellers, allow them to talk and record their story directly. Afterwards, the facilitator's task is to edit it to one story with the participant.

Images and visual material

Ask participants to select images, video clips, and other visuals, and let them listen to the recorded voice-over after it has been edited.

Video-editing

The participants will then edit the movie in the video editing program. Make the participants aware of their role as a film director, whilst the facilitator assists with answering questions.

Session 3: Sharing the story

This phase involves the final production of a participant's story, and the celebration and sharing of it with the other participants. The facilitator should research various avenues for sharing participant stories, such as websites, social media platforms, exhibitions, festivals, tv-stations, and so on. If participants are happy to share their stories, they must sign a consent statement that they agree to the publication of their digital stories.

The sharing of stories and activities after the workshop is important both for the participants and their communities. The storyteller will often take pride in their story. One of the key ways to engage other young people is to encourage participants to be ambassadors for Digital Storytelling with their peers.

The 7 steps of digital storytelling

There are seven main steps to creating a digital story for a participant to go through in their learning journey.

Step 1: Come up with an idea. Write a proposal

Step 2: Research/Explore/Learn

Step 3: Write the script

Step 4: Storyboard/plan

Step 5: Create Images, find music

Step 6: Put it all together

Step 7: Share



Outcomes

We plan to use this method for working with our learners, who are the NEETs. In a context of this project objectives – the sensitization of citizens in the field of immigrants' and refugees' inclusion to the hosting society – we would like to encourage the New Commers to tell their stories by creating own videos – own digital stories. We focus on those who do own businesses in Poland. We want to show how foreigners in Poland, who came here from countries affected by war and conflict, developed their entrepreneurial activities and thus became part of the host community.

Footage (photo's, video's, ...)



Sharing stories and mingle

How did the projects of Belgium inspire us?

Description and scope of activity

In Cyprus we organized an event titled "*Sharing stories and mingle*" that followed the principles and the experience we had during the LTT session in Hasselt, Belgium. The event was organized on the occasion of the International Migrants Day in collaboration with Municipality of Nicosia, the Nicosia Municipal Multifunctional Foundation and the International Organisation for Migrants (IOM). An officer from Hypatia Foundation provided assistance in conceptualizing the theme of the event and in facilitating the story telling presentations and discussion.

The event included presentations from the experience of migrants and refugees describing their journey to Cyprus and their quest for integration in the local society. Six migrants/refugees recounted their personal experience.

Following the story telling session and the discussion that followed, there was the film screening of "the lost café". The film was an uplifting story about a migrant young girl's decision to rise above family secrets and culture shock to live her dreams abroad, finding most unusual answers to her troubling questions somewhere in Drammen Norway.

Soon after the screening of the film participants came together and mingle over the reception that followed.

Working method used

Utilize the Migrant organisations' and NGO Network to bring together migrant community groups in a fruitful discussion.

Select "story tellers" representing diverse migrant backgrounds e.g. African, Middle East, East European and Asian countries. Some of selected participants have achieved a satisfactory level of integration mostly the long-term residents, while the newcomers were still struggling to find their way for inclusion in the local society. The idea was to present ways that inclusion is achieved and to learn from the experience of others.

There was an open invitation to NGOs and migrant groups to be part of this experience as the audience. The participants had the opportunity to ask "story tellers" questions resulting in a fruitful dialogue and a most enlightening experience.



The screening of the film presented as a success story revealing the ups and downs of the integration process and the quest to live the dreams of the migrant.

Outcomes

Better understanding for the difficulties facing migrants and refugees in their journey to reach a safe place to live and pursue opportunities to prosper.

Build community relations in a multicultural society

Demonstrate key principles to achieve integration: local community caters to the needs of migrants and refugees e.g. social services, education, health services, skill training, civil engagement, protection of human rights while they later learn language skills and way of life in the host society, the local institutional environment and laws, and pursue education, training and gainful employment opportunities.

Strengthen ties with community organizations especially migrant organisations, civil society organisations and service providers at the local level.

Cheer diversity and celebrate the quest to a better future for migrants/refugees and their valuable contributions to local communities.

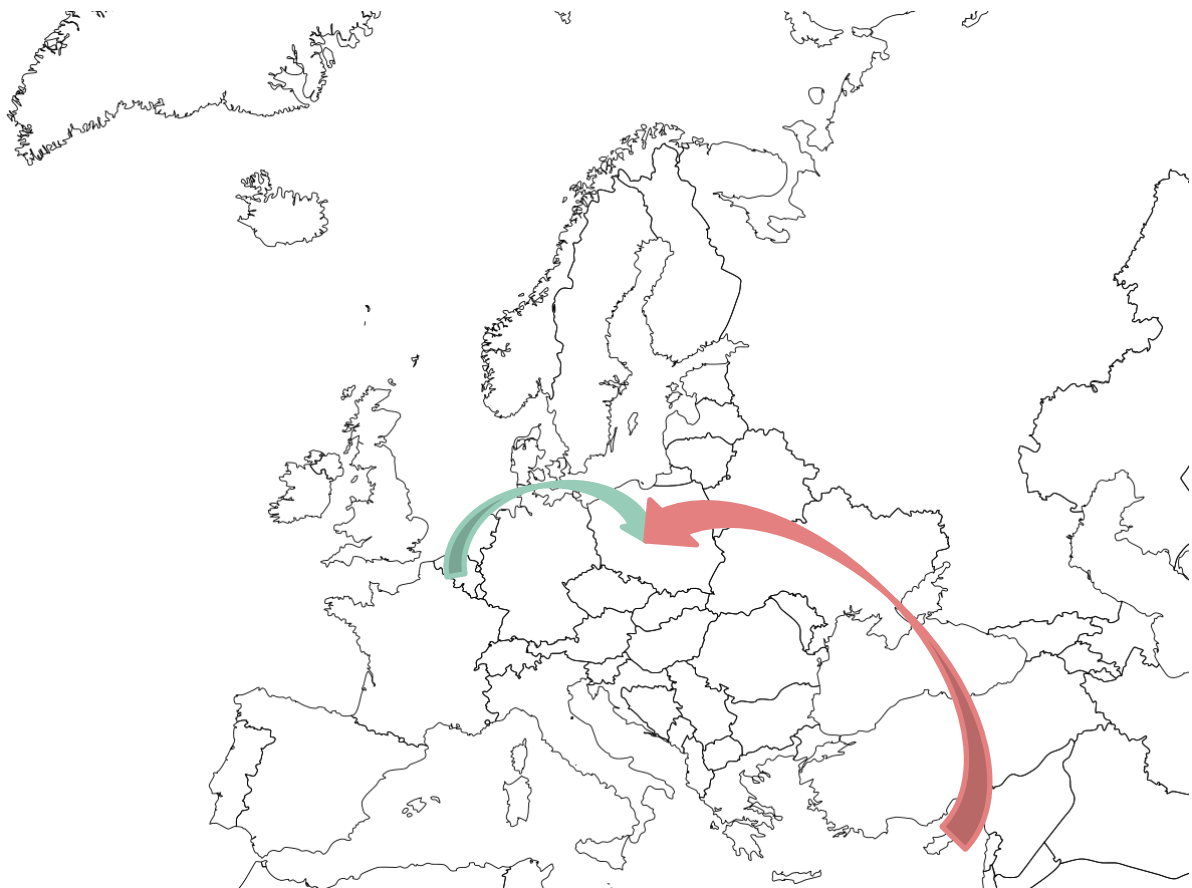


Footage (photo's, video's, ...)



Warsaw - Poland

21-23 / 04 / 2021 (online)



The methodology of informal learning for immigrants.

Language Café, Tandem®, Virtual Language Café

Good Practice Example

Description and scope of activity

“The methodology of informal learning for immigrants. Language Café, Tandem®, Virtual Language Café” was developed under Lifelong Learning Programme project number 517555-LLP-1-2011-1-GR-GRUNDTVIG-GMP: "Methodology for informal language learning for immigrants. Guide for the facilitators and organizers of the sessions".

Then the methodology has been adapted to Polish Partner organization – Fundacja Ad Meritum – under Erasmus+ strategic partnership project 2014-1-PL01-KA204-003519: "Methodology for informal labor market language learning for immigrants and low-skilled citizens, Including adults 50+".

As the acronym of the project it was chosen the Greek word: METIKOS. METIKOS is the Greek word for a person that leaves his city (or country) in order to go to another. It has been selected as the acronym of the project in order to give emphasis to the life of the immigrants that are obliged to leave their country and move to another and all the difficulties that they face in that process.

Working method used

METIKOS:

The aim of the original methodology is to provide the individuals and organisations that are interested to organise informal language learning for immigrants, useful information that will help them to organise these sessions in the most efficient way. We focus on three informal language learning methodologies that have been adapted in order to serve the specific interests of immigrants: language café, Tandem® and Cyber Language Café. The methodology includes the following parts: history of each one of the approaches, how to select an appropriate location, at what time and dates, how the groups should be formed, what is the role of the facilitator, how the first session should be organised, which activities can be organised in the framework of these sessions, how evaluation should be organised etc.

The methodology also includes useful information to improve the cultural awareness of the facilitator, to improve his/her ability to facilitate a discussion, to build the confidence of the participants in the sessions, to deal with groups of varying abilities and to correct the errors in the language more effectively. It also includes issues regarding the financial sustainability of the informal sessions.

METIKOS 2:

The adapted methodology expands METIKOS's solutions and moves them into a new language area and to a wider group of customers. A new language area is the language of the labor market, and an additional target group, in addition to immigrants, are the citizens with low qualifications, including those 50+. The solutions we adapted can be used simultaneously by both groups of recipients, if subject and type of activity supports, or separately, especially in the case of aspects related to the acquisition of language skills.

Outcomes

Facilitation of social inclusion of the immigrants in EU's societies, increasing their skills in the language of their host country and involving the citizens in the process of integration thanks to promoting the use of informal learning methodologies of language café, Tandem® and Cyber Language Café for immigrants' integration to hosting society.

Participants' testimonies

The description of a Language Café at Dunkirk (France) encapsulates the spirit and atmosphere of many of the cafes we reviewed.

'each week in a friendly atmosphere you can participate in discussions in the foreign language of your choice sitting comfortably with a drink in your hand. Based on the principles of free expression and exchange, the language café allows each person to choose their own topics of discussion. No set theme or obligation to attend, each person organises his evening as he wishes, immersed in an intercultural and intergenerational environment.'

Support material, links

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-PL01-KA204-003519>
<http://www.metoikos.eu/>

Footage (photo's, video's, ...)



Gdańsk Model of Immigrant Integration

Good Practice Example

Description and scope of activity

Context

The Polish Council of Ministers (the Prime Minister was Donald Tusk) adopted in 2012 the document "Poland's migration policy - current status and postulated actions", the current government (since 2015) annulled this document due to - as it was explained by the Ministry of Internal Affairs - the migration policy was not valid anymore in the situation of 2015 year - the European migration crisis.

One of the priorities of migration policy was: "Development and implementation of an effective integration program for foreigners (including introduction of pre-integration programs for asylum seekers, improvement of integration programs for people covered by international protection, inclusion of other categories of foreigners in this type of programs, increasing the focus on education of migrant children and providing foreigners with free access to legal advice."

This document also indicated the necessity of activities aimed at the host society and pointed to the low sensitivity of the Polish society towards immigrants. It was defined by the government migration policy experts as "the fear of the unknown". This aspect of migration policy was insufficiently implemented, and large-scale funding of programs sensitizing the society of Poles on the situation of immigrants was lacking. It seems that the main reason was a small percentage of immigrants in Poland, compared to countries in the western world, oscillating around 4% of the population.

Gdańsk Model of Immigrant Integration

In 2016 the City of Gdańsk Office adopted the first in Poland "Immigrant Integration Model" developed by a wide range of experts (scientists, officials, immigrant representatives and local community), the report indicates an increase in immigrants in Poland in 2016 by nearly 37 thousand people (from 175 060 to 211 869). The biggest increase applies to citizens of Ukraine*.

The priorities have been formulated in the aspect of integration of immigrants with the local community: "The sense of having one's own place and community are the natural and important needs of everyone particularly important from the perspective of the migrant and refugee. Integration takes place at the local level - neighbourhood and district. At the same time, the emergence of migrants or refugees it creates a new social situation that can give rise to fears and misunderstandings resulting from linguistic and cultural differences as well as prejudices. Integration and peaceful coexistence of different people nationalities, languages and religions will not happen alone - it must be animated through various forms of work with the local community. Animations and solutions that would support integration are missing." Currently, the Gdańsk "Model" is the only official document on migration policy.

*According to the newest statistic data of 2018, Poland accepted 200 000 economic immigrants from Ukraine mostly and 0 (zero) refugees.

Working method used

Working in 8 thematic groups, 120 persons in total (public clerks, representatives of non-profit organisations and immigrants themselves – 20 persons); monthly meetings: general and in smaller groups. The meetings took place in a very special place – European Solidarity Centre

There were the following thematic groups and leading organisations:

Education / Primary School np 16 from Gdańsk

Work / Labour Office from Gdańsk

Culture / European Solidarity Centre from Gdańsk

Local communities / Gdańsk Foundation for Social Innovation

Violence / Support Centre for Immigrants (Men and Women) in Gdańsk

Social aid / City Centre for Family Aid in Gdańsk

Housing / Gdańsk Foundation for Social Innovation

Health / Department for Social Development, Municipality of Gdańsk

The work coordinators were the clerks from the Municipality of Gdańsk

The work in thematic groups were supported by the experts from different organisations and institutions, such as: IOM – International Organisation for Migration, The association “Homo Faber”, Rescue Foundation.

The whole team participated in a series of trainings realized by specialists in multiculturalism, Polish immigration policy, and European immigration policy standards.

Outcomes

The most important achievements of the Team's work are:

- integration of the immigrants' environment - the environment currently organizes many initiatives, eg immigrant festivities, cultural events, cooperation with libraries, self-help activities, integration events (eg Ramadan dinner)
- significant improvement in cooperation between services, institutions and organizations in all fields - this translates into everyday cooperation on specific immigrants
- coherence and unification of actions taken against immigrants (common front) is a very bottom-up activity
- positive reception of works of some residents of Gdańsk, an example of what can be reported by a city resident who offered to rent a destroyed apartment (only maintenance costs). The flat has been renovated and equipped by the City of Gdańsk together with the Center for Social Integration. At present, the Chechen family resides there.
- development of competence and professionalism of the non-governmental sector, which is currently prepared for the implementation of tasks in this area
- significantly better identification and early response to crises related to immigrants,
- consensus on the meaning of the concept of "integration", that is, the inclusion of immigrants in the social life of Gdańsk, maintaining the identity and respect for cultural diversity, but placing the limits for the acceptance of certain behaviors (even legal or moral). Rejection of the trends of "assimilation" (eradication) or "separation" (lack of integration).

Defining the Operating plan for accepting refugees – some crucial points:

-The admission of refugees to Poland may take place in two forms - the resettlement of Syrian refugees (from countries outside the European Union) or the relocation of Syrian, Eritrea or Iraqi refugees (from Greece, Italy and possibly Hungary). Poland declared that within 2 years it would accept as a part of relocation and resettlement a total of 2,000 refugees. They will be mainly Syrian and Eritrea citizens. Refugees will be accepted in stages.

-Providing shelter for refugees in Poland will be financed by EU - EU funds will refund Poland after 10,000 euro for every refugee accepted from the Middle East and 6,000 euro for a refugee staying in camps in the EU - in Greece and in Italy.

Support material, links

<https://www.gdansk.pl/download/2016-06/75797.pdf>

<https://www.gdansk.pl/urząd-miejski/gdanski-model-integracji-imigrantow-przyjety-przez-radnych,a,56777>



Kuchnia Konfliktu – The Kitchen of Conflict

Good Practice Example

Description and scope of activity

The 'Kitchen of Conflict' (Kuchnia Konfliktu) this is the business project in Warsaw that helps refugees and immigrants to integrate into the Polish society through providing the bar with refugee and immigrant food.

The aim of this initiative is not only to help the newcomers to function better in Poland, but also to change the negative attitudes towards them among Poles. Through the kitchen towards to acceptance.

Working method used

We, as SBICO / Ad Meritum, call this method: “Integration through entrepreneurship”. In this method the target group – the newcomers, from non-EU countries are looking for new home and new life in the host country, the mentors of entrepreneurship, who come from the host society, create a business idea for the newcomers, in which they will find the source of their maintenance, in accordance with the law.

However the business idea – providing the bar with refugee and immigrant food – was created by the hosts and the hosts are the business owners, who hire the newcomers, the newcomers themselves are also deeply involved in running the business. They are perceived by business owners as partners in business and even as just friends. They feel responsible for the business and they treat the bar as the place where they host people.

“... instead of convincing people that refugees are cool, or that they should not be afraid of them, we show that we are friends with them, we run a cool business, we have fun together and support each other. Nor is it that we create this place for them. They co-create it with us and feel they are responsible for it. Most do not treat the kitchen only as a workplace but feel as hosts here.” (Jarmiła Rybicka, one of business owners, <https://www.euractiv.com/section/central-europe/interview/kitchen-of-conflict-through-the-stomach-towards-tolerance/?fbclid=IwAR0eWUDqpJZRFoSibUCO5DBw0nOny5fcYIUgddY9HJ6geKb3Sol1R8KQY0>)

Outcomes

The most The newcomers function better in Poland, integrate into the Polish society through cooking and serving their national cuisine.

There is a change of the negative attitudes towards them among Poles (Through the kitchen towards to acceptance).

Participants' testimonies

Project video interview with one of the newcomers working in the bar: “The kitchen of Conflict” link

Support material, links

In Polish

<https://www.euractiv.com/section/central-europe/interview/kitchen-of-conflict-through-the-stomach-towards-tolerance/?fbclid=IwAR0eWUDqpJZRFoS2bUCO5DBw0nOny5fcYIUgddY9HJ6geKb3Sol1R8KQY0>

<http://magazyn-kuchnia.pl/magazyn-kuchnia/1,139801,23571640,jarmila-rybicka-piotr-matkowski-i-ich-kuchnia-konfliktu-po.html?disableRedirects=true>

<https://rozkoszny.pl/kuchnia-konfliktu-tu-ferment-sieja-uchodzczy/>

In English

<https://oko.press/kuchnia-konfliktu-o-krok-od-zamknienia-przez-rok-walczyliśmy-z-miastem-o-obniżkę-czynszu-nie-mamy-szans-konkurować-ze-zwykłymi-lokalami-komercyjnymi/>

Footage (photo's, video's, ...)



Fostering enterprise creation and employment opportunities for TCN

How did the projects of Poland inspire us?

Following the LTT in Poland, Hypatia Foundation presented the story of the project “Kitchen of Conflict” during a seminar for migrants in Nicosia on 27 June.

The Kitchen of Conflict was recognized by the Hypatia team as a valuable good practice in entrepreneurship and in building partnerships amongst local enterprises and migrant entrepreneurial minds. The Polish project has impacted close working relationships amongst migrants especially refugees and local business in mutually beneficial collaboration practices to provide services and products to local community. It has also helped local community become familiar and appreciate culinary experience from other cultures. Hypatia’s team decided to promote and showcase this good practice in a meeting with immigrants and organizations working with immigrants hoping that it would steer further action in undertaking business initiatives to fulfill local needs and provide a cultural enrichment in the culinary business.

Good Practice Example

Description and scope of activity

The event included a video screening of the “Kitchen of Conflict” followed by presentations on EU policy on migrant integration, the Existing Situation in Cyprus, and a discussion session with migrants.

Particularly, the presentation focused on:

- the immigrant investment program for entrepreneurs and investors, which attracts investors with an incentive to obtain Cypriot citizenship and on
- the endogenously sprung immigrant entrepreneurship demonstrating economic mobility of migrants in Cyprus include SMEs and micro business mainly in the area of tourism, ethnic shops, ethnic restaurants, as well as other skilled business (travel, shipping, trade, media producers, beauty shops, etc.) and self-employment as technicians (electricians, auto mechanics, multimedia, beauticians etc.)
- the obstacles to work mobility for most categories of migrant Visas,

- the challenges facing business start-ups by migrants e.g. limited financial resources and access to credit instruments available to them, lack of knowledge on existing subsidized employment schemes, the majority of migrants
- the opportunities offered by government co-funded start-ups and local partnerships for business development promoted by local authorities.

Working method used

- Invited migrants to a Seminar for entrepreneurship and social integration
- Screening of the video “Kitchen of Conflict”
- Presentation of schemes and opportunities for migrant entrepreneurship.
- Discussion with migrants.

Outcomes

- Better understanding on procedures and opportunities for migrants to pursue business start-ups and partnership building.
- Enrichment of local community with business and cultural elements brought in by migrant communities
- Help integration of migrants through enterprise creation and employment.

Footage (photo's, video's, ...)



Booklet “What’s in a name?”

How did the projects of Poland inspire us?

During the whole Erasmusproject we noticed that we put a lot of emphasize on language in Belgium. Next to that there is more and more a sensibility about using certain words, like immigrants, refugees, black people... In the presentation of the different projects of Poland, it was also an issue that they noticed. Which words do you use now. What about “being woke”? How can you handle this as an organisation? And how can you find the right balance?

A second thing that inspired us from Poland is there experiences with social entrepreneurship. It is something we normally don’t do in our organisation in Belgium, but for some of our own projects, this could be an interesting continuation of our projects. We are inspired know to do more with the talents of people, and how we can strengthen them to use them in their (work)lives. This is something we want to investigate more in the next year.

Good Practice Example

Description and scope of activity

We made a booklet “What’s in a name”. We want to be an inclusive organisation. So we need to use words that make every participant feel welcome in our organisation. This booklet can help you with it. We asked advice from different organisations, working with different target groups.

Next to the booklet we give an intern training to our co-workers. We want them to learn more about the right use of language, but also to talk about their difficulties with it, to discuss, to learn from each other. The booklet will also be disseminated to other organisations.

Working method used

- Online and printed booklet.
- Intern training about “correct language use”.

Outcomes

- Online and printed booklet
- Intern training about “correct language use”
- Dissemination of the booklet to other organisations in our sector

Due to COVID and the delay of our LTT3, and due to the holiday months, our booklet is not printed yet. The draft version is ready but needs to be lay-outed. The intern training is planned for 24th of September.

There are nog photos of the booklet yet, since it is not completely finished.





This information reflects the views only of the authors, and the Education, Audio-visual and Culture Executive Agency, the European Commission and the National Agency in Poland cannot be held responsible for any use which may be made of the information contained therein.

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The project was implemented in the period of 1.09.2018 to 31.08.2020.

The project partners:

Poland - Fundacja Ad MERITUM, department SBICO, Warszawa

Cyprus – HYPATIA Foundation Promoting Equality, Limassol

Belgium – VormingPlus Limburg, Hasselt > changed its name to Avansa Limburg in february 2021'

The Project Leader: Fundacja Ad MERITUM, department SBICO, ul. Poleczki 21, 02-822 Warsaw, Poland, e-mail address: fundacja@admeritum.com.pl; phone no: +48 727 453 727

The central aim of the project was to develop and pilot sensitization strategies and tools for migrant integration, addressed to the hosting societies, through the exchange of good practices and models. The plan was to educate and empower educators, professionals and volunteers who were actively involved in the field of implementing migrant/refugee integration policy at the local level, who would then become facilitators of the sensitization strategies.

