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Migrant Women
Empowerment and Integration

D1.4: Detailed description of 10 good practices

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Abstract: The aim of this deliverable is to provide a detailed description of the Good Practices (GPs) selected within the framework of WP1. Based on the deliverables D1.1 D1.2 and D1.3, the deliverable continues with the procedure of depicting the final GPs with regard to the scores that each partner had already given to his/her GPs. There is, also, an analysis of the Score matrix filled accompanied by the breakdown of the GPs into the 4 different categories in order to ensure that none of the abovementioned categories will be underrepresented.

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Table of contents

| | |
|---|----|
| Abstract | 7 |
| 1 Scoring Matrix results | 8 |
| 1.1 Analysis per category..... | 10 |
| 1.1.1 Education in Sociocultural aspects | 10 |
| 1.1.2 Empowerment | 11 |
| 1.1.3 Cultural Exchange..... | 12 |
| 1.1.4 Mentoring | 13 |
| 1.2 The Role of the Committee..... | 14 |
| 2 Detailed descriptions of selected Good Practices | 16 |
| 2.1 Education from Sociocultural aspects | 16 |
| 2.1.1 Plurielles, France | 16 |
| 2.1.2 >GRUPP39< Sweden..... | 22 |
| 2.1.3 Time to Grow, Portugal | 27 |
| 2.2 Empowerment | 33 |
| 2.2.1 International Women’s Breakfasts- Ireland..... | 33 |
| 2.2.2 Rêv’Elles- France | 38 |
| 2.3 Cultural Exchange..... | 43 |
| 2.3.1 Sonetor- Greece | 43 |
| 2.3.2 Local book club for MRW -Germany | 48 |
| 2.3.3 Computer and Catalan for the families of the Drassanes school and CEIP Rubén Dario- Spain..... | 52 |
| 2.4 Mentoring | 57 |
| 2.4.1 Aid program for Yazidi women | 57 |
| 2.4.2 Migrant Women health promotion - Italy..... | 60 |
| Appendix 1 Media Review List in Portugal | 67 |
| Appendix 2 Salute globale, Italia..... | 69 |

1 List of Tables

| | |
|--|----|
| Table 1: Decision matrix | 9 |
| Table 2 : GPs that fall into the “education in sociocultural aspects” category | 10 |
| Table 3: GPs that fall into the “Empowerment” category..... | 11 |
| Table 4: GPs that fall into the “Cultural Exchange” category..... | 12 |
| Table 5: GPs that fall into the “Mentoring” category..... | 13 |

Abstract

The aim of this deliverable is to provide a detailed description of the GPs selected within the framework of WP1. Based on the deliverables already prepared by all partners and provided by OT in terms of their final form, namely

D1.1 – Selection methodology and criteria

D1.2 – Short description of 20 GPs

D1.3 – Scoring Matrix

OT continued with the procedure of depicting the final GPs with regard to the scores that each partner had already given to his/her GPs. A committee also was formed in order to resolve any issues that might occur during the selection procedure. The committee consisted of OT, HOU, ALDA, OXFAM and IFA. There is an analysis of the Score matrix filled accompanied by the breakdown of the GPs into the 4 different categories in order to ensure that none of the abovementioned categories will be underrepresented.

1 Scoring Matrix results

According to the Procedure described in D1.1, OT filled the scoring matrix template (D1.3), that was developed in WEMIN project, with the scores that each partner assigned to the GPs that that can be found in the document “Short description of 20 GPs (D1.2).

More specifically, the Score matrix contains the criteria used for selecting GPs and the relative weight attached to each criteria. It should be noted that, a total of 26 GPs were described by partners although the initial objective was to collect 20 GPs. However, the partnership decided that it would have an extra added value for WEMIN if there was no restriction for selecting GPs in terms of duplication with regard to factors such as level of application, context, types of activities etc.

The number of each Good Practice is listed in the first column of the matrix, then the next columns six relate to the criteria upon which the GPs were rated, the seventh column holds the total amount of points that each GP scores whilst the last one contains the category or/and categories that each GP falls into (Education in sociocultural aspects, mentoring, empowerment and cultural exchange).

As a first step, OT proceeded to the selection process by filling the scoring matrix with the scores that partners have rated their own GPs. This served as an initial filtering process and from this OT was able to see which GPs would qualify to be in the final 10. At a first glance, one may see that some partner countries scored really high in all provided GPs (eg France, Germany) while others presented more fluctuating scores among their GPs (eg. Greece, Ireland and Sweden).

The completed Scoring matrix is given below:

Decision Matrix Process

| | Criteria | | | | | | Total | categories |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------|----------------|---|-------|---|
| | Clear Objectives/ Activities | Participation | Impact/ Effectiveness | Transferability | Sustainability | Cohesion with other implemented policies / continuity | | |
| Criteria rating | 1,4 | 1,7 | 1,9 | 1,7 | 1,9 | 1,4 | 10 | |
| Good Practice ALDA no 1.1.1 | 5 | 5 | 4 | 5 | 5 | 4 | 46,7 | mentoring |
| Good Practice ALDA no 1.1.2 | 5 | 4 | 5 | 5 | 5 | 3 | 45,5 | empowerment |
| Good Practice ALDA no 1.1.3 | 5 | 5 | 5 | 5 | 5 | 4 | 48,6 | education/ empowerment/mentoring |
| Good Practice Ifa no 1.2.1 | 4 | 4 | 5 | 3 | 4 | 3 | 38,8 | empowerment |
| Good Practice Ifa no 1.2.2 | 5 | 5 | 4 | 5 | 5 | 3 | 45,3 | cultural exchange/ mentoring |
| Good Practice Ifa no 1.2.3 | 5 | 5 | 4 | 4 | 4 | 3 | 41,7 | empowerment/ mentoring |
| Good Practice Ifa no 1.2.4 | 4 | 5 | 5 | 3 | 5 | 5 | 45,2 | empowerment/ mentoring |
| Good Practice ORM no 1.3.1 | 5 | 4 | 5 | 4 | 5 | 4 | 45,2 | education |
| Good Practice ORM no 1.3.2 | 3 | 5 | 4 | 5 | 5 | 4 | 43,9 | cultural exchange |
| Good Practice ORM no 1.3.3 | 3 | 5 | 4 | 3 | 4 | 4 | 38,6 | empowerment |
| Good Practice OXFAM no 1.4.1 | 5 | 4 | 5 | 3 | 5 | 5 | 44,9 | empowerment/ mentoring |
| Good Practice OXFAM no 1.4.2 | 5 | 4 | 3 | 5 | 3 | 5 | 40,7 | education |
| Good Practice OXFAM no 1.4.3 | 5 | 5 | 5 | 3 | 4 | 5 | 44,7 | cultural exchange/ education' |
| Good Practice HOU no 1.5.1 | 5 | 4 | 2 | 5 | 4 | 5 | 40,7 | education/ empowerment/cultural exchange |
| Good Practice HOU no 1.5.2 | 5 | 4 | 5 | 5 | 4 | 5 | 46,4 | cultural exchange |
| Good Practice SP no 1.6.1 | 5 | 5 | 5 | 5 | 3 | 5 | 46,2 | education |
| Good Practice SP no 1.6.2 | 4 | 5 | 4 | 4 | 3 | 3 | 38,4 | cultural exchange |
| Good Practice SP no 1.6.3 | 5 | 5 | 5 | 5 | 5 | 5 | 50 | empowerment/ mentoring |
| Good Practice OT no 1.7.1 | 4 | 5 | 3 | 2 | 4 | 4 | 36,4 | empowerment/ mentoring |
| Good Practice OT no 1.7.2 | 5 | 5 | 4 | 2 | 4 | 5 | 41,1 | empowerment |
| Good Practice FU no 1.8.1 | 5 | 4 | 5 | 5 | 4 | 3 | 43,6 | all |
| Good Practice FU no 1.8.2 | 4 | 3 | 4 | 4 | 4 | 2 | 35,5 | empowerment/ cultural exchange |
| Good Practice FU no 1.8.3 | 5 | 4 | 5 | 5 | 5 | 4 | 46,9 | all |
| Good Practice AJT no 1.9.1 | 5 | 3 | 4 | 3 | 4 | 1 | 33,8 | empowerment |
| Good Practice AJT no 1.9.2 | 4 | 5 | 4 | 3 | 5 | 5 | 43,3 | cultural exchange/ education' |
| Good Practice AJT no 1.9.3 | 5 | 5 | 5 | 3 | 5 | 1 | 41 | mentoring |

Table 1: decision matrix

1.1 Analysis per category

One of the main principles of the WEMIN proposal with regard to the selection of the GPs was to ensure that there was an equal distribution of GPs from each of the four categories (Education in sociocultural aspects, mentoring, empowerment and cultural exchange). Therefore, it was important to also review which category each GP fell into and not select them primarily only by their scores.

In this sense, OT proceeded to group the GPs into the four categories. For this purpose, 4 different tables with GPs were created with the final distribution being the following:

1.1.1 Education in Sociocultural aspects

| Category | No. of Good Practice | Score | Partner Country |
|------------------------------------|-------------------------------------|-------|-----------------|
| Education in sociocultural aspects | Good Practice ALDA no 1.1.3 | 48,6 | France |
| | Good Practice ORM no 1.3.1 | 45,2 | Portugal |
| | Good Practice OXFAM no 1.4.2 | 40,7 | Italy |
| | Good Practice OXFAM no 1.4.3 | 44,7 | Italy |
| | Good Practice HOU no 1.5.1 | 40,7 | Greece |
| | Good Practice SP no 1.6.1 | 46,2 | Ireland |
| | Good Practice FU no 1.8.1 | 43,6 | Sweden |
| | Good Practice FU no 1.8.3 | 46,9 | Sweden |
| | Good Practice AJT no 1.9.2 | 43,3 | Spain |

Table 2: GPs that fall into the “education in sociocultural aspects” category

There were nine GPs in this category:

- One from France
- One from Portugal
- Two from Sweden
- Two from Italy
- One from Greece
- One from Ireland
- One from Spain

By taking in account their scores we can see that the Good Practice from France has the highest score (48,6 /50) followed by Sweden (46,9/50) and Ireland (46,2/50). France and Sweden were selected to be part of the final ten.

1.1.2 Empowerment

| Category | No. of Good Practice | Score | Partner Country |
|-------------|-------------------------------------|-------|-----------------|
| Empowerment | <i>Good Practice ALDA no 1.1.2</i> | 45,5 | France |
| | <i>Good Practice ALDA no 1.1.3</i> | 48,6 | France |
| | <i>Good Practice Ifa no 2.1.1</i> | 38,8 | Germany |
| | <i>Good Practice Ifa no 1.2.3</i> | 41,7 | Germany |
| | <i>Good Practice Ifa no 1.2.4</i> | 45,2 | Germany |
| | <i>Good Practice ORM no 1.3.3</i> | 38,6 | Portugal |
| | <i>Good Practice OXFAM no 1.4.1</i> | 44,9 | Italy |
| | <i>Good Practice HOU no 1.5.1</i> | 40,7 | Greece |
| | <i>Good Practice SP no 1.6.3</i> | 50 | Ireland |
| | <i>Good Practice OT no 1.7.1</i> | 36,4 | Greece |
| | <i>Good Practice OT no 1.7.2</i> | 41,1 | Greece |
| | <i>Good Practice FU no 1.8.1</i> | 43,6 | Sweden |
| | <i>Good Practice FU no 1.8.2</i> | 35,5 | Sweden |
| | <i>Good Practice FU no 1.8.3</i> | 46,9 | Sweden |
| | <i>Good Practice AJT no 1.9.1</i> | 33,8 | Spain |

Table 3: GPs that fall into “Empowerment” category

There were fifteen (15) GPs in this category:

- Two from France
- Three from Germany
- One from Portugal
- One from Italy
- Three from Greece
- Three from Sweden
- One from Ireland
- One from Spain

By taking in account their scores we can see that the Good Practice from Ireland had the highest score (50 /50) followed by GP no 1.1.3 from France (48,6/50) and GP no 1.8.3 from Sweden (46,9/50). Given the fact, that the GPs that are in the 2nd and the 3rd place respectively, were already selected for the 1st category, OT decided that the GP with the 4th highest score should qualify. Therefore, the second GP from France (no 1.1.2) was selected with a score 45,5 out of 50.

1.1.3 Cultural Exchange

| Category | No. of Good Practice | Score | Partner Country |
|-------------------|-------------------------------------|-------|-----------------|
| cultural exchange | <i>Good Practice Ifa no 2.1.2</i> | 45,3 | Germany |
| | <i>Good Practice ORM no 1.3.2</i> | 43,9 | Portugal |
| | <i>Good Practice OXFAM no 1.4.3</i> | 44,7 | Italy |
| | <i>Good Practice HOU no 1.5.1</i> | 40,7 | Greece |
| | <i>Good Practice HOU no 1.5.2</i> | 46,4 | Greece |
| | <i>Good Practice SP no 1.6.2</i> | 38,4 | Ireland |
| | <i>Good Practice FU no 1.8.1</i> | 43,6 | Sweden |
| | <i>Good Practice FU no 1.8.2</i> | 35,5 | Sweden |
| | <i>Good Practice FU no 1.8.3</i> | 46,9 | Sweden |
| | <i>Good Practice AJT no 1.9.2</i> | 43,3 | Spain |

Table 4: GPs that fall into “Cultural Exchange” category

There were ten (10)GPs in this category:

- One from Germany
- One from Portugal
- One from Italy
- Two from Greece
- Three from Sweden
- One from Ireland
- One from Spain

We can see that Good Practice no 1.8.3 provided by the Swedish Partner has the highest score (46,9 /50) followed by GP no 1.2.2 from Germany (45,3/50) and GP no 1.5.2 from Greece (46,4/50). A Good Practice was already selected from Sweden, therefore, the GPs that are in the 2nd and the 3rd place respectively, were selected to form part of the final ten.

1.1.4 Mentoring

| Category | No. of Good Practice | Score | Partner Country |
|-----------|-------------------------------------|-------|-----------------|
| Mentoring | <i>Good Practice ALDA no 1.1.1</i> | 46,7 | France |
| | <i>Good Practice ALDA no 1.1.3</i> | 48,6 | France |
| | <i>Good Practice Ifa no 1.2.2</i> | 45,3 | Germany |
| | <i>Good Practice Ifa no 1.2.3</i> | 41,7 | Germany |
| | <i>Good Practice Ifa no 1.2.4</i> | 45,2 | Germany |
| | <i>Good Practice OXFAM no 1.4.1</i> | 44,9 | Italy |
| | <i>Good Practice SP no 1.6.3</i> | 50 | Ireland |
| | <i>Good Practice OT no 1.7.1</i> | 36,4 | Greece |
| | <i>Good Practice FU no 1.8.1</i> | 43,6 | Sweden |
| | <i>Good Practice FU no 1.8.3</i> | 46,9 | Sweden |
| | <i>Good Practice AJT no 1.9.3</i> | 41 | Spain |

Table 5: GPs that fall into “Mentoring” category

There were eleven GPs in this category:

- Two from France
- Three from Germany
- One from Portugal
- One from Italy
- Three from Greece
- Two from Sweden
- One from Ireland
- One from Spain

The Good Practice from Ireland has the highest score (50 /50) followed by the GP no 1.1.3 from France (48,6/50) and the GP no 1.8.3 from Sweden (46,9/50). As these three countries were already selected in in different categories, OT decided to select the GPs that were fourth and fifth on the list. However, the next in rank GPs were the third GP from France (no 1.1.1) having scored 46,7 out of 50 and the GP no 1.2.2 from Germany (45,3/50). Once again, the latter one had already been selected in another category therefore the following GP, deriving also from Germany (no 1.2.4) was depicted.

1.2 The Role of the Committee

Eight GPs were selected, two per each category, using the scoring matrix. In order to select the final two GPs the partnership assigned representatives from some of the partner organisations to form a small Committee where issues related to the selection of the GPs would be discussed and decisions could be made on the final selection of GPs. The committee consisted of ALDA, HOU, OT, IFA and OXFAM.

As two Good Practices remained to be selected, the Committee decided on a methodology in order to select them. The criteria that the Committee put under consideration were the following:

- Content of the GPs with regard to the category that they fell into and to the activities they propose
- Score of the GPs

In addition to this, the Committee decided that emphasis should be given to partner countries that had had no GPs selected in the first round of selection.

Consequently, the scoring matrix analysis showed that three partner countries had no GPs selected in the first round (Italy, Spain, Portugal). This would be cause for concern for WEMIN since the project itself promotes pluralism and equity and the exclusion of Partner countries from IO1 would mean that countries that have a long and important experience in the field of MRW integration, demonstrating at the same time really good and interesting practices, would not have the opportunity to promote their experience and knowhow to others.

In this sense, the Committee made the following decisions with regard to the final GPs:

Replace GP no 1.1.1 provided by ALDA (France) – with a GP from Italy. Both GPs were in the same category.

GP no. 1.3.1 provided by Association a Muraria (Portugal) – of the three GPs proposed by ARM this GP scored the highest (45,2/ 50). In terms of equity and presentation of experience of all partner countries the Committee selected GP no 1.1.3 in the category “Education in sociocultural aspects”. The argument for selecting this GP was:

- The target group that the GP is addressed to (children are rarely taken as a target group per se).
- Gives the opportunity to women to act as multipliers in their own families
- It is highly transferable as a GP

GP no 1.9.2 provided by Collectic (Spain)- This GP scored the highest of the GPs submitted by Collectic. The category that this GP corresponds to “Cultural Exchange”. The argument for selecting this GP for the final ten, was:

- Simplicity, clear and understandable content, transferability
- The opportunity for improving the relationship mother-son/daughter
- Improvement of the knowledge of the school environment for migrant mothers
- The opportunity to be the foundation for developing the requirements needed for better / effective cultural exchange
- improvement of linguistic and computer skills for both groups (parents and children)

2 Detailed descriptions of selected Good Practices

2.1 Education from Sociocultural Aspect

2.1.1 Plurielles-France

| Plurielles, France | |
|---------------------------|--|
| Owner | Plurielles |
| Partnership | <p>Lieu d'Accueil Parents Enfants</p> <p>Espace K</p> <p>Migration Santé Alsace</p> <p>CPAM – Caisse Primaire d'Assurance Maladie (healthcare cover)</p> <p>CIDFF – Centre d'Information sur les Droits des Femmes et des Familles (information center on women and families' rights)</p> <p>Planning Familial</p> <p>Fossé des Treize (sociocultural center)</p> <p>La Boussole (providing healthcare for people who do not have health coverage)</p> <p>Villaje</p> <p>Maison des Ados</p> <p>Viaduc 67 (legal experts)</p> <p>ADECA – Association de dépistage du cancer colorectal d'Alsace (prevention and early detection of colorectal cancer)</p> <p>Carijou (professional integration workshops)</p> <p>Face'il à vivre (zero waste association promoting energy savings at home)</p> <p>La Corderie (solidarity service exchanges)</p> <p>Zero Waste Strasbourg</p> <p>Portes Ouvertes (neighborhood structure with social mediation functions)</p> <p>AHQG – Association des Habitants du Quartier Gare (neighborhood association)</p> <p>SOS Femmes Solidarité (accompaniment and support for women victims of domestic violence)</p> <p>Stimultania (exhibition center in the train station neighborhood, cultural structure, games for newcomers / recent immigrants / general public)</p> |

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| | <p>Ste-Aurélie School</p> <p><u>For “EDC Professionnels” (professional/vocational workshops) in particular:</u></p> <p>Pôle Emploi Fédération des Acteurs de la Solidarité (FAS) Rédécom (workshops on well-being, self-introduction, self image for work interviews) Mobylex (mobility: public transportation, driver’s license, car) AMSED – Association Migrations Solidarité et Echanges pour le Développement Libre-Objet (labour market integration workshops) Café Contact Emploi Shiva (labour market integration company) Sistra (labour market integration)</p> <p>These partnerships are sometimes informal and their aim is to identify the objectives of the interventions, the semantic fields and the objectives for the target group</p> |
| <p>Supporting Stakeholders (if any)</p> | <p>Speakers from the partners or Plurielles’ trainers (2 are in charge of the “EDC” (Ateliers d’Echanges de Connaissances – Knowledge-exchange workshops) at the moment)</p> |
| <p>Target groups Beneficiaries /users (description and numbers)</p> | <p>Immigrant women from a disadvantaged neighborhood in Strasbourg and their families, from 47 nationalities and various ages (5% were 15-24 year olds, 65% 25-44 y.o, 16% 45-54 y.o, 10% 55-64 y.o, 3% more than 65 y.o)</p> <p>33% of them were in a relationship, 20% single, 28% married, 11% divorced and 6% widows.</p> <p>In 2017, the EDC workshops were delivered to 10 to 15 women each, and Plurielles accompanied 150 women each year.</p> |
| <p>Level of Application (local, regional, national)</p> | <p>Local (area near train station in Strasbourg)</p> |
| <p><i>Detailed Description</i></p> | |
| <p>Objectives & rationale</p> | <p>The objective of the association is to welcome immigrant women living in a disadvantaged neighborhood of Strasbourg into the host society, and to support them in gaining autonomy and the</p> |

acquisition of full citizenship. The association aims to support the creation of social bonds and networking between the women it accompanies, and to allow them to discover the richness of cultural mixing (participants of Plurielles' activities come from 47 countries).

The association offers linguistic expertise and support to immigrant women in their social and professional inclusion in the host society. They will then be able to take part in the life of the society and contribute to their family's insertion as well. The activities organized aim to **allow participants to become autonomous, informed and involved citizens in their host society.**

In particular, the **"EDC – Ateliers d'Echanges de Connaissances"** (knowledge-exchange workshops) aim to allow participants to acquire a good knowledge of French society, about their duties and rights in the host society, to accompany them in the understanding of the French administrative system (for judicial, administrative matters for personal and familial matters, such as understanding of the educational system of the host society), and in achieving autonomy in these matters for themselves and their families.

Description of activities

The association runs various activities, including the EDC workshops, organized in two different formats:

- One focuses on the **sociocultural aspects of integration** and has a beginner and more advanced level depending on the participants level of French (one session each per week). The sociocultural EDCs address three topics in particular: health, parenting and legal rights.
 - Health EDCs: they include meetings with health professionals and speakers from Plurielles' partners (Planning Familial, CPAM...). Support groups have also been taking place monthly since September 2016, where participants can debate on healthcare topics. The objective of these EDCs is to accompany migrant women in their healthcare pathway and their access to

healthcare structures for themselves and their families. The analysis of needs carried by Plurielles revealed a lack of knowledge about the French healthcare system, a lack of vocabulary relating to human anatomy and knowledge of behaviors to stay healthy, cultural disincentives such as stereotypes on mental healthcare, a global distress and unhappiness due to their situation of exile from their home country. The main objective is therefore to allow these women to acquire linguistic skills in healthcare matters, to foster knowledge and autonomy in this topic and the adoption of responsible behaviors.

- Parenting EDCs: their objective is to value parenthood and support immigrant parents in their educative role. Monthly support groups have been organized in addition to the weekly EDC groups to allow mothers to debate on parenting topics (fostering peer-to-peer learning). Weekly EDC groups have focused on the understanding of the French educational system, a definition of parents' roles in the host society, gender equality themes and the place of the child in the host society and fostering parents' autonomy in relation to education.
- Women's rights EDCs: thematic meetings with legal professionals and speakers from Plurielles' partners have been organized. These workshops also allowed the organization of visits of structures relating to the participants' rights to foster the group's autonomy in their administrative and legal procedures.

In 2016, 50 sociocultural EDC workshops were organized: 35 relating to health, 10 to parenting and 5

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| | <p>to women’s rights.</p> <ul style="list-style-type: none"> • The socio-professional EDCs focus on the professional aspect of women’s integration. They have various formats: socio-linguistic workshops addressing vocabulary relating to work, peer-to-peer learning workshops and individual mentoring towards employment. <p>These two categories (sociocultural EDCs and professional EDCs) will be merged in the near future with a view to developing a more comprehensive and holistic approach.</p> <p>These workshops promote the regular practice of the French language, therefore fostering autonomy and understanding of the host society.</p> |
| <p>Resources needed</p> | <p>The activities are simple in their realization and only require a room and speakers from chosen partners to take place. The room should have the capacity to welcome a full group of WEMIN’s participants. For big groups, 2 speakers or trainers might be required. An interpreter can also be present to make sure that the participants understand all the vocabulary of the topic discussed during the workshop, depending on the diversity of the participants’ group (is one language spoken by all, such as Arabic or Russian, or are all the participants from different linguistic backgrounds?).</p> <p>The speakers might come from partner organizations or local structures (Planning Familial in France, for example), and they must be familiar with the specific working conditions in this context (they should have a background in working with migrant population and especially vulnerable target groups such as migrant and refugee women).</p> |
| <p>Results achieved</p> | <p>The association uses quantitative and qualitative assessments to measure the results achieved by the EDC workshops.</p> <p>The quantitative assessment measures attendance with attendance lists. It shows that the attendance of the participants is regular and that women enrolled in a program tend to follow this program from the beginning and until the end (September – May). Individual questionnaires to measure satisfaction of the participants are also distributed. The women are asked questions by the association’s trainers to make</p> |

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| | <p>sure that they have acquired knowledge and skills during the activities.</p> <p>Qualitative assessment in the form of an individual monthly follow-up allows the organization monitor each woman’s progress towards being autonomous, in her level of French and knowledge of the French administrative system. It evaluates the level of attendance of the woman in the activities, her goals (why she needs/wants to learn French, whether she wants to work or not, and why), the difficulties encountered until now, the progress made, the autonomy acquired (can she make a medical appointment, use an agenda, take her children to school, fill in paperwork, go to the city center by herself, use a computer, etc.). It also keeps a record of other activities the woman may attend in other organizations and self learning (time spent in a library, doing research on the Internet...).</p> <p>Three global evaluations are made for each woman (at the beginning of the mentoring, mid-term and at the end).</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>Social and political parameters relating to the target group need to be taken into consideration when drafting the content of the EDCs: women participating in these workshops are not always comfortable with all the possible topics. For example, topics relating to sexuality or political opinions might embarrass or displease women who come from countries with a strong religious background and limited freedom of speech. Topics usually considered as “intimate” should therefore be avoided or approached with great care and empathy for the participants’ feelings.</p> <p>From a financial and technical point of view, the women participating in these workshops often have familial obligations (mothers and housewives with children) or restrictions and need flexible workshop hours to be able to attend them.</p> |
| <p>Potential for transfer</p> | <p>The subjects addressed concern every woman in every EU country: parenting, health, women’s rights, and can be adapted to the country’s context and values. The EDCs method is therefore highly transferable in partnering countries.</p> |

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|---|---|
| Related documents or/and links (to be attached, if any) | http://www.plurielles.org/index.php/activites/vie-sociale |
| Related Policies | The association benefits from a Contrat de Ville, meaning its activities are coherent with local policies for disadvantage districts. |
| Contact data (website, contact person) | contact@plurielles.org |
| Category | <i>Education from socio-cultural aspects, empowerment, mentoring</i> |

2.1.1 >GRUPP39< Sweden

| GRUPP >39<, Sweden (Group >39<) | |
|--|---|
| Owner | Group 39 is a Community Social Enterprise |
| Partnership | Folkuniversitetet, The Public Employment Service, The Municipality |
| Supporting Stakeholders (if any) | <p>Ronneby municipality is involved in financial aspects.</p> <p>The Labour Office assigns unemployed people for internships at Grupp 39 to gain work experience.</p> <p>Folkuniversitetet. Two people are employed, equivalent to one full-time employee. The salaries are paid by Folkuniversitetet.</p> <p>Volunteers promote Grupp 39 and are involved in the different events that Grupp 39 organizes. One person, a retired teacher, volunteers every day by taking part in language training and helping the participants.</p> |

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| <p>Target groups</p> <p>Beneficiaries /users</p> <p>(description and numbers)</p> | <p>The main beneficiaries are unemployed women with a migrant background who participate in Grupp 39. They can be born in another country or born in Sweden.</p> <p>However, other people involved in workshops and events organized by Grupp 39 benefit as well – by learning handicraft skills and becoming acquainted with foreign cultures. Ronneby municipality considers cultural events, workshops and study circles to be of benefit for community life and as a contribution to societal integration.</p> <p>The Labor Office also benefits from this project as it can send unemployed women to attend Grupp 39 or have their work placement in the project. (“Attending” would mean: spend a couple of hours per week there which complements other activities. “Work placement” means being there full-time or half-time.)</p> <p>Approximately 8-10 women participate in the activities every day. With 20 working days per month, this results in 160 beneficiary days per month.</p> <p>30 people are registered as (paying) members (May 2018). They are citizens who want to support and promote the project. They can join the workshops and study circles for free where they, for example, benefit from the women’s skills in handicrafts.</p> |
| <p>Level of Application (local, regional, national)</p> | <p>Local</p> |
| <p><i>Detailed Description</i></p> | |
| <p>Objectives & rationale</p> | <p>The general objective of Grupp 39 is to help immigrant woman to develop their self-confidence and to create a sense of community in the municipality.</p> <ul style="list-style-type: none"> - Giving women the possibility to develop their knowledge in different subjects such as handicrafts and cooking, and at the same time providing them with knowledge about Sweden - Giving women better knowledge of other countries and cultures, health and entrepreneurship |

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| | <ul style="list-style-type: none"> - Learning Swedish in a different way - Getting migrant women closer to the labor market - Building bridges between cultures - Improving the integration of migrant women - Teaching Swedish women about other cultures and methods in handicrafts |
| <p>Description of activities</p> | <p>Grupp 39 organizes lectures, exhibitions, cultural events, study circles and workshops where women work with colors, shapes, patterns, smells and tastes from various cultures from all over the world.</p> <p>Thus Grupp 39 has become a meeting place where people, especially immigrants, can learn about the Swedish society and Swedish language.</p> <p>Individuals that participate actively can be both migrant women and other citizens who are involved in workshops, study circles, and evening classes.</p> <p>Grupp 39 also has volunteers contributing to its various activities.</p> |
| <p>Resources needed</p> | <p>The initiative can operate on a low budget.</p> <ul style="list-style-type: none"> • One or two trainers/volunteers interested in handicrafts • One or two trainers/volunteers interested in language learning • A room with light, chairs, tables • Material for handicrafts, recycling is possible • Material for learning the language, can easily be found on the Internet; national or European projects co-funded by the European Commission • Instructional videos, which can easily be found on the Internet • One or two sewing machines as a start • Paper and pens to write down notes, ideas |

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| <p>Results achieved</p> | <p>The group spreads knowledge, culture and courage among immigrant women. They also present and sell handicrafts from different cultures, and thus they develop a network of cooperation and knowledge.</p> <p>Another benefit is that Grupp 39 increases the women's self-confidence, courage and ability to get closer to the labor market. They also help to create a sense of community in the municipality of Ronneby.</p> <p>Group 39 was established ten years ago and is still working out quite well. The cooperation with the Labor Office, immigrant associations, and the municipality is a way to keep it running.</p> <p>This is a way for this group of women to be included in society – reducing costs for society in the end, this is a huge benefit for the community.</p> <p>The women sent by the Labor Office for work placement, can work as multipliers of the project by motivating other women to join and participate.</p> <p>Even for young women this has been a first step to integrate into Swedish society and has encouraged them to go to formal education.</p> <p>Feedback from participants is very positive and many attend meetings for a long time. Increased self-confidence, learning about the Swedish culture, less isolation, submission of applications for formal education... are examples of impact.</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>Being set up as a collaboration between three institutional stakeholders, Grupp 39 receives funding from Ronneby municipality, the Labour Office and a private association (Folkuniversitetet, for the study circles). The most important part of the income is from the Labour Office. The Labour Office pays some money so that unemployed women can attend the activities as a work placement. Folkuniversitetet contributes the salaries of the two employees.</p> <p>Part of the income is generated through sales of handicraft products. This is accounted for through Grupp</p> |

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| | <p>39 in its capacity as an association.</p> <p>Another, although small, source of income is memberships' fees paid by citizens who register as members of the Group 39 association (about 10 Euro/year. In return they can join events and study circles for free.</p> <p>Study circles get support from the state under the form of subsidies.</p> <p>Volunteers promote Grupp 39 and are involved in the different events that Grupp 39 organizes. One person, a retired teacher, volunteers every day by taking part in language training and helping the participants.</p> <p>Volunteers' working days per year can be estimated as about 265 (one person present every day, and 5 people during the planning meetings five times per year).</p> |
| <p>Potential for transfer</p> | <p>The project can easily be transferred and it is open to all languages, no language skills in host languages needed. Language learning material are easily found on the Internet. And also, instructional videos for handicrafts can be found on the Internet.</p> <p>Cooperation with the Swedish Labor Office, immigrant associations, and the municipality is a way to keep it running in Sweden. It can easily be adapted to include other organizations.</p> |
| <p>Related documents or/and links (to be attached, if any)</p> | <p>http://enisamednolucanin.wixsite.com/grupp39</p> |
| <p>Related Policies</p> | <p>Decision making in Grupp 39 follows democratic principles concerning what kind of handicraft should be developed and when it comes to deciding about what kinds of events, workshops and exhibitions should be organized.</p> <p>Similarly for the lectures decisions are made based on discussion in the group on what information they need</p> |

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| | <p>or what they want to learn.</p> <p>Decisions regarding work placements of unemployed women are taken by the Labor Office.</p> |
| Contact data (website, contact person) | <p>Enisa Mednolucanin Enisa enisa.mednolucanin@folkuniversitetet.se http://enisamednolucanin.wixsite.com/grupp39 https://www.facebook.com/Grupp-39-491834904170551/</p> |
| Category | <p>empowerment, mentoring, education from socio-cultural aspects and cultural exchange</p> |

2.1.2 Time to Grow, Portugal

| Time to Grow (Study support), Portugal | |
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| Owner | Associação Renovar a Mouraria |
| Partnership | Non formal partners |
| Supporting Stakeholders (if any) | <ul style="list-style-type: none"> • Jumbo (national supermarket net) • Fundação PT (private foundation) • Volunteers • Associação Mais Cidadania (SVE internships) • Faculty of Sciences of the University of Lisbon • Portuguese Confederation of Volunteers • Museum of Money-Banco de Portugal • Educational Services of Public and Private Cultural Equipment • Lisbon City Council-School Manuals Bank • Families, teachers and school (informal relationship) |

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| <p>Target groups</p> <p>Beneficiaries /users</p> <p>(description and numbers)</p> | <p>Target group: Children and young people (from 6 to 18 years old), attending school (from 1st to 12^o grade), living in Mouraria neighborhood and surroundings.</p> <p>Beneficiaries: 30 children and young people mostly from Nepal, Bangladesh, Portugal, Brazil; 30 volunteers</p> |
| <p>Level of Application (local, regional, national)</p> | <p>Local, but the methodology can be used at regional and national level with the coordination of several local units</p> |
| <p><i>Detailed Description</i></p> | |
| <p>Objectives & rationale</p> | <p>This project aims to promote the integration of children and young people that are in a situation of vulnerability and/or social exclusion, in the local community in general, and school system in particular.</p> <p>The idea is to use a study group support system to create a wider range of interventions. The study support is of great significance because most of these children have difficulties at school due to language limitations.</p> <p>Each child or young person could be seen, on the one hand, as an individual work plan, where he or she is motivated to find a balance between traditional study support activities (homework, studying for tests) and activities that allow for a broader development of the children and the reinforcement of their social and emotional competencies. On the other hand, each child can be seen as a tutor (volunteer) who works with and makes the link between his/her family and school. This one to one relationship is a critical success factor of this methodology because it allows the creation of a relationship of trust between children and/or young people.</p> <p>At the same time, a collective cultural, artistic activity or a global citizenship education activity is held every week.</p> <p>The main idea is to promote the values of citizenship, active participation and cultural diversity along with the improvement of school results and personal competencies, such as self-esteem, and a development of self-worth, as a means to full social integration.</p> |
| <p>Description of activities</p> | <p>The activities are split into two different groups:</p> <p>1 - Daily study support groups: focused on school contents and curriculums. Here children and young people do their homework, study for exams, clarify some doubts, and, sometimes explore new school contents, depending on</p> |

personal interests. Each student has his/her own tutor and they work together on their individual work plans, as well as finding the study methods and pedagogical approaches that suit them best. The study support groups take place from Monday to Thursday, from 16h to 19h, during the whole school year. The project supports 30 children and young people, mentored by 30 specialized volunteers. One volunteer for each student.

2-Socio-cultural inclusion activities:

2.1 – Fridays: every Friday, during school period, extra-curricular, non-formal, informal educational activities are held with the collaboration of volunteers and non-profit organizations. Those activities are cover all of the interests of all age groups, ranging from photography, fine arts, gastronomy, environmental sustainability, theatre, etc... Sometimes they are developed along with families such as nutrition and healthy food or family budget management.

2.2 – Batucaria Orchestra: provision of education through art, inspired by Afro-Brazilian traditions. The Orchestra aims to seek the influence of other cultures, given the cultural diversity present in the neighbourhood, and to promote the cultural diversity. It has weekly rehearsals and several public performances throughout the year.

2.3 – “Casa de Férias” (vacation house): socio-cultural activities which are held during the school break (Christmas, Easter and summer). The majority of these activities are outside of the neighbourhood because this is the only opportunity for these children and youngsters to go out and get to know different realities. This can be undertaken through collaboration with museums and other cultural, educational and recreational centers.

Resources needed

The project operates under a very low budget and does not require a lot of infrastructure, equipment or specially trained staff.

As long as there is an organization that can provide a space and some staff time to organize the initial matrix and create a volunteering bank, it can take off. It can also take place in the school premises.

Working materials for crafts are also needed, but is easy to get them from donations as well. In addition to this, reading books and school books can also be sourced through

donations.

At the same time it is easy to fund this project because the budget is low and the subject is very appealing for media and public in general.

So, the resources needed are:

- A room with light;
- Some stairs and tables;
- Pencil, pen, paper, glue, etc...;
- Reading books, school books;
- Volunteers;
- Good working relations with cultural, educational and recreational centers;
- Good working relations with NGO's and non-profit organizations working with children activities;
- Good will, patience, resilience, motivation and love for children and young people;
- A part-time coordinator.

Results achieved

Implementing the project on a low budget does not have a negative impact on the results of the intervention but does limit the ability to evaluate the results.

However, 5 years of experience using this methodology allows us to identify some very positive results:

1 - Improvement of school performance: the rate of school failure amongst students of the study group support is almost 0%. The majority of the children and young people, when coming to our support service have around 6 negative grades and are able to reverse this at the end of the school year with success (no more than 2 negative grades); another indicator is the return to school the following year. Returning participants often bring new students from their class. There are students that have been attending the service since the first year of the program's existence.

2 - Consolidation of links within families and between participants : We have been able to link with the families and count with their participation in the meetings promoted during the school year, in the common activities and even in other activities held by our organization addressing migrants, such as Portuguese classes. When the children and young

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| | <p>people come for the first time they usually come alone, and during the course of the school year we manage, in the majority of the cases to get to know the parents and have regular contact with them. Also in Batucaria orchestra we sometimes have parents participating in the live performances, and helping with the costumes and instruments transport.</p> <p>3 - Knowledge of cultural diversity: this speaks for itself. They make friends outside their community group, they become more familiar with customs from the host country and with the the customs of the other children and young people attending the activities. Everybody's culture is valued</p> <p>4 - Development of artistic skills: the students have learned several arts and craft techniques, and have developed a special relationship with music and musical instruments, as well. These are tools for reinforcing their self-confidence and self-esteem. They learn new things and how to entertain themselves without resorting to electronic devices.</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>This project is not very dependent on social, financial, technical and political criteria.</p> <p>Social – as long as social intervention is seen as a need and a right for the vulnerable members of society, by the current society, it always will be seen as an added value to the community and to the country.</p> <p>Economic – a big budget is not needed in order to implement the project, so it can exist in moments of financial crisis, when the social intervention can be even more urgent and important, due to the increase in the number of people needing social support.</p> <p>Technical – like, in the economic aspect, we can create such a service without staff specialized in technology. As long as there are people with the motivation to help others and use their time to add some value to other people's lives, we can supply such a service.</p> <p>Political –there are rules regarding law, social consciousness and a sense of justice, where children are always considered to be a target group that needs help and that deserve an opportunity. Children are, more or less, safe from nationalist movements and policies against migration.</p> |
| <p>Potential for transfer</p> | <p>The potential for transfer is high and the reasons have already been presented above:</p> <p>1 – It's easy to fund because it's an attractive cause (Children</p> |

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| | <p>always talk to people’s hearts) and because it can be implemented with a low budget.</p> <p>2 - The activities are very informal and the study support groups are by their nature exactly this and not an extra class provided by a teacher in a given subject So it is easy to reproduce in different contexts, either geographical, or with different target groups such as women.</p> <p>3 – It is based on a universal need, traditionally addressed by parents, to provide support for homework and to study for school tests.</p> <p>4 – It is based in some universal human abilities: patience, love for helping others, commitment and effort. Fortunately, there are still people with this motivation in any country, society or culture.</p> |
| <p>Related documents or/and links (to be attached, if any)</p> | <p>https://www.facebook.com/renovar.a.mouraria/videos/726896090685959/</p> <p>https://www.facebook.com/renovar.a.mouraria/videos/1414013828640845/</p> <p>https://www.facebook.com/renovar.a.mouraria/videos/1516540571721503/</p> |
| <p>Related Policies</p> | <p>The municipal policy for migrants’ integration in Lisbon. The municipality of Lisbon has promoted, together with organizations working with migrants, a Plan for Migrants integration in Lisbon (PMILL 2017 – 2020);</p> <p>European Fund for Migrants, refugees and Asylum seekers, at European (AMIF) and national level (FAMI,)</p> |
| <p>Contact data (website, contact person)</p> | <p>https://www.renovaramouraria.pt/apoio-ao-estudo-projecto/</p> <p>https://www.renovaramouraria.pt/category/projectos/batucaria/</p> <p>https://www.facebook.com/orquestrabatucaria/</p> <p>Inês Andrade: ines.andrade@renovaramouraria.pt</p> |

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| Category | Education from socio-cultural aspects |
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2.2 Empowerment 2.2.1 International Women's Breakfasts- Ireland

| International Women's Breakfasts, Ireland | |
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| Owner | Southside Partnership's Women's Programme |
| Partnership | women4women Network |
| Supporting Stakeholders (if any) | Dun Laoghaire Rathdown County Council, Local Community Groups, Islamic Cultural Centre, Community Gardai (Community Police), NGOs working with migrants, local schools, family resource centres |
| Target groups Beneficiaries /users (description and numbers) | Migrant women from any country outside of Ireland, women from Ireland. The majority live in or near Dún Laoghaire Rathdown, a county in the Dublin region. |
| Level of Application (local, regional, national) | |
| <i>Detailed Description</i> | |
| Objectives & rationale | <p>The objectives of the Breakfasts are to provide a space where all women, in the women's programme catchment area, can explore commonalities and diversity through respectful dialogue and to promote intercultural respect and mutual understanding.</p> <p>For Irish women and women from migrant communities there are often few opportunities to meet, converse and exchange ideas about their shared experiences as women. The Breakfasts create a space for women from different walks of society and social backgrounds to network, learn about other cultures and listen to the challenges facing women (particularly migrant women) living in Ireland, in a non-threatening informal environment. Although specific topics and themes can be</p> |

addressed in the breakfasts through workshops, the events are not overly prescriptive and the format allows for relationships and links to develop organically. For the migrant women attending the Breakfasts, the events offer them the possibility of learning about Irish society and women's role in it. For Irish women, it is an opportunity to meet and listen to migrant women and Irish ethnic minority groups. For State agencies and representatives from the non-profit sector it provides an opportunity to become more sensitised to issues and challenges that migrant women face. For all the women, it provides an opportunity to network and develop new relationships.

Description of activities

The International Women's Breakfasts are held at least six times a year in various locations in the Women's Programme catchment area in South County Dublin. This is a drop in event that runs over the course of a morning on a weekday, usually a Wednesday. The event brings together women from across a wide spectrum of society: migrant women from all countries outside Ireland; Irish women (including Irish Traveller women); staff from organisations from the non-profit and voluntary sector; staff from State bodies and Community police.

Information provision is an important component of the Breakfasts. A key cultural aspect is the sharing of food and women prepare and bring dishes from their home countries to share with each other. The breakfasts usually run for 3 hours from 10am to 1pm.

The content and themes of Breakfasts change and vary and there is never a defined format. However, they generally focus on commonalities where possible. Of the six Breakfasts, there are three dates that are always recognised, one of these is around the 8th March, International Women's Day, the second date is in October when a Social Inclusion week is organised in the catchment area and the third date falls during the week of the 16 days against violence in November

The Breakfasts can be divided into three moments:

The first moment is the opening which begins with welcomes and introductions of the people who will be involved in leading the activities.

A second moment is the development of the activity for the day. In some instances, this can be in the form of a

workshop, in which case, the theme of the day is presented and participants break into groups to work on the theme. After a period of time the groups finish and feed back to the whole for reflection and comment.

In these Breakfasts, the themes can range from the personal to the social and communal and also cover societal and governmental issues. Some examples of the themes covered to date are:

- Wishes or intentions for the year ahead
- How we benefit from each other culturally
- Arts and crafts
- Active citizenship
- Engagement in community
- Events and activities taking place in our area
- The health service
- Voting and participation in decision making
- Domestic violence and family support

The themes covered at the Breakfasts allow women to share aspects of their culture with each other but also with staff of statutory organisations and the community sector.

In other events, there is no workshop and instead the focus is on celebration and learning through music, dance, singing and art.

Whatever the activity, strong links are built between women who would not normally have an opportunity to be in contact with each other.

In the final moment, time and space is given to sharing food and dialogue. Participants move to the tables where the food is laid out and then share food and conversation with others.

Resources needed

The financial resources needed for the Breakfasts are relatively small. Each participant brings food so only a small budget is required to cover the costs of tea, coffee, cutlery, tableware and stationery.

A budget might be needed to cover room rental but many times the organisers of the Breakfasts work in conjunction with a local community group, cultural

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| | <p>centre or municipal body who provide a venue for free.</p> <p>It is important to have a development worker or someone to promote the breakfasts, organise the events and facilitate the activities on the day. On the day, volunteers are needed to help with registration, setting up and ensuring the event runs smoothly.</p> |
| <p>Results achieved</p> | <p>Around 50 breakfasts have been held since 2011 with anything between 50 to 100 women in attendance. The Breakfasts have not decreased in popularity since then and still attract a large number of participants.</p> <p>For most of the migrant women, this drop-in event has been the entry point into Southside Partnership women’s programme and engagement with the women4women network.</p> <p>For many of these women, there is an individual progression from isolation to identification as part of a network with a sense of collective responsibility.</p> <p>Links and relationships are developed between migrant women and women from the host country through workshops and activities.</p> <p>Women receive information about different elements of Irish society and so can make more informed decisions.</p> <p>Women learn about events and services that can be of benefit to them.</p> <p>The workshops have been a useful means for statutory bodies and agencies to hear first-hand about issues women in general face but in particular about issues for migrant women.</p> <p>Proposals for collaboration between the voluntary sector and state agencies have developed as a result of informal conversations.</p> <p>The event acts as a catalyst for new initiatives and projects to develop.</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>The sustained success and popularity of the Breakfasts are due to many factors but some elements which need to be taken into account are:</p> <p>The organisers have avoided having the events becoming overly prescriptive. There are certain moments in the calendar which are celebrated every year (International women’s day, Social Inclusion Week, 16 days against</p> |

gender based violence) but the other Breakfasts are not bound by any particular 'plan'.

Although an activity or workshop is undertaken during the Breakfast, there is enough time built into the morning to allow for unstructured, informal interaction, socialising and networking. The whole process is very organic.

The atmosphere is always one of welcoming and solidarity. The veterans to the Breakfast ensure that this mood is maintained.

Ownership of the event by the participants is encouraged. This is achieved in a number of ways: the venue changes and the organisers often partner with other groups or cultural centres to jointly host the event. The event is run in conjunction with the women4women network and all participants are seen to be part of the network therefore the Breakfast is theirs. There are no formal presentations by external experts and everyone is recognised as having something to contribute to the process.

This lack of formality and rigidity allow for the Breakfasts to become a social event rather than a formal meeting or gathering. In this sense, someone new to the country or coming alone will feel very comfortable participating.

The Breakfasts exist as part of a women's programme and there is a lot of exchange and interchange between it and the different projects run by the programme.

The majority of participants will attend for the whole morning but people are free to come and go as they please.

Potential for transfer

There is huge potential for the Breakfasts to be developed in other countries. As the resources required are few, this could be operated relatively easily. In the beginning the focus was on bringing women from different backgrounds together so there is not a huge need for technical or specialised knowledge. What is important is to have a community worker in place with links in the migrant and Irish community who can invest time in making contacts and ensuring people come together.

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| <p>Related documents or/and links (to be attached, if any)</p> | <p>http://women4women.ie/about/previous_publications/ https://www.irishtimes.com/life-and-style/health-family/women-in-dublin-hold-cross-cultural-events-after-paris-attacks-1.2461356 https://www.facebook.com/women4womenDLR/</p> |
| <p>Related Policies</p> | <p><i>In line with Migrant Integration Strategy – A Blueprint for the Future 2017</i></p> <p>MIWOC – Migrant Women Integration through Creativity http://www.arsap.com/arsap/index.jsp?idPagina=25</p> <p>Partnership on Inclusion of Migrants and Refugees https://ec.europa.eu/futurium/en/inclusion-of-migrants-and-refugees</p> |
| <p>Contact data (website, contact person)</p> | <p>Daniela Naab / Marese Hegarty women4women.ie</p> |
| <p>Category</p> | <p><i>Cultural Exchange</i></p> |

2.2.2 Rêv'Elles- France

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| <p>Rêv'Elles, France</p> | |
| <p>Owner</p> | <p>Rêv'Elles</p> |
| <p>Partnership</p> | <p>Île-De-France Region, EDF, l'Occitane, Marie Claire...</p> |
| <p>Supporting Stakeholders (if any)</p> | |
| <p>Target groups Beneficiaries /users (description and numbers)</p> | <p>Young women (14-22 years old) from disadvantaged neighborhoods around Paris and its region – average age: 17 years old. They are in high school or they have dropped out of school and they have trouble defining their future goals, notably because of a lack of self-confidence.</p> |

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| <p>Level of Application (local, regional, national)</p> | <p>Regional (around Paris and Île-de-France)</p> |
| <p style="text-align: center;"><i>Detailed Description</i></p> | |
| <p>Objectives & rationale</p> | <p>The objective of the association is to foster the implementation of a project for the professional development of young women through gaining self-confidence and autonomy. This objective and the mission of the association came from observations about young women from disadvantaged neighborhoods: they had difficulties in identifying their strengths and dreams; they lacked role models as inspiring examples; they tended to self-censor themselves in situations where young men were involved (co-education).</p> <p>The association aims to inspire and motivate young women from disadvantaged neighborhoods (Paris and Île-de-France area) in their personal and professional fulfillment. The final goal is to enable them to become participants and actors of the society in which they live.</p> <p>To achieve this objective, the association organizes several workshops to allow these women to develop their professional project and to identify their skills and strengths: « Rêv'elles ton potentiel », « Rêv'elles moi l'entreprise », « Rêv'elles moi ta vie de... », « Rêv'elles cafés ». These workshops address the needs young women have for role models and inspiring examples: they can meet other women and discuss their career, they can visit businesses and learn about their activities, and they can exchange ideas with other women about women's professional opportunities and ways to improve these.</p> |
| <p>Description of activities</p> | <p>“Rêv’Elles ton potentiel” (Reveal your potential) are collective workshops for women only. The participants are from the association’s target group (young women from disadvantaged neighborhoods, with few opportunities to discover themselves, their skills and strengths). These workshops are held for 5 days, through a 5 steps training programme involving the Activation of Vocational and Personal Development (ADVP from Activation du Développement Vocationnel et Personnel in French) methodology (explained below). The 5 steps are implemented as follows:</p> <p>Day 1: the participants get to know each other. Their personalities are reviewed to assess their strengths and</p> |

sometimes weaknesses (lack of self-confidence for example), but also their tastes, values and knowledge (educational background or other sources of knowledge) to allow the trainers to adapt their content to the group. The ADVP methodology is then introduced to the participants. The ADVP methodology is an experiential pedagogical method, that can be used on diverse audiences, to foster the development of professional projects for job-seekers and other groups.

Day 2: this day is dedicated to exploring the young women's ideas for a future career. Instructors will try to help the participants to identify their ideal work environment and to develop the bases of a professional project that relates to their personality. The participants also learn about the resources at their disposal to achieve their professional goals. They finally discover possible careers and professions they could pursue.

Day 3: the third day is dedicated to independent research in CIOs (Information and vocational orientation centers) by the participants. They are asked to create job information sheets on careers they are interested in. They also benefit from individual coaching on their professional project.

Day 4: participants gather to meet in a company's premises. The company is usually one of Rêv'Elles' partners. The participants are therefore allowed to discover the business' professional codes and norms, to meet employees, managers and learn about their career path. Finally, the participants are asked to practice their public communication skills in front of the rest of the group.

Day 5: the participants and instructors assess the results of the training; they finish the vocational project by checking how much the participants have learned, and they establish an "action plan" for the future. The participants present their project in front of a jury of "role models" of individual professionals (women only).

Resources needed

This 5-steps training does not require many resources in order to be achieved. Indeed, the group has to gather in a large room for 3 days, meaning that chairs, tables and the usual equipment to be found in a classroom are needed.

Then, one day of the program (Day 3) is dedicated to independent research. It is possible that not all countries have CIOs available to undertake this activity; however, a

public library or any other institution of this kind could very well welcome this type of activity. Indeed, the participants only need information on professional careers and possibilities, which can be found in various types of literature (magazines, professional reviews, sociological literature, post-high school guides...).

Finally, one day of the program (Day 4) is held with a company or business. This part can be more difficult to achieve because an enterprise must agree to welcome the participants, and some employees must be available to answer the participants' questions. However, it is also what makes this practice a good and inspiring one for the participants of the workshop.

Nonetheless, MRW might not be the best public to visit businesses since they often have many obligations at home (children, housewives, etc) and can't be absent for too long. This step of the workshop could therefore be transformed into something less demanding for the MRW but still fruitful such as a role-model intervention from a specific business' employee, in the place where they usually take classes and activities.

Results achieved

- 230 young women have been accompanied by Rêv'Elles since 2013
- 92% of the February 2015 "Rêv'Elles ton potentiel" program participants stated they had developed a project for their professional development at the end of the program
- 97% of "Rêv'Elles ton potentiel" program participants declared to be satisfied with the content of the program
- 7 "Rêv'elles ton potentiel" programs have been launched since 2013

The association also collects testimonies of participants, role models and partnering companies and businesses in the form of videos. The association has a Youtube channel (cf. links) where all the testimonies are compiled.

Parameters to be considered (social, economic, technical, political)

The activities are designed to target a public composed of young women from disadvantaged neighborhoods. The programs would not be suitable for other target groups such as women with a higher degree of education (master's degrees, PHDs) because their objective is to allow the

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| | <p>participants to define and describe their professional objectives “from scratch”. Since the MRW population targeted by the WEMIN project has a general low level of education, knowledge of the host society and its language, the program could be adapted for them if it is given in a simple linguistic framework and does not set objectives that could not be reached (get a job at the end of the program for example). It should aim at giving the women a better idea of their opportunities in the host society.</p> |
| <p>Potential for transfer</p> | <p>The program seems very sustainable since the target group is young and the methodology has effective results in the long-term. The ADVP methodology can be applied to any group of people seeking professional or vocational guidance. It is therefore completely transferable to an audience of migrant and refugee women, if the specific characteristics of this group are taken into consideration, such as difficulties in learning or concentration, past confrontations to violence and current difficulties to start a new life.</p> <p>These criteria might influence the ability of the target group to benefit from the ADVP methodology if they are not taken into account to adapt the methodology to the group. However, since this methodology has been used on very different groups, it has a high potential of adaptability, and it should therefore not cause any trouble to take the specific needs of MRW into account.</p> |
| <p>Related documents or/and links (to be attached, if any)</p> | <p>http://www.revelles.org/wp-content/uploads/2015/11/REV_PressKit_WIP_01_Proof.pdf</p> <p>http://www.revelles.org/programmes/revelles-ton-potentiel/</p> <p>https://www.youtube.com/channel/UC4ghlSoj-eQ5ni9uJKGpTQQ</p> |
| <p>Related Policies</p> | <p>Regional policy on equality between men and women</p> <p>Policy on Disadvantaged Neighborhoods of the French Municipalities</p> |
| <p>Contact data (website, contact person)</p> | <p>contact@revelles.org</p> |
| <p>Category</p> | <p>Empowerment</p> |

2.3 Cultural Exchange

| 2.3.1 Sonetor- Greece Sonetor, Greece | |
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| Owner | Hellenic Open University (HOU) |
| Partnership | <p>University of Limerick (IR)</p> <p>Pontifical University of John Paul II (PL)</p> <p>Computer Technology Institute and Press "Diophantos"(GR)</p> <p>MARQUE 21 SL (ES)</p> <p>BEST Institut für berufsbezogene Weiterbildung und Personaltra (AU)</p> |
| Supporting Stakeholders (if any) | <p>Council of Europe (ICC network)</p> <p>Greek Ministry of Internal Affairs</p> <p>OLYMPIAKI EKPEDEFTIKI</p> |
| <p>Target groups</p> <p>Beneficiaries /users (description and numbers)</p> | <p><i>The target groups are:</i></p> <ul style="list-style-type: none"> • Cultural Mediator communities • students (of social sciences, health sciences, literature etc) aiming to become Cultural Mediators, • Higher Education Institutes, • Vocational Education and Training centers, • NGOs and volunteering organizations, • local authorities and public administration, • Certification of Qualifications Organizations • any other professional who formally or informally interacts with immigrants. <p><i>The SONETOR training platform has been used by:</i></p> <p>-436 members</p> <p>- 59 groups</p> <p>-187 forum discussions</p> <p>-767 blog posts</p> |

| Level of Application (local, regional, national) | European |
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| <i>Detailed Description</i> | |
| Objectives & rationale | <p>The SONETOR project aimed at developing a training platform to integrate existing social networking applications with modern adult education methodologies and specially produced content and services. It was designed to facilitate the up-skilling and re-skilling of those working as cultural mediators through the provision of flexibly delivered formal modules and the putting in place of systems and processes for the recognition and accreditation of the learning attained by the individual through informal and non-formal learning gained through their work with migrant communities.</p> <p>Cultural Mediators can assist foreign citizens toward a smooth cohabitation in the host country and are professionals who are trained to facilitate relations between local and foreign citizens, and to promote reciprocal knowledge and comprehension aimed at favoring a positive relationship between persons of different cultural backgrounds. A Cultural Mediator must possess a combination of formal and non-formal skills and competences that can only be developed with a combination of formal training and personal and practical experience. ICT systems and platforms could provide support to the specific training needs of Cultural Mediators.</p> <p>More specifically, the project aimed to:</p> <ul style="list-style-type: none"> - Facilitate closer relationships and more frequent interaction between migrants and cultural mediators. - Create a repository of learning products and artifacts - Give a digital presence on the Web to manifest one's cultural identity - Create a platform to participate in the community for lifelong learning to keep reflecting on current issues, etc. - Provide an architecture that allows learners to access content through different modalities |

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| | <p>taking care of rights management, security and privacy concerns,</p> <ul style="list-style-type: none"> - Enrich networking among various stakeholders involved - Contribute to community awareness on the “other” and anti-stereotyping behavior |
| <p>Description of activities</p> | <p>SONETOR project included the following:</p> <ol style="list-style-type: none"> 1. A detailed comparative user needs analysis in the fields of legislation, training, collaboration and skills definition that clearly defined the competences and skills that professional cultural mediators must possess and their training needs. The outcomes of the analysis lead to a user study, the job profile and the training platform requirements 2. A project portal that served as a focal communication point for European Cultural Mediators and other stakeholders. The portal contains a training platform composed of social networking tools, which was used to train Cultural Mediators with the help of adult education and peer learning methodologies 3. Highly interactive, efficient digital content composed mainly of videos, but also containing text, wikis, forums etc. 4. Peer learning scenarios on topics related to the everyday practice of Cultural Mediators, such as health, education, public services, etc. The scenarios reflected the principles of peer learning, made use of the digital content modules and were delivered via the training platform 5. A European learning community of Cultural Mediators composed of representatives of all stakeholders. In the context of the project, twenty five core community members initially joined from the participating countries, while in a subsequent phase, about two hundred and fifty people were trained using the platform 6. Five pilot training sessions, one per participating country, with the participation of members of the learning community 7. Six evaluation reports, summarizing the project progress and evaluating its outcome 8. Five promotional workshops, one in each participating country, together with leaflets, |

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| | <p>brochures and a promotional project video</p> <p>9. A final plenary workshop, organized in Greece, which promoted the outcomes of the project and defined exploitation and sustainability policies.</p> |
| <p>Resources needed</p> | <p>There is a need for:</p> <ul style="list-style-type: none"> - technical staff to monitor the exploitation of the SONETOR platform and guarantee an effective exchange -trainers to train CMs (training content already available) -frontline staff to activate local community for co-creation schemes and organization of awareness events -ICT facilities for linking with SONETOR platform |
| <p>Results achieved</p> | <p>Within the last decade, the demography of Europe has changed significantly. This change has become more evident through the vast changes that have occurred in the make-up of the population of individual countries within the European Union and especially in the ethnic mix of populations in each country. To this end it is essential that the role of the cultural mediator is defined and strategies put in place to ensure that these individuals are properly trained and that ongoing continuing professional development programs are put in place.</p> <p>The SONETOR contributed to this work through the development of innovative initiatives that enhanced the current situation regarding cultural mediation through the following:</p> <ul style="list-style-type: none"> -A European community of Cultural Mediators was formed, ensuring the sustainability of the project outcomes -The knowledge, skills and competences of Cultural Mediators were systematically identified and described for the first time and this in turn served as the basis for the specification of real life-like training scenarios -The social networking training platform was continuously being supported to serve as a European focal point for Cultural Mediators and other stakeholders |

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| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>With the increase in migration, racism and xenophobia are also on the rise, mainly by lack of knowledge of the “other”. Thus, there is an increased need to assist foreign citizens toward a smooth cohabitation in the host country through the operation of Cultural Mediators (CMs), who are mainly characterized by communicative competence, empathy, active listening and good knowledge of both the hosting country and country of origin (culture, laws, traditions, etc). The role of CMs implies formal and non-formal skills and competences to be developed through formal training as well as personal and practical experience.</p> <p>ICT systems and platforms can provide support on the specific training needs of CMs. Social networking applications are increasingly penetrating formal educational and training settings and lead to the development of new training practices, which reflect modern theories of learning (i.e. social constructivism, peer learning etc.) in contemporary networked environments.</p> <p>Combining cultural mediation, adult education and peer learning, eLearning and distance learning, digital content development - especially video, distance learning platforms and social computing produce a sustainable outcome for the benefit of the whole society.</p> <p>It is a prerequisite that all partners involved in such an effort have complementary competences</p> <p>SONETOR platform is maintained by HOU and is offered free of charge.</p> |
| <p>Potential for transfer</p> | <p>The methodology used and the results achieved are accessible via the SONETOR portal. All project outputs are based on different inputs resulting from the different individual strengths of all partners involved. Thus, the findings of the project are not limited to the immediate participants, but can be exploited by all interested in the subject. Furthermore, the findings can be used not only by partner countries but also by countries not involved in the project hence transferring knowledge from the project to new territories</p> |
| <p>Related documents or/and</p> | <p>http://www.sonetor-project.eu/ http://www.culturalmediators.eu/</p> |

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| links (to be attached, if any) | |
| Related Policies | Integration of migrants |
| Contact data (website, contact person) | <p>http://www.sonetor-project.eu/</p> <p>Achilles Kameas</p> <p>Associate Professor, School of Science & Technology, Hellenic Open University (http://www.eap.gr) Deputy Dean, School of Science & Technology, Hellenic Open University Board Member of European network ALL DIGITAL AISBL (http://www.all-digital.org/) Director of Studies, Graduate Course “Mobile and Pervasive Computing Systems”, Hellenic Open University (http://www.eap.gr/sdy_en.php) Founder, Dynamic Ambient Intelligent Sociotechnical Systems (DAISSy) Research Group (http://daissy.eap.gr/en/) Research Director, Research Unit 3, Computer Technology Institute & Press “Diophantus” (http://daisy.cti.gr) HOU deputy representative, General Assembly of the National Foundation for Research and Innovation National Representative in CEN PC428 “e-competences and ICT professionalism”</p> <p>A: 18 Par. Aristotelous str, 26335 Patras, Greece T: +30.2610.367696 F: +30.2610.367738 @: kameas@eap.gr, kameas@cti.gr Web: http://daisy.cti.gr/kameas Skype: achilleskameas Jabber: kameas.cti.gr@meetingsln.im.webex.com LinkedIn: https://gr.linkedin.com/in/achilleskameas Twitter: @achilleskameas, @daissy_research</p> |
| Category | <p>Cultural Exchange</p> <p>Community awareness</p> <p>Employment / profile of cultural mediator</p> |

2.3.2 Local book club for MRW -Germany

Local book club for MRW, Germany

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| Owner | Brigitte Neise Göküzüm |
| Partnership | District library of Bad Cannstatt and Stuttgart city |
| Supporting Stakeholders (if any) | Stuttgart City Library and City of Stuttgart's department for integration |
| Target groups Beneficiaries /users (description and numbers) | Started with some local women with a Turkish migration background and during the last 10 years has extended to a book, reading and meeting club for MRW of all backgrounds and women from the host society as well. |
| Level of Application (local, regional, national) | Local |
| Detailed Description | |
| Objectives & rationale | <p>The initiative clearly targeted MRW at a local level in their neighborhood. It aims to encourage migrant and refugee women to read.</p> <p>Attendees are invited to bring a book, poem, article or a piece of their own writing to share and discuss with the group. The initiative wants to foster friendship among other migrants and members of the host society as well as to expand awareness of other cultures and literature through poetry reading, book sharing, storytelling and discussion of literature.</p> <p>In addition, the meetings give the women the opportunity to talk about personal matters and to support each other concerning their daily life or family issues.</p> <p>One of the objectives of the initiative is to foster self-esteem among the migrant and refugee women. Participants in the group are more likely to take leadership roles in other parent-lead organizations at the school as well. The book club helps its members build a library at home. In this way access <u>to books in their own home</u> is an important way to improve the reading performance not only of the migrant</p> |

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| | women but also that of their children. |
| Description of activities | <p>The members of the local book club meet up once a month to discuss a book they have chosen to read. Attendees are invited to make their own suggestions on what they would like to read. These meetings draw anywhere from 5 to 15 women each month.</p> <p>They are held in the district library of Stuttgart, Bad Cannstatt.</p> |
| Resources needed | <p>The initiative does not require many resources, equipment or infrastructure. It also operates on a low budget.</p> <ul style="list-style-type: none"> • A room with light, chairs, table • Books or copies of the book, which has been chosen • Paper and pens to write down notes, ideas • A member of the book club, who acts as a leader of the discussion |
| Results achieved | <p>With 400 MRW reached at a local level during the last years, participation is high. Since there aren't any barriers (based on education, skills, etc.), the initiative is easy for MRW to access and they promote it amongst each other. The initiative is linked to local councils, neighborhood committees, other local community libraries, a community and family center.</p> |
| Parameters to be considered (social, economic, technical, political) | <p>Due to the fact, that the initiative does not need a large budget to be implemented it can even be carried out in moments of financial crisis.</p> <p>Concerning the technical aspects the initiative can be implemented without technical staff.</p> <p>The initiative is effective in terms of mentoring, cultural exchange and has its impact at a local level. The project stays at this level, however, and does not extend to city-wide or regional levels.</p> <p>But this "limitation" is the charm of the project and offers</p> |

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| | <p>“safety” to the MRW participants. Another positive aspect is that the project includes host society women too.</p> |
| <p>Potential for transfer</p> | <p>The potential for the transfer of the initiative is very high. It does not require many resources, it is easy to organize and implement and is open to all languages. Other local libraries can adapt the idea and have similar clubs.</p> |
| <p>Related documents or/and links (to be attached, if any)</p> | <p>https://www.stuttgart.de/item/show/305802/1/dept/14619 Z</p> <p>http://www1.stuttgart.de/stadtbibliothek/bvs/actions/profil/view.php?id=275</p> <p>https://www.stuttgart.de/integration</p> <p>https://www.stuttgart.de/item/show/234480</p> <p>http://www1.stuttgart.de/stadtbibliothek/bvs/actions/profil/view.php?id=48#Angebot (literature in 26 MRW languages at library)</p> |
| <p>Related Policies</p> | <ul style="list-style-type: none"> - Integration policy of City of Stuttgart - Stuttgart “Bündnis für Integration” (Stuttgart network for integration) - Libraries as a space of life-long-learning and social inclusion |
| <p>Contact data (website, contact person)</p> | <p>Brigitte Neise Göküzüm</p> <p>http://www1.stuttgart.de/stadtbibliothek/bvs/actions/profil/view.php?id=275</p> <p>stadtteilbibliothek.kneippweg@stuttgart.de</p> |
| <p>Category</p> | <p><i>Cultural exchange, Mentoring</i></p> |

2.3.3 Computer and Catalan for the families of the Drassanes school and CEIP Rubén Dario- Spain

| Computer and Catalan for the families of local schools, Spain | |
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| Owner | Colectic (formerly El Teb) |
| Partnership | Drassanes School CEIP Ruben Dario |
| Supporting Stakeholders (if any) | City Council of Barcelona (education department) and Generalitat of Catalonia (Regional Government) |
| Target groups Beneficiaries /users (description and numbers) | Migrant women and refugees, mothers of students enrolled in school, with poor IT skills and a low level of linguistic and cultural integration. The participants are motivated to participate in order to better understand what their children do in schools, but also to learn the language of the region and to learn how to use computers. Several groups of 15 women |
| Level of Application (local, regional, national) | Local |
| <i>Detailed Description</i> | |
| Objectives & rationale | The reports of the educational centers explain that the migrant mothers, especially the newcomers to the community, do not participate in school activities and have difficulties to help their children in completing homework. The main objective is to create a strategy to foster the generation of links between migrant mothers and the |

school as a tool of integration.

Other objectives are:

- To improve the digital competences of the migrant women, in order to empower them to participate actively and to fight against the digital divide.
- To improve their linguistic skills, in order to be able to communicate and interact with the society, in general.
- To work on a better mutual understanding of the educational needs of their children, and learn how the local education system works.

The Computing for Families workshop is an introduction to the computer and, at the same time, provides parents with a better understanding of what their children do at school.

The language used in the regional education system is Catalan, so the use of this language among participants is encouraged during the workshop.

During the implementation of the activities, we provide a space for women where they can share an activity that is both informative and fun. In addition, we generate a space for the development of intercultural relationships between mothers who live in the same neighborhood. By participating together in the same activity, they learn from each other, compare experiences and share problems and find solutions to daily problems, etc.

We also provide some basic and practical knowledge about some computer tools.

We promote a better understanding of the social environment by deploying different kinds of technological activities and a better understanding of the activities that are developed in the schools.

Description of activities

The activities are carried out within the education center, in the same classrooms used by the children of the participating women. This is because we want to encourage the appropriation of the school space by women, and also the feeling of belonging to the school

community. We want to generate and strengthen a good relationship between families and teachers.

Most of the activities in the workshop are designed for 10 pairs composed of mothers and their children (students of the school). Each mother-child pair works together on a computer and the activities are fun and educational as well as practical.

During the 3-month workshop there are some activities only for the women (without their children). The women focus on learning digital competences in these activities.

They learn about the use of the keyboard, the mouse and the different parts of the computer through games. There are also activities where users connect to the Internet, such as creating an email, classes where users will learn to use search engines, search for addresses, create digital content (like videos, photos, etc.), interact with other people... in brief, they learn how to use the basic digital tools.

Moreover, during the shared activities (children and mothers) participants are requested to show and share with the rest of the learners different aspects of their culture of origin (recipes, customs, anecdotes...) always in a digital context. In these kinds of activities, the participation of the children is very important, so the mother can perform the educational role she has with her children.

To complete the workshop, an evaluation session is carried out, where students' teachers are asked to participate. Parents and children express how they have felt using Catalan in the workshop. Another aspect to evaluate is how the experience of sharing an activity between the mother and child has been and the new digital competencies learnt

We evaluate the knowledge that has been obtained through small daily tests of what is being achieved in each session.

A pen drive or dossier is delivered to the participants with all the material generated in the course.

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| <p>Resources needed</p> | <p>At school: computer room, Internet connection, printers.</p> <p>Human resources (trainer)</p> <p>Material for the training (documents, flyers, handouts, pendrive)</p> |
| <p>Results achieved</p> | <p>Increase of basic technological competences</p> <p>Increase in social skills related to knowledge and interaction with the environment.</p> <p>Improvement of the mother-child-school relationship</p> <p>Improvement in mother-school interaction</p> <p>Increase in knowledge of the host country</p> <p>Participants report an increase in confidence and self-esteem</p> <p>Improvement of the relationship between women of different cultures</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>Relevant presence of migrant women within the local community. In Raval, we have schools where 95% of the students are migrants.</p> <p>Collaboration of the local schools, which is very relevant.</p> <p>Collaboration with local associations of parents, linked to the schools.</p> <p>Collaboration of the local Institutions (municipality and regional government)</p> <p>Collaboration of the Migrants Associations</p> <p>The most difficult part is to get schools involved, so their cooperation is fundamental. If the schools are involved, then the migrant women are more likely to participate, even if they're Muslim.</p> <p><i>Capacity of the leading organization to attract funds and to establish further collaboration at local and regional level to ensure the sustainability of the</i></p> |

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| <i>project.</i> | |
| Potential for transfer | <p>This program can be easily transferred to other countries with similar situations. This program can be activated in different countries, since the educational systems are similar. The key is, in all cases, to get the collaboration of the educational system itself, and of the school in particular.</p> <p>The central idea is the generation of mother-school links so that migrant women acquire a better knowledge of the school system. In addition, endowing them with digital competences reinforces their ability to integrate at a local level.</p> <p>In the case of Muslim women, since the activity is linked to the educational system, they are more likely to participate actively.</p> <p>It is necessary to evaluate the specific digital competence for each group of women, as a starting point to develop an effective competency curriculum.</p> <p>DigComp, the European framework for digital skills, can be taken as a reference for a first evaluation and to build the curriculum.</p> |
| Related documents or/and links (to be attached, if any) | |
| Related Policies | <i>https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework</i> |
| Contact data (website, contact person) | <p>Esther Subias</p> <p>Project Manager</p> <p>esther.subias@colectic.coop</p> <p>c/ dels Salvador, 8 baixos</p> |

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| <p>08001 Barcelona</p> <p>(00 34) 93 442 58 67</p> <p>www.colectic.coop</p> <p>Twitter @colectic_coop</p> <p>Instagram @colectic_coop</p> <p>Facebook /colectic</p> | |
| Category | Education, cultural exchange |

2.4 Mentoring

2.4.1 Aid program for Yazidi women

| Aid program for Yazidi women, Germany | |
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| Owner | Project of the Baden-Württemberg state government, State Ministry |
| Partnership | UNHCR, Federal Office for Migration and Integration of Federal Republic of Germany, WHO, EU Directorate Home, International Red Cross |
| Supporting Stakeholders (if any) | Council of cities and towns in Baden-Württemberg (for housing of women), State network for psychological health (for therapy), network of volunteer organizations in Baden-Württemberg |
| Target groups Beneficiaries /users (description and numbers) | -Aid program for Yazidi women from northern Iraq who have become victims of ISIS and thus victims of torture, violence and trauma |

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| Level of Application (local, regional, national) | Regional |
| <i>Detailed Description</i> | |
| Objectives & rationale | <ul style="list-style-type: none"> - comprehensive care for Yazidi women and children who have become victims of ISIS - physiological and psychological health and healing - empowerment of women, future for children - direct example of humanitarian aid which was copied in by the State of Hamburg, the State of Schleswig Holstein, Denmark and The Netherlands |
| Description of activities | <p>-The state parliament committed 80 million Euros over three years to bring women who were victims of ISIS to the country, and reached out to experts such as Jan Ilhan Kizilhan, a psychologist and Middle East expert who specializes in trauma. From February 2015 to January 2016, Kizilhan and a small team of experts made 14 trips to refugee camps in northern Iraq, trying to determine who would most benefit from the program.</p> <p>Once in Germany, they are given the specialist medical and psychological assistance necessary to begin to rebuild their lives.</p> <p>The aid program consists of:</p> <ul style="list-style-type: none"> -Helping female survivors of rape, enslavement, and gender-based violence to recover by developing a holistic psycho-social support and therapy program staffed by trauma specialists and therapists; -Providing for the medical needs of female survivors and the displaced Yazidi population -Developing educational and professional opportunities for women and girls who lost the support of their families, helping those in their teens and early 20s to finish school and helping those who are older to develop practical skills so that they can begin to generate an income for themselves. |
| Resources needed | <ul style="list-style-type: none"> -High budget needed: The initiative can only be implemented because of governmental funding -shelters |

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| | <ul style="list-style-type: none"> -medical assistance -Trauma specialists, psychologists and therapists -Language classes + teachers |
| <p>Results achieved</p> | <ul style="list-style-type: none"> - about 1.500 Yesidi women and children live in groups throughout Baden-Württemberg. Their whereabouts are unknown and kept secret. About half of them are integrated in part-time jobs and local social and cultural initiatives - This high-level political initiative has served as an example for other states and nations and has been replicated by other regional and national governments in Europe - The project was presented at the European Parliament - The project started in 2015 and has developed into a lasting, sustainable project for MRW <p>Participation is high but limited to one pre-defined target group of MRW only (based on a humanitarian aid project). With approximately 1,500 women, participation is high, most stay in the project, but the group is “closed”. The project / initiative is well linked to local stakeholders and political players and entities like the Red Cross etc.</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <ul style="list-style-type: none"> -Economic: Due to governmental funding, this large-scale project is sustainable. Due to its size, it can only be financed by public sources. -Political: Only transferable on a high level policy making |
| <p>Potential for transfer</p> | <p>The project clearly is transferable if regional or state governments are the actors who initiate such an activity. For NGOs it is too difficult to be implemented, also due to legal obstacles (visa, entrance to EU etc.). However, governments i.e. from The Netherlands implemented the same initiative with slightly different MRW target groups. The project is transferable at a high level policy making structure, but not “below”.</p> <p>Due to governmental funding, this large-scale project is sustainable. Due to its size, it can only be financed by public sources.</p> |
| <p>Related documents or/and links</p> | <p>http://www.fluechtlingshilfe-bw.de/projekte/unterbringung/sonderkontingente-nordirak/</p> |

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| <p>(to be attached, if any)</p> | <p>http://www.deutschlandfunk.de/nordirak-hilfe-fuer-traumatisierte-jesidinnen.1773.de.html?dram:article_id=380255</p> <p>http://www.faz.net/aktuell/politik/fluechtlingskrise/baden-wuerttemberg-rettet-ueber-tausend-jesidinnen-14503598.html</p> <p>https://www.swr.de/swraktuell/bw/bw-unterstuetzt-jesidinnen-weiter-diese-frauen-brauchen-unsere-hilfe/-/id=1622/did=20214806/nid=1622/1ihyieb/index.html</p> |
| <p>Related Policies</p> | <p>-Refugee Integration Act of State of Baden-Württemberg -Special Humanitarian Aid program of state government of Baden-Württemberg -Humanitarian Aid program of Germany, Senate Chamber (Bundesrat)</p> |
| <p>Contact data (website, contact person)</p> | <p><i>Ayse Özbabacan, City of Stuttgart</i> Ayse.oezbabacan@stuttgart.de <i>Michael Blume, State Ministry</i> Michael.blume@stm.bwl.de <i>Martin Kilgus</i> <i>Email: kilgus@ifa-akademie.de</i> <i>Jelena Nitsch</i> <i>Email: nitsch@ifa-akademie.de</i></p> |
| <p>Category</p> | <p><i>Mentoring, Empowerment, Inclusion</i></p> |

2.4.2 Migrant Women health promotion - Italy

Migrant Women health promotion
Community Health Education

| Italy | |
|---|--|
| Owner | Oxfam Italia Intercultura |
| Partnership | <ul style="list-style-type: none"> • Local Municipality • National Health System (Health Points, Gynecologic Points and local Hospitals) |
| Supporting Stakeholders (if any) | <ul style="list-style-type: none"> • Migrant Community (first community involved: Romanian Community, second one: Peruvian Community) • Global Health Center • Institute for Advanced Studies in Health |
| Target groups | Migrant Women from Romania |
| Beneficiaries /users (description and numbers) | <p>Migrant Women from Peru (still on-going, results and data to be collected)</p> <p>90 women from the Romanian Migrant community</p> <p>8 Health operators trained</p> <p>2 Peer educators trained</p> <p>2 Local Romanian Associations involved</p> |
| Level of Application (local, regional, national) | The program is applied at Regional level in Italy and involves hospitals, health points in different cities and towns in Tuscany (Arezzo and its province, Firenze and its province). |
| <i>Detailed Description</i> | |
| Objectives & rationale | <p>To facilitate access for migrant women from Romanian and Peruvian Communities to Reproductive and Sexual Health services</p> <p>To promote Migrant Women’s reproductive and sexual health</p> <p>To increase self-awareness on domestic violence, male-female relationships and women’s rights among the migrant community (Romanian and Peruvian).</p> <p>The cultural models related to reproductive health in Romania are fluctuating: in the past there was a severe shift from voluntary termination of pregnancy (VTP) prohibition</p> |

and the legal possibility of VTP. There was a low level of information on family planning and methods of contraception. This led to a limited understanding on contraception and even on the use of inadequate methods of abortion.

The living conditions of the Romanian women (and of migrant women in general) is characterized by the difficulties related to the migratory process: initial phase of adaptation, economic difficulties (employment, housing, etc.), papers issued (regularization, residence permits) and social (language, relationships, affects). These situations often accentuate the problem of unwanted pregnancies and the subsequent recourse to abortion.

Finally, the research that was carried out by Oxfam Italia Intercultura and the National Health System shows the need to reorganize and rethink how the Consulting health services work so as to promote and facilitate the use and the knowledge of the services related to Women's Reproductive and Sexual Health.

Description of activities

Using the Community Education Model in order to empower migrant women from the Romanian community to access local health services and to improve their autonomy and independence, the following activities were implemented over a 12 month period (2012)

- Mapping of the local Romanian community
- Identification of two peer educators (two women that are the focal point within the community at local level)
- Training of the peer educators by health officers of the women's health point in Arezzo
- Setting up of a work group (Oxfam project coordinator, two health officers, two peer educator of the migrant community, one obstetrics, one gynaecologist)
- Design of empowering sessions
- Implementation of empowering sessions for migrant women during two Romanian public events (Christmas Celebration, Public State Event)
- Creation of fliers on contraception and health services in Romanian and Italian (directing women to the local health service) that were distributed in clinics, Romanian shops, markets and cultural associations.
- Publishing of articles and discussion on contraception and women's reproductive and sexual health in local Romanian newspapers, blogs and on

| | |
|--|---|
| | <p>the Facebook page of the Romanian community in town</p> <ul style="list-style-type: none"> - Two meetings were organized where the obstetric and the gynaecologist spoke in collaboration with a cultural mediator and the peer educators . <p>Similar activities are still on-going for the empowerment of the Peruvian women in Firenze.</p> |
| <p>Resources needed</p> | <p>The project budget for one year was 18,000 Euro; which covered the cost for staff (cultural mediators, peer educators, medical staff) and material for the training and the events (documents, handouts and fliers).</p> <p>Furthermore, the selection of trained cultural mediators/translators is needed.</p> <p>The collaboration of the local hospital has to be established before the beginning of the project, including their medical staff in the early stages of the project (especially gynecologists and obstetrics).</p> <p>The training sessions are held at the women’s clinics in private and secure spaces.</p> <p>The collaboration with migrants associations has to be established before the beginning of the project, identifying peer educators who are willing and motivated to participate and to be trained.</p> |
| <p>Results achieved</p> | <p>80 Romanian women from the migrant community have been reached</p> <p>42% did not know about the health services related to women’s reproductive and sexual health before the intervention</p> <p>A work group able to collaborate with the Romanian community on sexual and reproductive health, domestic violence and women’s rights has been trained (2 health officers, 1 gynaecologist and 2 obstetrics of the public local health system and 2 peer educators).</p> |
| <p>Parameters to be considered (social, economic, technical, political)</p> | <p>Relevant presence of migrant women within the local community</p> <p>Collaboration of the local hospitals</p> <p>Collaboration of the local Institutions (municipality, national and regional health systems and cultural institutions)</p> <p>Collaboration of the migrants associations</p> <p>Capacity of the medical staff involved to train the peer</p> |

| | |
|--|---|
| | <p>educators and the migrant women</p> <p>Capacity of the leading organization to attract funds and to establish further collaboration at local and regional level to ensure the sustainability of the project.</p> |
| Potential for transfer | <p>This program was already implemented in other countries (see UK, Austria).</p> <p>It aims at adapting and developing an innovative Community Health Education model and a professional development program for social and health service providers. The project aims to enhance the cultural and interpersonal competences of health and social service providers to develop health literacy skills and deliver a more effective service to immigrant users.</p> <p>Similar programs can be activated in other countries taking into consideration the functioning of the health systems and the needs of the migrant women present within the local community.</p> <p>After assessing the needs of the target group specific interventions can be tailored to orientate the beneficiaries towards a proper and active use of the health services (given that sexual and reproductive health is one of the priorities for the wellbeing of the women).</p> |
| Related documents or/and links (to be attached, if any) | <p>Attached:</p> <p>Article published on Salute e Territorio n.202, 2014 (Periodical Journal on Global Health - Salute Globale, Italia)</p> |
| Related Policies | <p>See “MEET – Meeting the health literacy needs of the Migrant Population” financed by the European Commission</p> |
| Contact data (website, contact person) | <p>http://www.usl8.toscana.it/area-media-e-stampa/ufficio-stampa/archivio-comunicati/archivio-comunicati-2013/2161-progetto-pilota-ad-arezzo-di-oxfam-ed-usl-per-ridurre-il-ricorso-alle-interruzioni-volontarie-di-gravidanza-da-parte-delle-donne-rumene</p> <p>https://www.oxfamitalia.org/area-sanita/</p> <p>http://www.centrosaluteglobale.eu/site/escapes/</p> <p>http://www.lolo.ac.uk/people/lai-fong-chiu/</p> <p>http://migranthealth.eu/index.php/IT/</p> <p>Contact person: Caterina Casamenti Head Office – Service and Cultural Mediation</p> |

| | |
|---|--------------------------|
| Oxfam Italia Intercultura Caterina.casamenti@oxfam.it | |
| Category | Empowering and Mentoring |

APPENDIX

Appendix 1 Media Review List in Portugal

Migrantour Media reviews list, Portugal

March 2015

Lusa

RTP Africa

Portal do ACIDI:

<http://www.acidi.gov.pt/index.php/banco-de-informacao/acidi-tv/visualizar-noticia/548190dba0ae9/bairro-da--mouraria-na-rede-internacional-migrantour->

Notícias ao Minuto

<http://www.noticiasao minuto.com/pais/320150/imigrantes-a-viver-na-mouraria-integrados-como-guias-locais>

I Online

<http://www.ionline.pt/artigos/mais/imigrantes-viver-na-mouraria-lisboa-integrados-guias-locais>

Visão Online

<http://visao.sapo.pt/imigrantes-a-viver-na-mouraria-em-lisboa-integrados-como-guias-locais=f804366>

TSF > Rádio

http://www.tsf.pt/PaginaInicial/Vida/Interior.aspx?content_id=4306318

Corvo > Jornal Local (Lisboa)

<http://ocorvo.pt/2014/12/18/imigrantes-servem-de-anfitrioes-na-mouraria/>

Lifecooler

<http://www.lifecooler.com/artigos/migrantour-a-mouraria-pela-mao-dos-imigrantes/18861/~>

A Viagem dos Argonautas

<http://aviagemdosargonautas.net/tag/migrantour-rotas-urbanas-interculturais/>

Beco das Barrelas - Blog

<http://becodasbarrelas.blogspot.pt/2014/12/imigrantes-residentes-guiam-visitas.html>

Visita 7 de Março – Women Day

<http://culturadeborla.blogs.sapo.pt/>

TSF > Sinais

http://www.tsf.pt/Programas/programa.aspx?content_id=903681&audio_id=4438051

LisboaConvida

<https://www.facebook.com/LisboaConVida>

Appendix 2 Salute globale, Italia

L'esperienza del Community Health Model ad Arezzo

Giovanna Tizzi
Oxfam Italia

Abstract

In questo articolo tratteremo della sperimentazione pilota del Community Health Model¹ condotta ad Arezzo. Il Progetto nasce all'interno del settore Educazione alla salute della USL 8 con l'ambizioso obiettivo di prevenire le gravidanze indesiderate e di ridurre il tasso delle interruzioni volontarie di gravidanza (IVG) tra le donne rumene. È stato sviluppato in un arco temporale di circa un anno e prende avvio con una ricognizione sociologica dei luoghi di ritrovo e aggregazione delle donne rumene ad Arezzo. Sulla base di quanto emerso sono state individuate due donne rumene per il ruolo di Community Health Educator (CHE)/promotrici di salute. Successivamente è stata realizzata una formazione congiunta tra operatori sanitari e promotrici, al termine della quale è stato costruito il programma di interventi caratterizzato da un'attenta simmetria nell'utilizzo di strumenti on line ed off line.

La scelta di porre l'attenzione sul fenomeno delle IVG tra le donne rumene in provincia di Arezzo deriva dalla constatazione che, nonostante una lenta ma costante diminuzione in numeri assoluti, le utenti rumene registrano percentuali elevate di interruzioni volontarie di gravidanze. La sperimentazione rappresenta una seconda fase (azione) di una ricerca condotta da Oxfam Italia sul tema delle IVG. L'approccio sociologico seguito dai ricercatori è stato quello di confrontarsi con l'elevato ricorso da parte delle donne rumene all'IVG andando ad approfondire e, se possibile, dimostrare le sue relazioni con la dimensione sociale del fenomeno e il suo non essere solo e indiscutibilmente un'azione individuale.

L'indagine, sempre curata da Oxfam e pubblicata anche

all'interno del IV Rapporto sull'immigrazione in provincia di Arezzo², evidenzia che molteplici e interdipendenti sono le motivazioni che portano le donne rumene ad interrompere la gravidanza.

Innanzitutto: (a) occorre considerare il contesto di partenza ossia i modelli culturali interiorizzati relativi alla salute riproduttiva in Romania. Il loro passato è caratterizzato da alternanza di proibizione e possibilità di praticare l'IVG, accompagnato dall'assenza di informazioni sulla pianificazione familiare e sui metodi di contraccezione mentre il presente è contraddistinto da un livello di conoscenza sulla salute riproduttiva e sui contraccettivi generalmente basso. Un secondo aspetto (b) concerne le condizioni di vita in Italia delle donne rumene caratterizzate dalle specificità del processo migratorio: fase di adattamento, difficoltà economiche (occupazione, abitazione, ecc.), civili (regolarizzazione, permessi di soggiorno) e sociali (lingua, amicizie, affetti) spesso accentuano il problema delle gravidanze indesiderate e il successivo ricorso

¹ Facciamo riferimento a quanto applicato e sperimentato in Gran Bretagna dal *National Health Service*, nell'ambito dei programmi per lo screening e la prevenzione dei tumori femminili. La Dott.ssa Lai Fong Chiu, Senior Research Fellow presso l'Università di Leeds (UK) e attualmente direttrice di RITA (*Research in Innovation and Transformation*) ha ideato e sperimentato un modello di intervento atto a rendere il messaggio di prevenzione il più efficace possibile tra le comunità cosiddette "hard to reach" (rappresentate cioè da minoranze etniche o in condizioni di fragilità sociale ed economica), che ha ottenuto risultati estremamente positivi.

² La Mastra M, Luatti L, Tizzi G. *Vivere insieme. Quarto Rapporto sull'immigrazione e i processi d'inclusione sociale in provincia di Arezzo*. Provincia di Arezzo, Oxfam Italia, Arezzo. <http://provincia.aretzo.it/politichesociali/> 2012,

all'aborto. (c) La soggettività delle scelte riproduttive e di aborto si colloca, come si è visto, all'interno di un quadro più ampio di interdipendenze fra progetti migratori, condizioni di vita nel Paese di arrivo, culture riproduttive e relazioni familiari e sessuali che le donne portano con sé³. Quel che si nota dallo studio di caso è che il livello di conoscenza sulla salute riproduttiva e sui contraccettivi è generalmente basso: una parte consistente delle donne del campione ha utilizzato i contraccettivi in modo improprio (il 33% è rimasta incinta nonostante l'uso di contraccettivi) mentre per quasi il 60% la gravidanza è dovuta alla mancanza di contraccezione⁴. Le motivazioni del ricorso all'interruzione volontaria di gravidanza maggiormente riportate e dedotte sono: i problemi economici, i problemi con il partner e l'aver raggiunto il numero di figli desiderato o possibile.

Infine (d) emerge la necessità di riorganizzare il funzionamento dei servizi consultoriali al fine di promuovere non solo la conoscenza, ma l'utilizzo della contraccezione tra le donne rumene e non solo.

La sperimentazione

Il Progetto è stato sviluppato in un arco temporale di circa un anno e tre sono le tappe principali che lo caratterizzano.

Nella prima fase è stata realizzata una ricognizione sociologica (analisi secondaria dati presenza della popolazione rumena ed interviste semi strutturate) dei luoghi di ritrovo e aggregazione delle donne rumene ad Arezzo. Sulla base di quanto emerso dalle interviste e dalla mappatura del contesto in termini di reti sociali esistenti e agenti nei territori sono state individuate due donne rumene per il ruolo di *Community Health Educator* (CHE)/promotrici di salute. La selezione ha tenuto conto della

loro conoscenza del territorio, del contesto d'origine, delle competenze relazionali e sociali, delle motivazioni rispetto al Progetto e del desiderio di *empowerment*.

La seconda fase prende avvio con una formazione congiunta tra operatori sanitari e promotrici. Durante l'ultimo incontro del percorso formativo è stato costituito il Gruppo di lavoro – nodo strategico del Progetto – ed assieme a tutte le partecipanti al corso sono stati individuati i temi da porre in agenda. Il Gruppo composto dalla coordinatrice di progetto di Oxfam, dalla responsabile Consultorio di Arezzo, dall'ostetrica e dalle due promotrici ha codificato il programma degli interventi e monitorato le singole attività implementate.

Il costante coinvolgimento delle operatrici sanitarie sia nell'attività di formazione che negli interventi realizzati ha rafforzato la collaborazione con le nostre due educatrici sanitarie di comunità, ed ha modificato i comportamenti organizzativi nel senso di una maggiore apertura e consapevolezza del bagaglio socio-culturale che le donne rumene portano con sé in tema di salute riproduttiva.

Infine, il terzo stadio concerne il programma di interventi (attivo da metà dicembre 2012 ad aprile 2013) sulla promozione di salute di comunità. L'approccio seguito è stato multidimensionale con un'attenta simmetria nell'utilizzo di strumenti *on line* ed *off line*.

Nello specifico, si è parlato di contraccezione durante due momenti di ritrovo dei rumeni di Arezzo (festa nazionale e festa di Natale) a cui hanno preso parte circa cinquanta persone. È stato realizzato un volantino con i servizi del Consultorio in italiano e rumeno e distribuito negli esercizi commerciali rumeni, nei parchi, allo sportello del Centro per l'integrazione, nello studio associato di sei medici di medicina generale e al mercato settimanale⁵.

Ogni giovedì sono stati pubblicati articoli sul tema della salute riproduttiva all'interno del "Forum Romanesc", rubrica settimanale in lingua rumena ospitata dal giornale aretino "Piazza Grande".

Accanto a ciò sono stati realizzati incontri di approfondimento in Consultorio, denominati "Prendiamoci cura di noi stesse" in cui un'ostetrica ascolta, parla e si confronta con le donne rumene accompagnate dalle due promotrici. Complessivamente hanno partecipato agli otto incontri 45 donne e 1 uomo.

Dall'analisi dei questionari anonimi somministrati alle partecipanti emerge che il 60% del totale⁶ avevano ef-

Tabella I. Utilizzo del Consultorio per anzianità di presenza.

| Anzianità di presenza | In passato ha utilizzato il consultorio? | | Totale |
|-----------------------|--|----|--------|
| | NO | Sì | |
| tra 1 e 2 | 5 | | 5 |
| tra 3 e 4 | 4 | 3 | 7 |
| tra 5 e 9 | 9 | 10 | 19 |
| tra 10 e 19 anni | 6 | 5 | 11 |
| oltre 20 anni | | 1 | 1 |
| Totale | 24 | 19 | 43 |

Fonte: nostra elaborazione su dati raccolti con il questionario.

Tabella II. Conoscenza del Consultorio per anzianità di presenza.

| Anzianità di presenza | Conosceva l'esistenza del consultorio? | | Totale |
|-----------------------|--|----|--------|
| | NO | Sì | |
| tra 1 e 2 | 4 | 1 | 5 |
| tra 3 e 4 | 5 | 2 | 7 |
| tra 5 e 9 | 7 | 12 | 19 |
| tra 10 e 19 anni | 2 | 9 | 11 |
| oltre 20 anni | | 1 | 1 |
| Totale | 18 | 25 | 43 |

Fonte: nostra elaborazione su dati raccolti con il questionario.

fettuato una o più IVG e di queste una parte consistente in Romania.

L'accesso ai servizi pubblici, sanitari ma non solo, rappresenta un indiscusso valore aggiunto per favorire una maggior autonomia delle donne e migliorare il processo di integrazione. Nel nostro campione emerge (Tab. I) che il 55% delle intervistate non ha mai utilizzato il servizio del Consultorio. Allo stesso tempo è interessante capire, ancor prima del reale utilizzo, il livello di conoscenza del servizio. I risultati evidenziano che il 42% delle intervistate non conosceva l'esistenza del servizio (Tab. II). Ciò rappresenta un importante risultato del Progetto, seppur con piccoli numeri.

Com'è noto, anche nel nostro caso, il tempo di permanenza in Italia risulta essere un fattore importante nell'u-

tilizzo dei servizi: più aumenta l'anzianità di presenza più vengono utilizzati i servizi pubblici per la salute, in questo caso il Consultorio di Arezzo. Parallelamente si sono sviluppate pratiche innovative di promozione della salute attraverso l'uso dei *social network*. Utilizzando il potenziale informativo delle reti digitali e una comunicazione non convenzionale, è stato attivato un dibattito *on line*, con cadenza settimanale su Facebook all'interno del gruppo "Romanii din Arezzo"⁷. Il potenziale di *networking* delle reti aperte è sicuramente importante, ma occorre tener presente che se non adeguatamente sostenuto da relazioni sociali, da influenze reciproche tra le persone e i servizi, le espone al rischio di paralisi o dell'improvvisazione, ed anche alla possibile penetrazione di logiche manipolative. Insomma, i vantaggi connessi all'uso

³ Per maggiori approfondimenti si rimanda a: Lombardi L. *Donne immigrate e salute riproduttiva tra modelli culturali e condizioni sociali, working paper*, Dipartimento di studi sociali e politici, Università di Milano 2004; Lombardi L. *Società, culture e differenze di genere. Percorsi migratori e stati di salute*, Milano: FrancoAngeli 2005; Ministero della Salute (2010), *Relazione sull'attuazione della legge contenente norme per la tutela sociale della maternità e per l'interruzione volontaria di gravidanza (legge 194/78)*, Roma; Ministry of Health 2005, *Reproductive Health survey. Romania 2004*, <http://siteresources.worldbank.org/INTROMANIA/Resources/study.pdf>; Spinelli A, Grandolfo M. *L'interruzione volontaria di gravidanza tra le donne straniere in Italia*. Rapporti Istituzionali 06/17 Istituto Superiore di Sanità 2006; Tassinari A. *L'interruzione volontaria di gravidanza tra le donne straniere in Toscana*, Firenze: ASF-COSPE 2009.

⁴ Tizzi G. *Figlie dell'era Ceausescu: il caso studio delle interruzioni volontarie di gravidanza tra le donne rumene ad Arezzo*, Cambio-Rivista sulle trasformazioni sociali, n. 3, giugno 2012.

⁵ Sono stati distribuiti 600 volantini e 400 biglietti promemoria.

⁶ In termini assoluti 26 su 43 donne che hanno compilato il questionario.

⁷ Il gruppo è attivo dall'agosto del 2012 e conta circa 4700 iscritti. Le discussioni lanciate sono state 9 con un totale di 178 commenti.

delle nuove tecnologie partecipative devono comunque esser accompagnati da percorsi "tradizionali" e dall'interazione *face to face*. Nel Progetto qui presentato ciò è stato garantito, seppur in un arco temporale molto esiguo, dalle due promotrici di salute coinvolte che lanciavano le discussioni *on line* ma incontravano anche le persone nella loro quotidianità.

Un bilancio ancora provvisorio

Il Progetto si configura come un'esperienza di innovazione e di cambiamento in un ambito molto specifico e territorialmente delimitato. Nonostante un periodo di attivazione molto ridotto si dimostra essere una sperimentazione interessante per la promozione di salute di comunità a livello locale. Ci soffermiamo ora su quelli che a nostro avviso sono alcuni aspetti significativi del percorso intrapreso.

Il primo luogo il Progetto nasce da una ricerca sociologica e ciò ha rappresentato un indiscusso valore aggiunto sia per la contestualizzazione dell'intervento sia per l'approfondimento qualitativo della tematica affrontata. Strettamente connesso a quest'ultimo elemento, è opportuno evidenziare che porre l'attenzione sul delicato e complesso tema delle IVG ha rappresentato una sfida doppia sia sul piano delle pratiche (ad esempio le esperienze inglesi del *CHE Model* si sono concentrate soprattutto sulla prevenzione oncologica femminile) sia su quello del cambiamento sociale poiché la salute riproduttiva rappresenta un punto di osservazione privilegiato per comprendere la situazione di salute delle donne immigrate nel nostro Paese.

In secondo luogo gli interventi si collocano in una dimensione di "action-learning" e "action-research", in cui l'apprendimento attraverso l'azione e l'attività di ricerca appaiono le strade più efficaci per giungere agli obiettivi prefissati. Riflettere sugli esiti, sulle difficoltà, sugli imprevisti, attraverso un *team* interprofessionale composto da promotori di salute, professionisti sanitari e ricercatori ha facilitato l'attivazione di interventi efficaci in relazione allo specifico problema da affrontare.

Infine, per quanto riguarda gli effetti scaturiti dalla sperimentazione, in termini di coinvolgimento e di inclusione, evidenziamo alcuni punti qualificanti e criticità. Innanzitutto la pratica conferma che non basta la sola offerta di servizi sanitari per renderli esigibili, ma è necessaria l'attivazione di azioni di tipo promozionale, affinché tali risorse diventino effettive e riconosciute per persone che arrivano da contesti differenti, e con diversi bagagli socio-culturali. Il coinvolgimento delle nostre due promotrici,

nonostante alcune occasionali tensioni in termini di protagonismo come riporta una delle due promotrici nell'intervista realizzata a fine progetto "ci sono state delle difficoltà iniziali collegate alla sfera personale, lei è abituata a primeggiare" (P2), ha innestato una forte motivazione sia nel contattare le connazionali, sia nel progettare nuovi interventi.

Per quanto riguarda gli esiti in termini di inclusione e *peer education* tra le donne rumene dobbiamo però rilevare che agli incontri del Consultorio hanno partecipato, specialmente nei primi appuntamenti, le conoscenti e amiche delle nostre due promotrici. Tenendo conto delle difficoltà lavorative ed organizzative rileviamo che il sistema del "passaparola", potenzialmente in grado di intercettare pubblici più distanti, è risultato piuttosto debole: "nei primi incontri le conoscevo, negli altri erano persone che conoscevano me più che io loro" (P2).

In generale, l'obiettivo iniziale di costruzione di uno scenario per la promozione della salute riproduttiva tra le donne della Romania è stato conseguito, anche se con un arco temporale così limitato non possiamo valutare l'impatto in termini di riduzione delle IVG. Due tipi di risultati a nostro avviso sono stati raggiunti: uno in termini di processi reali di cambiamento, concretizzatisi negli incontri in Consultorio e nel Gruppo di lavoro; l'altro in termini di acquisizione di conoscenze, informazioni ed auto riflessione da entrambe le parti (operatori sanitari e donne rumene) utili a migliorare la comunicazione e l'ascolto reciproco.

L'esperienza pilota di Arezzo, su cui ci auspichiamo vengano formulate prospettive di continuazione⁸, denota che non si tratta di un tentativo di "calare dall'alto" un modello di promozione di salute, ma di una sperimentazione contestualizzata che incoraggia e rafforza le relazioni fiduciarie.

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⁸ Oxfam Italia, in collaborazione con l'Istituto Superiore di Sanità e il contributo di partner qualificati provenienti da Regno Unito, Cipro, Austria e Spagna sono promotori del progetto "MEET - Meeting the health literacy needs of Immigrant Populations" finanziato dalla Commissione Europea con l'obiettivo di sistematizzare il *Community Health Model* a livello europeo. Per maggiori informazioni consultare il sito <http://migranthealth.eu/index.php/IT/>

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