



1st Call for H.F.R.I. Research Projects for the Support of Faculty Members and Researchers and the Procurement of high-cost Research Equipment

PROJECT TITLE

CREATIVE MULTILINGUALISM: FROM PRACTICE TO RESEARCH TO EDUCATION (MEinART)

PROJECT NUMBER

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HOST INSTITUTION

UNIVERSITY OF THESSALY

PRINCIPAL INVESTIGATOR

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DELIVERABLE 10

REPORT ON BEST PRACTICES REVIEW

1. Introduction

The collection of best practices which is included in this report corresponds to the WP2 - T2 Current theory and practice, Best Practices Review, under the project MEinART. The aim of this task is to explore and present existent international artistic, ICT and educational best practices on creative multilingualism. The purpose of the collection of best practices is providing the possibility for Project Team to learn more about positive and innovative practices targeted to women refugees support, inclusion and education so the Team is able to design appropriate practices and make important decisions about what methods can use when working on women refugees welcoming, integration and teaching. In the following section, at first we present the “best practice” definition and the criteria we agreed to use to characterize a practice as “good”. However, though this report aims to explore best practices for the integration of refugee women and immigrants in Greek society, this research is not limited to highlighting the best practices but also includes the context in which they have been implemented.

So, this review includes a variety of 13 research or/and educational programs about refugee women social inclusion, empowerment, active participation in the community, education and employment. In the beginning, there is a summary description that includes the title, the partners, the duration, the foundation and the aim of each program. After, there is a presentation about the good, inspirational practices that the programs used providing education, cultural and social integration of refugee and migrant women through creative and artistic initiatives. In the end, there are available some qualitative results of each “best practice”, as well as internal (by those involved in the practice) or external (by external partners) evaluation, if they have been published at the end of each program and are available for use and dissemination.

The proposed programs and their above “best practices” are categorized in terms of their completion time and they are cited chronologically from most recent to oldest (Table 1). The main source of best practices was through digital resources:

Council of Europe: Database of best practices, EWSI: European Web Site on Integration, ENoMW: European Network of Migrant Women, ELIAMEP: Hellenic Foundation for European and Foreign Policy and in sites of non- governmental organizations and non-profit associations.

Table 1 MeinArt digital resources

Title	Country	Duration	Host & Partners	Foundation
PRESS (Provision of Refugee Education and Support Scheme)	Greece	2017 - 2018	Hellenic Open University	Hellenic Open University
WEMIN (Migrant Women Empowerment and Integration)	Greece, France, Italy, Spain, Portugal, Ireland, Germany and Sweden	2018 - 2019	Hellenic Open University (Coordinator) & nine partners (France, Italy, Spain, Portugal, Ireland, Germany and Sweden)	European Union's Asylum, Migration and Integration Fund
Lotus Flower Programme	Netherlands	2018 - now	She Matters Recruitment	She Matters Recruitment
Xenia	London	2016 - now	Xenia	Theo Cadbury (Funder)
Support Female Refugees on Lesvos	Greece	2017-2018	Movement on The Ground and other various donors	Movement on The Ground and other various donors

WE START!"	Italy, Greece, Romania, Austria, Germany and Cyprus	2018-now	Accademia Nuovi Studi Internazionali (Coordinator) & six partners (Italy, Greece, Romania, Austria, Germany and Cyprus	Erasmus+
Beehive Program	Greece	2014-now	Melissa Foundation	Melissa Foundation
Enhancing the Integration of Women, Beneficiaries of International Protection by Development and Implementation of Multifaceted Integration Trainings (INTEGRA- TRAIN)	Bulgaria, Greece, Spain, Malta and Italy	2017-2019	Melissa: Network of Migrant Women (Greece), Center for the Study of Democracy (project coordinator, Bulgaria), ELIAMEP (Hellenic Foundation for European and Foreign Policy - Greece)	European Commission, Directorate- General Migration and Home Affairs
Balkan Slippers - socialization, empowerment and self- sufficiency with	Slovenia and Iceland	2014-2015	Oloop Society Ljubljana and Humanitarian Charity Society UP from Jesenice	Partially financed by the EEA Financial Mechanism, Norway Financial

textile crafts work				Mechanism and the Municipality of Ljubljana.
Love Without Borders	United States	2015- now	Love Without Borders	Kayra Martinez (Founder)
The Acting Project: theatre and refugee integration in Greece	Greece	2017-2019	German Ministry of Foreign Affairs, German Embassy in Athens, Caritas Germany, Theater PK, Greek Forum of Migrants, Director Giolanta Markopoulou and acting group: "Station Athens", Cinematographer Olympia Mytilinaiou	German Ministry of Foreign Affairs and Caritas Germany

2. Defining practices as "best practices"

While there is a considerable body of literature on "best practices" from the humanities and social sciences to medicine and engineering, relatively few articles conduct literature review in order define what actually is "best practice" in a particular field (Druery, McCormack & Murphy, 2013). Therefore, the term "best practice" does not seem to be framed by the sector/organization/authority/institution that carries out a

specific program/action and within it determines the recognition and acceptance of the criteria that document the practices. good.

Indicatively, we present the criteria that according to the European Commission must be met in order for a practice to be considered as good: a) innovation, b) effectiveness, c) efficiency, d) sustainability e) reproducibility, f) transferability different conditions for dealing with different problems and g) policy relevance (really addressing problems and meeting the requirements of policy makers) (European Commission, Employment & European Social Fund, 2005, p. 22).

In the context of the present review of "best practices" in the field of creative multilingualism with emphasis on refugee women, the following criteria were co-decided by the members of the research team and the project manager: "Creative multilingualism: From practice to research to education - MEinART": 1) reliability, to have all the elements for the design and implementation of the program/action, 2) quality assurance, ie to have an evaluation of the program and mainly to have an external evaluation (by the participants of each program/action) and 3) accreditation as a "success story". In any case, it is not a secret that subjectivity in such tasks can be minimized but it is difficult to be completely avoided.

3. Best Practices

3.1. PRESS (Provision of Refugee Education and Support Scheme) - 2017 -2018

The program

Project P.R.E.S.S (Provision of Refugee Education and Support Scheme) is an initiative of the Hellenic Open University which aims to address the educational and integration needs of refugees currently residing in Greece or who are meant to be relocated. The program was implemented from June 2016 to December 2017 and was funded exclusively by the resources of the Hellenic Open University. The majority of the educational Actions of the Project was based on an ethnographic interdisciplinary research on the language, communication and educational needs and expectations of

refugees (adults, adolescents and children). The educational material is a product of the Action "Informal-Non Formal Education with women" and was implemented in two geographical regions (Mytiline and Athens). The following work groups cooperated during the educational Action: the group of educational material development, the group of the implementation of the educational actions, the women-participants in Athens and Mytiline, the Coordination Team and the Scientific Coordinator of the Project. It is worth mentioning that the groups are comprised of multilingual people with a refugee or other background.

The aim of the Action is the development of a "space" of (linguistic) well-being for women. The focus is on the Greek and English language, through approaches that legitimize different linguistic-cultural features that belong to the women's repertoire. The objectives of the educational material concern the empowerment and the development of linguistic and social capabilities of the women. In particular the objectives of the Action are: to develop language capabilities in Greek and English languages by using of womens' linguistic-cultural features during educational interventions, to develop a "space" of shared experience and critical reflection on issues that concern women and to create a bridge between local women and refugee women who recently came to Greece and finally to develop awareness of linguistic / cultural features that are not part of animators' repertoire.

The best practice

The educational material developed aimed at women with refugee background, local women, teachers and animators who are involved in the language education of women of refugee background in emergency/crisis conditions. For the development of the educational material, a synthesis of methodological approaches adopted to respond to the changing and different needs and expectations of women. The participatory approach runs the action in the majority of its stages emphasizes in the active participation of women with refugee background. Through this approach an effort was made to take into account, apart from the language and educational needs and expectations, the gender experience, as negotiated by ethnic/national background, but also the previous various language and educational experiences of the women. Also, an open syllabus was developed as part of the needs of the project PRESS, which was based on topics emerged from the ethnographic interdisciplinary (sociolinguistic and

anthropological) fieldwork research as well as from the data that emerged from the participatory approach applied to this Action. The material is multimodal with authentic texts (photos, videos, letters, forms etc.). The simultaneous use of four basic working languages (Greek, Arabic, Farsi and English), not in a mode of translation, was also a challenge during the development of the material. Moreover, the focus was on real communicative conditions mainly through activities in real time and place as well as activities based on art. It is important also to note that the educational material has been designed to be used online, and not in a printed form. In addition, translanguaging was adopted as the theoretical framework, together with the principles of critical pedagogy. Last, a combination of task-based and art-based methodology was also adopted in order to achieve the corresponding communicative condition, using various linguistic-cultural features. This artistic expression is not considered here as supplementary to-assisting the linguistic codes, but as a communicative means of equal importance, “highlighting” basic elements of communication that cannot be mapped otherwise and are necessary in order to communicate successfully.

Evaluation

The evaluation of the program was implemented by two privileged outsiders, Richard Fay & Chaniotakis Nikos, who observed the implementation of the program and conducted two final project evaluation reports. In these reports, project P.R.E.S.S. is characterized as an ambitious, complex (multi-site, inter-disciplinary, multi-focused) well-informed (seven main areas of literature), innovatively designed (mixed method, sequentially-orchestrated, three axes, 24 actions), impressively implemented (amid austerity-driven unpredictability and difficulties), purposefully focused (research-for-action) endeavour which sought to respond to the particular (fast developing, currently amplified) context of migration in Greece (the so-called ‘refugee crisis’). Also, the project’s design complexity as set in a challenging operational context, can be seen to be not just ambitious but perhaps also as over-ambitious, and its successful delivery of its aims and objectives (in both research and educational action spheres) is a consequence of the project team’s commitment above and beyond contractual obligations.

They pointed that the legacy of the project is most visible via the open-access Online Toolkit which include: educational materials; training materials; support tools; online

programs for refugees, publication studies, and reports. It is often challenging for time-limited, funded research-for-practice projects to fully maintain a post-funding presence and to remain a functioning resource addressing the ongoing, open-ended context. The Online Toolkit stands up well against such decline, deterioration and decay. In each section, a substantial (if perhaps not fully exhaustive) set of resources is provided which both archive the project's work and the outcomes of it and also promote the work and the value it should have for researchers and practitioners working in this challenging field of refugee education.

As a part of discussion of the project report, projects of this kind need to consider how they 'speak out' not just as a final move in the research process but throughout the whole endeavour. Given the magnitude of the migration context at this time (of 'crisis'), and given the great attention this attracts in society at large, in political discourses, and in educational (and other) societal functions, then projects such as this will necessarily be in the spotlight and, for the value of their contributions to be optimised, then the ways in which they speak out - to society at large, to those engaged in political discourses, and to those responsible for, and working within, education and other societal functions - are a critical aspect of the project's way of working, and a key element of its transformative contribution.

3.2. WEMIN (Migrant Women Empowerment and Integration) 2018- 2019

The program

The WEMIN project was a two-year initiative assisting refugee women's integration. It aimed to implement and popularise a women-specific integration model assisting the social, cultural, educational and professional aspects of their inclusion within the host societies. Funded by the European Union's Asylum, Migration and Integration Fund (AMIF-2016-AG-INTE / grant agreement no.776211), it was implemented successfully by partners coming from eight EU Member States (Greece, France, Italy, Spain, Portugal, Ireland, Germany and Sweden). The project's duration was 24 months (January 2018 - December 2019).

The best practice

The WEMIN project developed a pioneering model for the integration of migrant and refugee women (MRW) of all ages in the hosting communities of the partner countries. It combined, among others, training, empowerment and mentoring sessions, learning through art, production of guides (on best practices of migrants' integration and on related policy-making), development of digital educational material (videos) and tools (electronic peer learning platform included), etc. The project promoted peer learning among migrant women and institutions, as well as the transfer of best practices.

Evaluation

Both the partners and especially several participants capture and describe their participation in the program and report optimistic results, the challenges they faced with a view to the future. In particular, the program published a booklet entitled "WEMIN PROJECT: Documenting migrant and refugee women's stories of change" which includes testimonies of immigrant and refugee women who participated in the program. The following excerpts are given as examples:

"I am glad that i was able to to take part in the WEMIN lessons. Participating in the courses and starting to learn Greek, made possible to have small talks with local people on everyday issues" Ilaf, Iraq

"The activities of WEMIN project gave me the opportunity to be active, to meet women from other countries and to share our experiences, It is a truly important element for me here" Lali, Georgia

"The WEMIN project gave me the opportunity to represent my culture at major cultural event, namely through the presentation of Pakistani food. It has supported me in setting up my Pakistani food sales" Shumaila, Pakistan

3.3. Lotus Flower 2018

The program

Lotus Flower is a training program by She Matters which takes place in Netherlands (Hague). The pilot started in January 2018, and is nearly completed. She Matters is a social enterprise recruitment agency specialising in empowering refugee, migrant and asylum seeking women to enter the labour market. Based on the needs and challenges

of women and mothers, She Matters provides a holistic approach to their economic empowerment and social inclusion.

The best practice

In program 10 candidates attend 12 weeks traineeships, which include weekly workshops to learn new hard and soft skills, information and communication technologies skills, financial management using the Dutch banking system and cultural norms in the workplace. Additionally, the candidate and her partner attend a workshop on gender equality. The underlying foundation of the Lotus Flower Training Program is emotional support. That is why each candidate is matched with a female mentor who can provide both emotional and practical support – whether answering questions about cultural norms in the workplace or issues surrounding childcare. The program, also acts as a form of group therapy, allowing candidates to receive and provide support to each other for the duration of the program.

Evaluation

Thanks to the program's holistic approach, women gain higher levels of confidence and well-being. Going through the program with other women who share the same employment journey provides cohesion and a sense of solidarity and support among them. (Source: Database of best practices of Europe Council).

3.4. Xenia 2016 (-now)

The program

Xenia is an innovative social integration and language practice program bringing together migrant, refugee, asylum-seeking and British women in London. Composed by a dedicated team of volunteers and workshop facilitators, Xenia is a shareable community model that puts hard-to-reach women at the centre of accessible provisions to foster increased social integration, while supporting language learning and reducing social isolation. Xenia began 2016 as an experiment, and is now an

ongoing project offering weekly workshops with a range of community partners to increase creative and civic opportunities for participants.

The best practice

Xenia's innovative approach to community social integration and language practice brings together migrant and British women, with childcare provided. Women of all backgrounds create positive intercultural connections by celebrating differences in nationality, life situations or language abilities. Xenia meets four main needs with migrant, refugee, asylum-seeking and British women all benefiting directly, as well as impacting wider community cohesion that inclusive of women's needs:

1. Increased opportunities for English language learning. Xenia provides vital opportunities for English practice to migrant women, being complementary to formal ESOL* provisions, enabling women to continue their learning path in addition to classes, or as an alternative where access to formal provision is not possible.
2. Reduced social isolation amongst migrant women. Xenia creates spaces where women build trust and friendships, developing supportive social networks made up of women outside their community they can rely on. Attending sessions also provides a sense of purpose. In a focus group, one participant described Xenia as a 'medicine' in helping overcome isolation. While developing their language skills, two of the biggest challenges in migrant women everyday life are addressed: isolation and loneliness.
3. Increased community cohesion to challenge negative perceptions of other groups. The activities promotes two-way cultural understanding allowing migrant and local women gain connections, understanding of other cultures, and identify common interests, experiences and values that help break down stereotypes and foster a greater sense of belonging. Many participants describe Xenia as providing a sense of community that is rare to experience.
4. Increased access to civic and democratic processes and local services for migrant women By bringing information, advice and guidance topics into the activities provide opportunities for understanding and trust in services to build. Service providers are invited to sessions, including participants in local and national

strategy consultations, thus increasing awareness of events and activities such as elections.

Evaluation

Since Xenia was founded in 2016, we've welcomed over 350 women from over 56 countries to our Hackney based workshops. Our workshops not only give women who attend regularly the confidence to speak English more in their everyday life, they also tackle isolation by providing an opportunity to socialise and make new friends.

The impact of Xenia has been recognised in various pieces of research and forums. In 2017 Xenia was recognised by the British Academy in their "If you could do one thing..." Local actions to promote social integration report as one of eight case studies that are improving relationships between communities of different ethnic backgrounds and helping new arrivals feel welcome. Also, Xenia worked with Refugee Action and the Jo Cox Loneliness Commission to help explore the loneliness and isolation faced by refugees due to the lack of access to English lessons. In 2018 Xenia was invited to present at the North-South Centre's conference on Migrant, Refugee and Asylum-seeking Women and Girls as an example of best practice in integration. In 2019 Xenia was recognised as one of twelve pioneering organization helping to combat isolations in The Family Care and Nesta 'Finding connection in a disconnect age' paper. At least, Xenia will feature in UN Women's Guide to Gender-Responsive Implementation of the Global Compact on Migration.

3.5. Support Female Refugees on Lesbos 2017-2018

The program

This project supported the women's activities at the community centre of Movement on the Ground in Kara Tepe, a refugee camp for the 1200 most vulnerable families and children on the Greek island of Lesbos. In 2017 and 2018 with the support of Movement on The Ground and other various donors, was organized women's computer classes, girls' football trainings, ladies' dance evenings and female-only arts & craft activities that all provided female refugees with the support they so highly needed.

The best practice

Weekly activities such as traditional dancing, sewing and informal education for Syrian women in women friendly community center. In addition, the program was providing community cooking for Syrian women in our mobile kitchen so they can enjoy the taste of their roots again.

Evaluation

The different activities and the number of women/girls we were able to reach through them:

Women's computer classes: 7 per class, 1 class per week. Total: 44

Girls' football trainings: 30 per class, 5 classes per week. Total: 77

Ladies' dance evenings: 38 per evening, 1 evening per week. Total: 450

Female-only arts & craft activities: 5 per class, 1 class per week. Total: 28

A summary of some of the highlights we will be taking with us in the new year:

Successes:

- With the women's computer classes, was provided 44 female refugees with certified training in typing and basic IT.
- The girls' football trainings allowed 77 younger female refugees time to relax and play, whilst at the same time improving their physical health and developing their social skills. By having them train together with Greek children, we also succeeded in building bridges between the refugee Campus and the local community.
- With the ladies' dance evenings and female-only arts & craft activities, we created safe spaces for 450 female refugees to come together, many of whom would have not interacted with each other otherwise.
- Finally, were trained 6 female refugees to become coordinators in the Refugee Women Empowerment Program themselves; they are now teaching the women's computer classes and coaching the girls' football teams
- Learnings:
- Because female refugees continued to arrive by boat from Turkey, there were new women/girls in our Refugee Women Empowerment Program every week. This often led to having female refugees with differing abilities and needs in the

women's computer classes and girls' football trainings. However, we learned that through a personal approach, we could make sure that every female refugee received the education that suits her best.

- Female refugees have capabilities and experiences which make them very well suited to lead the Refugee Women Empowerment Program. All we have to do is empower them. With these activities, we are turning our Camp to CampUs philosophy, which is centred around inspiring and empowering the residents of the refugee CampUs, into a reality. They supported the further development of our women's program into a stable and sustainable part of the Lesvos CampUs program.

3.6. Refugee Women's Centre (RWC)

The Refugee Women's Centre (RWC) is a dynamic and fast growing organization led by a small team of volunteers. The organization supports displaced women and family units in settlements in Grande Synthe, Calais and across Northern France, namely through pop-up safe spaces. This is particularly difficult for women going through domestic violence who do not benefit from effective support from the police or social services and who are often unable to separate from their partner whilst in transit. For women travelling alone, the strong presence of smuggler networks creates a risk of sexual exploitation and/or trafficking. <https://rm.coe.int/good-practice-get-heard/1680969c74>

3.7. "WE START!" (2018-now)

The program

"Women Education (and) Strategic Approach for Training! [[WE START!](#)]" is a strategic partnership project for innovation in the field of vocational education and training (VET) lasting 35 months (September 2018-August 2021). The priority to which it responds is that of social inclusion. WE Start! is a project funded by the Erasmus+ project, gathering together 8 partners from Italy, Austria, Germany, Romania, Cyprus and Greece: Accademia Nuovi Studi Internazionali (Accademia Grupo) – Coordinator

Italy, Dedalus Cooperativa Sociale – Italy, Die Wiener Volkshochschule (VHS Wien) – Austria, DAFNI KEK – Greece, Center for the Advancement of Research & Development in Educational Technology (CARDET) – Cyprus, Studio Erresse – Italy, Association for Education and Sustainable Development (AESD) – Romania & Volkshochschule im Landkreis Cham e.V. (VHS Cham) – Germany.

In particular, the project intends: to develop participation processes, active citizenship and social inclusion; to increase digital skills to reduce gender differences; to favor access to the initial and continuing training of women aged 25-40 years who are European or “EU” citizens, non-European citizens, stateless persons, refugees, ROMs, single mothers, women subject to close family and/or religious ties, women living in rural areas. The project’s objectives are: to increase the access of the target women of the project to the initial and continuous professional training pathways; to support integrated methodological approaches in the field of initial and continuous vocational training through the use of technologies and non-formal education tools and to increase the discussion at the territorial, regional, national and European level on issues of lifelong learning and continuing education, with particular attention to those who are still excluded, involving various stakeholders.

In order to support the active involvement of target women, the participation of professionals identified by the partners is foreseen among: trainers, sociologists, educators, psychologists, teachers and counselors. To achieve the objectives identified, WE START! proposes to carry out 4 Intellectual Outputs: a) a Guide to innovative technological methodologies, methods and tools to promote the social inclusion of women, b) a Social Learning Platform that can be used and available on digital devices, c) a Toolkit Assessment (Self-assessment, E-assessment, Peer-assessment) able to measure the skills (basic and transversal) of the target women of the project and any changes that occurred following the realization of the paths and d) a Policy Paper which aims to provide policy-makers with indications and suggestions regarding the social inclusion of target women, increasing levels of active participation, methods for facilitating access to vocational training and reducing gender differences in relation to TIC.

The last version of the WESTART guide which is the first intellectual output of the project, has been published and its objectives are: a) to define the methodological approaches that improve access and participation of target women to training, b) to

indicate the most innovative methods that favor social inclusion through the development of transversal skills and some key competences, c) to indicate the digital tools that reduce the gender gap. In particular, the “Guide”- the initial research – of WESTART used a mixed method approach i.e. a combination of quantitative questionnaires for institutions, semi qualitative guided interviews with learners as well as a collection of so called best practice examples and the minutes and comments of the Territorial Working Groups installed in each partner country and used as a sounding board and extra source of expertise for the project.

The best practice

Some of good approaches and methods for orientation and development of basic and transversal skills that guide brings out are:

actions that promote better opportunities for mothers with a migration background in the labour market and facilitate the access to existing: flipped classrooms, learning through development, interpersonal teaching, providing internships, traditional approach to skills, working in groups, business simulations, outdoor educational activities, finding links between disciplines and / or areas of competence & the didactic approach focused on action. Outreach activities: Getting in their shoes, involving ambassadors from their social context / as role model, organizing events by inviting member of associations (i.e migrant communities) to have an active role in co developing learning opportunities, volunteering in adult education, free ICT lessons (Adult educators as volunteers in ICT skills), introduce approaches for discussion like world café, so that mixed and multiple rotated groups to share and interact, share the ground to each one who can tell a story – making them all storytellers! There is a nice approach on this: human libraries workshops where participants are taking the floor and each workshop is dedicated to the life story of 1 participant.

digital tools that reduce the gender gap: Google translator must be embedded in the Social Learning platform to assist women with translation when necessary in other languages than the ones we the partners will translate the material too. Some methods as mentioned above - part of non- formal activities- are the Theater4Living, role play, Networking hubs and Cognitive Behavioral therapy. Also could be organized film workshops, film meetings, discussions on the roles, the after story possible scenarios giving emphasis to the life stories of everyday people. According Guide’s survey

smartphones or tablets are used mostly for social contact, in some cases for learning reasons. Provision of e-content via smartphones or tablets can have a potential in increase of knowledge and skills. There is a clear need to deepen and broaden the range of digital tools that women in the target group have access to. Digital tools are not seen as an opportunity for growth but as an additional means of social confinement. Also, audiovisual content, apps for treasure hunt, information applications for learning, webinars and videos as well as websites of public services and online guides (e.g. for Cyprus) can and do empower and - promote their learning. Knowledge and use of apps like Uber, Taxify can also lead to their learning.

There is also a guide for using the Social Learning platform (https://socialplatform.westart-project.eu/platformGuide/WESTart_GuideHowItWorks_EN.pdf). The WEstart Guide presents the way to use the Social Learning platform of the WEstart project. The guide is addressed to career counsellors and other professionals who wish to use this platform as a mean to support women to attain personal and educational goals, empowering them for an active participation in society. The Social Learning platform includes user-friendly tools and resources to support professionals to empower women at the age of 25- 40 to enhance their skills, find their orientation, assess their knowledge and find opportunities. In this context, has been designed and offered the InterCap Training package for both online and face-to-face delivery for free and aims at building the capacity of trainers and teachers in topics related to migration and sustainable development drawing on contemporary participatory methods and Global Learning. The package is consisted of 6 modules: Migration, Security and Sustainable Development in an interdependent world: Theory and Practice, Development Education and Teachers' Training: European Context, Communities of Philosophical Enquiry (COPE), Interactive Learning Communities (ILC): Engaging in critical thinking, reflection, inquiry and dialogue for global learning, Participatory Theatre Methods for Global Learning with reference to Theatre for Living, Train the Trainer pedagogies (<https://developtogether.eu/en/training-package-demo>).

Evaluation

It's obvious that Phase 1 & 2 (preparation & implementation) and the objectives (Guide & Social Learning Platform) have been completed. To the next phases, as a result of the

mapping, the following outputs will be produced: national Fact Sheets, European Fact Sheets, final report, communication strategy, final version of digital learning platform consisting of interactive map, database of women social entrepreneurs, pdf versions of fact sheets and report, and networking tools. The aim is to produce user-friendly documents to facilitate easy access to information. The final report will contain an analysis of the trends, general findings and recommendations as well as an evaluation of the project. A conference will be held at the end of the project to disseminate the results of the mapping and to launch the digital learning platform.

3.8. Beehive program (2014-now)

The program

The Beehive program is promoted by the Melissa foundation, which aims to strengthen bonds between migrant women, promote refugee women empowerment and build bridges with the host society. Melissa is a collective of long-term volunteers living in Athens and a network for migrant and refugee women in Greece promoting empowerment, communication and active citizenship. Founded in September 2014 with the direct involvement of migrant women leaders, it has members from 45 countries who live and work in Greece. It operates on the basis of a common platform, a hub where networks and individuals can meet, share their concerns and ideas, and support each other in the pursuit of their common goals. The name 'Melissa' stems from the Greek word for honey-bee. It stands for the women who have come here from all over the world, bringing along skills and talents, dreams and ideas, unique stories and extraordinary strengths. They are agents of change for their own lives, their families, their societies, as well as for the society that hosts them. Melissa team teaches female refugees how to code, speak Greek and other languages, find employment – and fight for their rights in court.

The best practice

The program combines 7 strands of activities adapted to the needs & characteristics of the target group.

Literacy: specifically designed tools & interactive methodology, operating at 5 different levels: (a. beginners, b. intermediate, c. advanced, d. homework support, e. transition from literacy) in Greek, English, French, German and Spanish classes.

Psychosocial support provided through a trauma-informed, culturally aware approach (combining group drama therapy, music & movement therapy & individual counselling) to treat trauma & PTSD restoring agency & building trust & confidence
Info cycles on health, education, employability & rights.

Art & Creativity encompasses activities that facilitate expression & contribute to the process of opening up & sharing through vocational, cooperative and leadership training, CV-writing workshops, cooking, crafts, sewing, knitting circles, first aid & PFA (psychological first aid) training.

Media & Advocacy training to gain access to information & articulate their own speech by media workshops on social media use, public speaking and creative writing.

Skills & Capacity Building using visual arts, film and digital story-telling, photography, poetry and music, creating access to employability & leadership.

Self-care & Community Engagement in order to promote well-being & contribute to social cohesion. For example beehive organises kinetic and healing activities such as workshops on stress management, acupuncture, community massage, breathing & meditation techniques, yoga, dance, gyro-kinetics and self-defense. Activities will be implemented at the welcoming environment of Mellisa's center with direct access to interpretation, referral services & a broader range of psychosocial support, in parallel with a childcare support program for mothers.

Also, Beehive program develop further learning opportunities for young refugee women aged 16-28 with the creation of a film club where students can meet weekly to watch and discuss film and learn how to make their own films. Participants started bringing in some of their favorite videos and progressed from these cinematic influences to making short films on their cell-phones as homework assignments. More recently, filmmaking equipment was made available to students, with activities inviting them to develop storyboards and start shooting them with video cameras. According to the project coordinator, students show great interest in experimenting with film-making technology, in particular creating films about their journey. Indeed, the project ultimately helps students find ways to explore their environment with an artistic eye and share thoughts and feelings about their own personal story.

Evaluation

In their website (<https://melissanetwork.org/migrant-stories/>), there are many success stories of immigrant and refugee women that through their participation to Beehive program they don't feel weak anymore, but "stronger" because of "the support women each other" and "the hope about the future" that Mellissa gave them, and they believe that their "dreams can turn into reality". Also, there are videos of women (<https://melissanetwork.org/womens-voices/>) that are part of Beehive program as a series of poetry and creative expression workshops. The goal of these films is to raise awareness about the lives of migrant and refugee women and their positive contributions to society.

3.9. Pilot Training Program For Afghan Refugee Women (2019)

The program

The Solidarity Consultancy & Counselling Network implemented a [pilot training program](#) for 8 Afghan refugee women with an emphasis on Social and Solidarity Economy and Entrepreneurship. The program was assigned by the Greek Forum of Refugees and carried out with the support of an interpreter because all the participants were newcomers. The first concern was to welcome them into an environment where they could feel safe, be able to relax and focus on the project. Child care was also provided since most of them carried their children with them. All the women were determined to either make a business or find a job and had expressed their wish to learn Greek.

The best practice

During the initial meeting the women were introduced, got to know each other through active training techniques and formed the Educational Agreement with the support of the instructor. Following, the program focused in strengthening their self confidence and developing their skills in effective communication. They were also introduced to

the Greek social network - public & private sector, education, health, social welfare, Manpower Organization, etc. - in two meetings. Furthermore, in the second part, which consisted of three meetings, the trainees were supported in creating their own professional profile. With the support of the instructors they discovered their individual and professional values, their personal characteristics as well as their professional skills and interests. They were, thus, more conscious and well prepared to take their professional decision. In addition, the women participated in a brief job club, where they were introduced to the ways that the Greek labor market works and in effective ways to pursuit employment.

The subject of Social economy and Social entrepreneurship (Principles and social enterprise development conditions/ legislation/ best practices in Greece and Europe) was addressed in the third part of the program. The participants were informed of the legislative and financial framework for social entrepreneurship as well as the domains and occupations in demand per region. Following, they were supported by the instructors in designing and presenting a virtual social enterprise. As a result, and given the fact that of all them were keen on sewing and mushrooms cultivations, they decided to cooperate in developing a social enterprise, an ethnic boutique in particular. Women were given the opportunity of a 50 hours on the job training on sewing in the Social Cooperative "Cooperation - Creation".

The objectives of the program were: personal empowerment, vocational guidance, introduction to Greek social services network, effective job seeking, business initiatives on social economy, social integration, networking with social enterprises & migrants organizations. Some of activities that developed are:

intercultural approach to the social, economic and family environment of the country of origin and the host country

developing self confidence, effective listening, effective communication

discovery of individual and professional values and trainees' personal characteristics as well as professional interests and trainees' professional skills

outline the professional profile of the trainees

life planning (goals, study skills, time management)

social economy - social entrepreneurship (Principles and social business development conditions / best practices in Greece and Europe)

legislative and financial framework for social services

presentation of domains and occupations in demand per region
design and presentation of a virtual social enterprise
on the job training
networking with social enterprises & migrants non profit organizations

3.10. Project ‘Enhancing the Integration of Women, Beneficiaries of International Protection by Development and Implementation of Multifaceted Integration Trainings (INTEGRA-TRAIN)’ (2017-2019).

The program

In the context of increasing refugee inflows in the European continent it becomes highly relevant to propose and implement practical actions responding to existing gaps in migrant/ refugee integration across the EU member states. This project aims to implement actions in five EU member states (Bulgaria, Greece, Spain, Malta and Italy) to foster the integration of migrants (in particular beneficiaries of international protection and women among them) by design and conduct of comprehensive integration trainings. The project partners were: Melissa: Network of Migrant Women (Greece), Center for the Study of Democracy (project coordinator, Bulgaria), ELIAMEP (HELLENIC FOUNDATION FOR EUROPEAN AND FOREIGN POLICY) (Greece), The People for Change Foundation (Malta), Comissió Catalana d’Ajuda al Refugiat (Spain), Fondazione Centro Studi Investimenti Sociali (Italy), Cooperation for Voluntary Service (Bulgaria). The project was funded by the European Commission, Directorate-General Migration and Home Affairs. The duration was from January 31, 2017 to April 30, 2019.

The key aims of the project include: a) to exchange knowledge and experience at cross-national EU level in the sphere of integration training for migrants from member states with longer experience in refugee integration to countries with weaker and less developed integration structures; b) to increase preparedness and familiarity of refugees (including refugee women and girls) with the civic, legal, social and cultural

realities of their host milieus, as important start up and facilitation tool of the longer-term process of integration; c) to build the capacity of national NGO and GO stakeholders to offer integration courses to migrants (including women).

The best practice

The [INTEGRA-TRAIN](#) project worked to enhance the integration of women who are beneficiaries of international protection. The key project actions include: a) exchange of knowledge: conduct of 5 scoping studies and reports on institutional mechanisms and training needs of migrant women; 2 study visits to integration institutions, b) exchange and development of experience: collection of integration modules; international train the trainers seminar in integration courses development and conduct; development of national integration modules for migrants and national train the trainers seminars, c) integration training: conduct of integration trainings for refugees; mid-term evaluation training seminars; development of integration information materials for migrants/ refugees; monitoring of integration trainings and drafting of monitoring reports for optimization of integration training.

In particular, the project included two basic axes: a research component and a training component:

Research: Assessment of the addressed and unaddressed training needs of migrant women. In particular, the project researched the training needs of beneficiaries of international protection and asylum seekers, focusing on whether those needs were addressed or unaddressed. This included mapping the reception and integration systems and cooperation mechanisms for asylum seekers and beneficiaries of international protection, as well as identifying opportunities for rejected asylum seekers and gender gaps in integration processes. Study visits in Italy and Spain and the collection of integration modules from those countries helped the development of modules in Greece, Bulgaria and Malta.

Training: Based on the research conducted, the partners organised a series of workshops for female beneficiaries of international protection on a range of integration-related topics such as education, employment and healthcare. The workshops covered key topics relevant to integration: history and culture, social rights and welfare, education, labour market, legal rights, healthcare, practical sessions on CV-writing and other related skills. The sessions were interactive and used games,

quizzes and other engaging activities, allowing participants to ask questions and shape the sessions in a way that was most useful to them.

Train the trainers: The project organised a ‘train the trainers’ session for representatives from NGOs and international organisations to explain the training module and discuss how it might be used in the future. This helps ensure that the deliverables of the project are sustainable and can be used again by different trainers and for different groups.

At the end of the program, a full training guide conducted that includes the training materials developed for the project and an instruction guide for the facilitators is published and shared to be used in future training sessions and workshops. The [guide](#) includes the following themes: General introduction, Accessing Rights, Accessing Social Services, Education Services, Health Services, Employment & Skill Building Workshop. Moreover, there is a final [manual](#) (‘INTEGRA-TRAIN’) that presents: the seven-strand integration model developed, practical guidelines with examples and activities for the trainings. The seven strands of activities to fulfill community-building goals for integration for women and girls are: Literacy, Psycho-social support, Art and Creativity, Information and Referrals, Skills & Capacity building, Media & Advocacy, Self-care & Community engagement. It is accompanied by a handbook with useful information and educational material which can be used by trainers as well as trainees during class or in one-to-one sessions to facilitate discussion, respond to questions and requests and offer guidelines for a variety of processes related to the integration of women migrants and refugees.

Evaluation

Participants received a certificate following completion of the training. Workshop participants and partner organisations gave positive feedback for the trainings, with many stating that they would be happy to participate in further training in the future, indicating that the training was informative and useful. About the evaluation of the program, feedback questionnaires were distributed to all training participants. The main trainer also completed a self-evaluation questionnaire and co-trainers and other attendees were also asked to submit feedback. Most of the participants stated that they found all the training sessions useful, with the session on the legal system being noted as one of the most useful.

3.11. Balkan Slippers - socialization, empowerment and self-sufficiency with textile crafts work (2014 -2015)

The program

The [project](#) is designed for unemployed migrant women of different generations from Kosovo, Bosnia, Macedonia and Serbia (living in Jesenice, Slovenia). As studies shows, the immigrant woman is at least three times marginalized person – as a woman, as a mother and as an immigrant. The aim of the project is education, cultural and social integration, physical and financial empowerment – by using textile crafts as a powerful and appropriate method/tool. The result of the project is to create a collection of “Balkan slippers”, which will become through the collaboration with Icelandic designer inspired by Icelandic cultural heritage and transformed by Icelandic market demands. The resulting collection of modern products will be presented in solo exhibition in Reykjavik. The far-reaching aim of the project is - to offer “Balkan Slippers” on the Icelandic market and – to establish a vibrant cultural exchange between Slovenia and Iceland in the field of textile design.

The best practice

The inspiration for Balkan Slippers on the Way to Iceland came from asking the question of how different cultures, aesthetics or temperaments could meet and co-create by using textile handcrafts as a tool. The project brought together textile designers from Slovenia and Iceland with a group of immigrant women from Western Balkan countries. Together they created a collection of hand knitted slippers which was presented in the Museum of Architecture and Design in Ljubljana (Slovenia) and the Grofin Culture House in Reykjavik (Iceland).

Creative meetings were held in the House of Happiness in Jesenice, a Slovenian town in which a large percentage of immigrants from former Yugoslavia lives. The designers invited a group of unemployed and retired women from Bosnia and Herzegovina, Kosovo, Macedonia as well as Slovenia. They were asked to bring to the first meeting their own slippers from their past and share the story and memories about them. Later,

during the creative process, those traditional Balkan slippers were gently transformed by influences from Icelandic and Slovenian designers. Step by step they became “multicultural.” Textile practice is an important source of power and a very good way for women to achieve focus, calmness and mental health. *Balkan Slippers on the Way to Iceland* explores and raises the quality of life of immigrant women by using collective textile handcrafts as a tool. At the same time it provides opportunities for mutual integration between immigrants and Slovenians.

Evaluation

The project was designed for unemployed migrant women of different generations from Kosovo, Bosnia, Macedonia and Serbia (living in Jesenice and Ljubljana, Slovenia). Some members of Roma community were also included in the project. The aim of the project was to provide education, cultural and social integration, as well as physical and financial empowerment of migrant women - by using textile crafts as a powerful and appropriate method/tool. Using this method they managed to overcome the fear of their husbands who needed to be convinced first to let them participate in the project. For a lot of women this was the first opportunity to leave the house and socialize with other people from the community. The results were amazing - women not only produced a collection of "Balkan slippers" - they organized themselves and started to produce different products using different textile crafts. And not only that - their cooperation stretched to providing support to migrants in the "refugee crisis" - Jesenice was one of the few cities in Slovenia where migrants were welcomed - organizing several charity events, helping their own members of community. During the project implementation the project promoter managed to find a bilateral partner in Iceland. They formed a formal partnership and signed the contract. They hold an exhibition in Reykjavik and established many new contacts in Iceland. The project, in a bit modified way, continues to live by the support of EU structural funds.

3.12. Love Without Borders (2015-now)

The program

[Love Without Borders](#) for Refugees in Need seeks to help support refugees in Greece regain stability and autonomy over their lives. Using art as a means for self-expression

and a tool for economic independence, our work strives to give refugees a platform through which to express themselves, share their experiences, and forge relationships with both a local and global community. In addition to supporting refugees, they strive to educate the public about the struggles refugees face; to humanize the refugee experience; and to generate compassion and empathy for all people in this world.

Also, they raise funds for, purchase, and distribute material aid to fill the immediate and unmet needs of these and other refugees. This aid includes but is not limited to tents and sleeping bags for refugees sleeping outside, temporary housing for particularly vulnerable individuals and their families, hygiene products for women and children, and food for refugees with no financial aid that are living in camps and housing communities.

The program started in 2015, when their founder Kayra Martinez, a flight attendant for United Airlines based in Frankfurt, Germany, heard about the horrible conditions in which asylum seekers were made to live in. She was inspired to leverage her privileged lifestyle to make a difference. She started by organizing collections of needed items like coats and warm clothing in her Frankfurt community, and later decided to volunteer in the refugee camps and housing communities in the north of Greece. It was at the Nea Kavala camp that Kayra had the idea to give the children art supplies so that they could draw and paint. From the first session Kayra noticed how the creative process seemed to calm the kids, so she began regular art workshops for the children in the tents in the camp. She shared what she was doing with her friends through social media when someone suggested to her that she sell the paintings. Over time, parents joined their children, and Kayra expanded the program to include adults who were interested. She began selling the pieces on behalf of the artists, returning all of the earnings to the individuals that created each piece sold. In October of 2017, the operation was registered as a non-profit organization in the United States, and with the help of volunteers she met in Greece, began hosting exhibitions of refugee art across the United States, and later, across the world.

The best practice

The main operation of the program consists of facilitating art workshops and the sale of refugee-created art. With the donations of generous individuals around the world they purchase art supplies from local, Greek vendors that volunteers on the ground

take to the artists in the camps around Greece. The volunteers host workshops in their homes and the tents of the artists in the camps. In a process of self-empowerment these soulful individuals heal the trauma of recent years through the self-reflection, self-expression, and storytelling power of the creative process. The creations are then transported by volunteers to cities around the world where they organize exhibitions and sell the art. One hundred percent of the profits from the sale of each piece of art is returned to the artist.

In addition to our art program, the volunteers coordinate other aid programs including the distribution of material and financial aid to meet the immediate and unmet needs of these and other displaced individuals. These include providing sleeping bags, tents, and temporary quarters for those refugees with housing insecurity; providing unspoiled food for those without, and locating missing persons.

Also, the program aims to educate and to spread awareness of the conditions faced by refugees and the continued state of the refugee crisis in Europe and the Middle East. Each art show includes a presentation by volunteers who share their first-hand experience with aid work and the stories of the individuals who they serve. Volunteers also partner with American schools to educate young people and expand their awareness of the conditions that many young Syrian, Afghan, Iraqi, Iranian, Pakistani, Eritrean, and North African people live in, as well as to inspire them to seek out the human connection that can be found in the experience of sharing creativity.

3.13. The Acting Project: theatre and refugee integration in Greece (2017 - 2019)

The program

[The acting project](#) began in November 2017, when 28 young people from Iran, Afghanistan and Pakistan, between the ages of 17 and 25, expressed interest in participating in the first acting group of Caritas Hellas. The project explores ways in which art and specifically theater can support the integration of refugees and migrants into Greek society. The acting group is part of the integration program Metavasis, which includes psychosocial support services and legal counseling, Greek and English language courses, social and cultural activities, vocational training courses, job

counseling, and support on financial and tax related issues. The goal of the project is to help participants develop their creativity and imagination, social networks, language proficiency and communication skills. In addition, it aimed at supporting them in overcoming feelings of isolation and developing a feeling of belonging. Last but not least, it focused on helping familiarize them with the local culture and establishing lines of communication between the refugee population and the local community.

The best practice

The project included two phases of 10 months each (September-June). The first phase focused building trust among the members of the acting group, while the second phase was dedicated to developing a better understanding of the local context and establishing links with the local culture.

In the first trimester (first phase), weekly meetings included role-playing games, body exercises and improvisation to help group members open up and express themselves. Some of these improvisations served as the basis of a performance developed in the third trimester, which was built around body theatre and included limited dialogues held in the native language of the participants. Participants were introduced to Greek mythology in a playful and interactive way through games, videos and other group activities.

The second and third trimester (second phase) focused on the performance of the play 'Odyssey'. The decision to perform Odyssey was the result of a group discussion. The group members saw it as a way of symbolically sharing their own experiences and journeys by performing a classic piece of Greek mythology. The play was performed in Greek, with simplified and adapted dialogue that is easily understood by audiences of any background.

The performance was developed by the group members with the support of the facilitation team, was directed by the group facilitator and was held in the local area theatre "PK".

Evaluation

Participants' sense of belonging has increased, since all participants had the opportunity to develop new social networks, relationships and friendships. Weekly meetings helped develop group coherence. Putting on a performance at the end of each

project cycle strengthened the sense of group belonging and the sense of a shared commitment to a common goal.

In addition, participants improved and enriched their skills as they experienced active learning by working as a group, participating in team building exercises and designing collective activities. Through this process they improved their communication and language skills, discovered their abilities and competences and learned how to use them confidently.

Also, the daily life of participants has improved, because all members of the group had the opportunity to access appropriate social and livelihood support mechanisms.

Moreover, participation in the project increased their confidence and willpower to pursue their dreams. As a result, five participants have found a stable job, five enrolled in educational institutions to continue their studies, eight have been connected to production companies and will participate in a mini-series as well as a documentary on the refugee crisis in Greece.

Last but not least, intercultural dialogue between refugees and members of the local community has improved as a different interaction between refugee and host community members has developed in the course of the performances (hosts/ guests versus actors/audience), bringing a new dynamic to the way the “other” is perceived and understood by all.