

## Good Practice: GR GP5

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## "Social Integration of Migrants"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal adult education	NGO	Adult Education, migrant service	Regional	2 months in total	Repeated every 2 months. Programme started in April 2016 and is to be completed in June 2018	Funded by a private foundation

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

The program's purpose is the social integration of immigrants, focusing on the critical age of 16-25, but addressing other age groups as well. Furthermore, the program is designed to complement the law offering citizenship to second-generation immigrants. The first part of the programme involves a series of workshops and seminars on professional orientation, legal issues and empowerment skills (including collective representation and the use of communication skills), and includes the participation of institutions such as the general workers' association. The second part of the programme involves setting up an Immigration Support Desk, which will act as a hub for immigrants and provide information, legal guidance, and psychological support as needed.

## 2. For whom – Target group(s)

Immigrants and refugees 16-25 years of age (women in their majority).

## 3. Requirements and access

Prioritises women aged 16-25 who are refugees and asylum seekers but also migrant women from third countries (mostly Arab and African nations.)

## 4. Elements of good practice

The most significant element is that beneficiaries learn to communicate in a short time in a language they have never heard of. For most, communication, computer literacy and psychological support (many of them are traumatised) are the most important elements of the programme. The most important element is the sharing of personal stories. Facilitation by the interpreters is therefore essential and there is much lost in the translation as they claim but the sharing is a major benefit for all. For one trainer in particular the most important element in the programme is that the participants never feel neglected or unsupported.

This is a special intervention ad-hoc programme. The trainers welcome immigrants and refugees 16-25 years of age (women in their majority). Because of language boundaries and the multi-ethnic background of the participants English language is minimally used by the trainers with the presence and facilitation of interpreters in Arabic, Pashto/Dari and Urdu/Punjabi. Communication is occasionally challenging, but trainers claim that these are essentially orientation courses mostly for women with children who are either immigrants or refugees who have applied for an asylum and they need to know the basics of the language and the social, legal and health system in order to help themselves with finding their way through bureaucracy and public administration. The methods used are largely experience-based and the workshops are organised around a discussion on a certain theme each time (i.e. legal authorities, discussion in local language with a public authority, etc.). As there is no official state programme to provide these women relevant support as the majority are very low educated, this programme covers the basics for achieving a minimum

learning outcome along with psychological support as well as assistance during their intermediate period they stay in the country after they apply for an asylum and until a decision from the official state is made. The methods used are focused discussions (if the participants have similar ethnic and cultural or linguistic background), facilitated individualised instruction (teaching is specific and targets one need at a time. This teaching method is used on its own, or as part of differentiated instruction. Goals based on curriculum design and standards may be the same for all students, but the individual learning profile and plan for each student may vary), and less frequently self-directed learning methods in order to support participants' autonomy.

This programme is not evaluated by any authority. Trainers suggest that the already established tool for assessment has not been used at all. This particular programme is internally evaluated by the trainers and the participants, but due to its short duration assessment is not considered as important.

## 5. Perceived challenges

The biggest challenge is the language barrier for both trainers and trainees. Other challenges relate to the fear or anxiety participants express that also affects them in how they share their experience during the workshops. Some trainees also feel that a more organised and broader programme needs to be developed to cover more people like them.

## 6. Testimonials

"I still have hope that this country is a good place for making people's dreams come true if they work hard for it. I still have faith in this country and I will give my best to accomplish my goals".

"I really want people to understand that we did not come here to "steal" jobs or do them wrong. We came here because we were trying to escape from the situation our countries were facing: poverty, wars and corruption. We came here because we innocently thought that this country was the right place to accomplish our dreams."

"I believe there should be an easier way for undocumented immigrants to become naturalized because when they come here and leave their native land forever, they become part of this country."



## 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)