

Cyprus

Good Practice: CY GP1

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"Migrants Centre"

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	Non-profit, state funded organisation	Adult Education, migrant service	Regional	300 hours (5 months)	Continuous (2017-2020) Is provided twice a year. It starts every February and August and lasts 5 months.	State funding is 10%, and EU funding is 90%.

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)

CY GP1 supports the access services and resources that meet migrants' needs and gives emphasis on building new skills towards harmonically adjusting to the host country's cultural and social environment. It also utilizes advanced communication technologies and management information systems to promote collaboration with various governmental actors, NGOs and voluntary services. It also provides services for migrants including assistance to access the labour market, as well as to cover accommodation, educational and health needs. In collaboration with local adult education centres they also provide language courses, as well as a module on legal and policy issues in order to assist migrant with social integration to migrants.

2. For whom – Target group(s)

Migrants (carrying legal documents only)

3. Requirements and access

ISCED 2 at least for all applicants, aged between 18-35, little or no experience from a job or an occupation in the country of origin or in host country, no criminal record either in the country of origin or in host country, based on the assessment by the relevant authorities, health certificate from a public hospital, basic knowledge of English and/or local language is appreciated, but it is not required.

4. Elements of good practice

Storytelling. Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This method is most effective with debriefing questions, such as:

- How does this story relate to your experience?
- How did the main character's choices make you feel?
- What assumptions did you make throughout the story? Were they correct?
- What would you have done differently?

This technique makes communication easier as all of them suggest since it is non-threatening with no one right answer. It is cost effective, especially if the educators and the participants have their own stories to tell. Stories can also make sessions more personal if they involve people, the participants know personally (second hand experience). More recently, an initiative that started from MIC was more enthusiastically by the public. This was a radio broadcasting that provides information in many languages and targets both migrants and local audiences.

There is a high priority for single women, pregnant women and single mothers with children, wheelchair users, migrants with physical disabilities (the blind, the deaf, and the mentally challenged) and their chaperons when it comes to access and recruitment for the programme.

Ministerial authorities are responsible for inspecting the programme. The main tool used for quality assurance is the evaluation of adult educators' performance through inspection which is carried out by ministry officers (inspectors). The monitoring includes the collection of statistics every six months, about the participants (gender, age, type of vulnerability, nationality, language), and yearly annual reports about the

Production school activities, target group, and dropout rate.

5. Perceived challenges

More cooperation among stakeholders and social partners is required. AE cannot do much for APC but what it can do is to empower participants to make decisions for themselves.

Empowering participants by helping them acquire competences like APC, decision making and critical thinking as well as other transversal skills and competences is a way towards the right direction.

6. Testimonials

The VYAs all claimed that they found the module on history and culture most interesting, and second the module on digital literacy, because it involved the use of smartphone applications.

The majority of the VYAs suggested that the programme is good in its entirety but perhaps some relevance to practical use of this knowledge is required. APC is not present as such and some relevance on how to use the acquired competences in their communities as multipliers is required. Many of them suggested that every Sunday in the central market many migrants from many ethnicities gather in small groups and discuss about their experience and difficulties they face. This would be a good opportunity for those who already possess the knowledge from this programme to tell others how they can pursue job opportunities, where to go, whom to ask, or how to speak to authorities, etc. It seems that besides the formal elements on which the entire programme is structured is missing the element of practical usage. Hence, how the acquired knowledge could be implemented.

Few VYAs note that this programme is not enough as it is. More such programmes are needed. The educators and the infrastructure is good and adequate but some relevance to their reality is imperative. Two women suggested that for them adaptation is difficult if they only speak in host country's language. They claimed that when they try to speak to local people notice their effort, but they do not give them extra credit for that. Difficulties in being accepted remain. APC is important and useful but only if you are good with the language.



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.)