



**InCommon**

Cultural and Educational Interventions  
for the Exercise of the Active Citizenship  
of Migrant Women

# Good practices on social integration and civic participation of migrant women at European level

Deliverable 1.1



EUROPEAN UNION

Asylum, Migration  
and Integration Fund

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## Index

1. Introduction .....	5
Definition of Good Practices for InCommon .....	5
2. Good Practices list .....	6
2.1 Hipatia Project. León (Spain) .....	6
2.2 El Thyssen sale a la calle (The Thyssen goes out to the street), Heroines exhibition. Madrid (Spain) .....	10
2.3 Social cohesion through radio participation. Andalucía (Spain) .....	13
2.4 Take me to. Peterborough (United Kingdom) .....	15
2.5 La botica del libro (The book's apothecary). Cartagena (Spain) .....	17
2.6 Nos+Otras project. Madrid (Spain) .....	20
2.7 Vincles per la diversitat (Links for diversity). Cataluña (Spain) .....	23
2.8 Zelij project. Murcia (España).....	25
2.9 Open Art Shelter. Berlin (Germany) .....	28
2.10 Exit un corto a la carta (Exit, an interactive short film). Madrid (Spain).....	31
2.11 DIGEM – Digital Empowerment .....	33
2.12 Intercultural Mediators -Social & housing services .....	36
2.13 Citizens of the world (Πολίτες του Κόσμου) .....	39
2.14 CS.Tour .....	42
2.15 Art Crossroads.....	44
2.16 Visit of Women refugees to museums.....	46
2.17 ESTIA.....	48
2.18 Intercultural Training for state employees that deal with TCNs in Greece.....	50
2.19 Training program for learning Greek Language, Greek History and Greek Culture to adult migrants .....	52
2.20 Learn Greek at Home .....	54
2.21 An orientation toolkit /mobile application for young refugees.....	56
2.22 Non formal or formal education of AE educators and Adult Learners for tolerance and understanding of the other in a multicultural world .....	58
2.23 Intercultural Events /festivals .....	61
2.24 Social Orientation programmes (organization of educational excursions) .....	63
2.25 Formation of an Intercultural Council.....	65
2.26 Migrant Info Centers .....	67

2.27 Intercultural workshops within the implementation of the Project <Multilevel Intensive Program for Learning Greek Language to Third Country Nationals (TCN)>.....	69
2.28 Art lessons inspired by the Cyprus History and tradition.....	71
2.29 Television cooking program called “A suitcase full of taste” .....	73
2.30 Cyprus dance lessons for children and adults from countries outside the EU .....	75
2.31 Orient Express .....	78
2.32 PEREGRINA .....	81
2.33 Project Group Women .....	84
2.34 Austrian Integration Fund - Mentoring for Migrant Women.....	87
2.35 LEFOE - Counseling, education and support for migrant women .....	90
2.36 maiz - autonomous center of & for migrant women .....	93
2.37 FRAUENHAEUSER – WOMEN’S SHELTER.....	96
2.38 MIGRANTAS.....	99
2.39 Mama Quilla Productions—Arts for Change.....	102
2.40 ArtFem.TV .....	105
SUMMARY .....	107
Good practices relation to the culture citizenship scale to be developed.....	107

## 1. Introduction

The core partners of the InCommon project collected and recorded good practices and experiences of proven effectiveness in facilitating participation in the cultural life, that can be used in order to facilitate the participation of migrant women in cultural life and exercise active and cultural citizenship. All 40 good practices are presented below in a comparable manner and at the end of the collection a matrix summarises the stage of the cultural citizenship scale that is represented in each good practice and/or experience.

### Definition of Good Practices for InCommon

**A good practice** is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model for inspiring further implementation of each component in helping migrant women overcome culture barriers. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it for achieving the aim of the project.

#### Good practice criteria

##### Effective and successful in facilitating overcoming cultural barriers:

A “good practice” has proven its strategic relevance as the most effective way in achieving the objective; it has been successfully adopted and has had a positive impact on individuals and/or communities when it comes to overcoming cultural barriers.

##### Gender sensitive:

A description of the practice must show how the actors involved in the process, were able to improve their lives when operating in a different culture.

##### Technically feasible:

Technical feasibility is the basis of a “good practice”. It is easy to learn and to implement in order to further help our target group to overcome cultural barriers.

##### Replicable and adaptable:

The “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.

## 2. Good Practices list

### 2.1 Hipatia Project. León (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p><i>Hipatia</i> is a cultural and educational project with a gender perspective that aims to produce cultural transformations in the people who participate in it.</p> <p>The project arises from the proposal of the internal women in the prison of Mansilla de las Mulas (León, Spain) to carry out a cultural magazine. The Educational Department of the Museum of Contemporary Art of Castilla y León (DEAC) acts as publisher of the magazine and uses it as a connection platform between the museum and the women, facilitating writing and reading workshops and encounters with artists and professionals who perform their work within the museum. The final goal is not the magazine itself but a tool to promote a process of reflection and action with women.</p> <p>The project was carried out between 2007 and 2011. Four magazines were published and, as a closed of the project, an exhibition was made in the museum.</p> <p>The copies of the magazine were free distributed in prisons, museums, art centres, libraries and groups that request it.</p>	
<b>2</b>	<b>Target group</b>
<p>Women in prison (130 women, 80% migrants and foreign women).</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The museum had previous work experiences with people in jail through workshops and guided visits to the museum. They planned a closer collaboration and for this they posed the question about what to do and how. The chosen group was the women in prison because there was a lack of training and occupational programs targeted to them because of their lower percentage within the prison population.</p> <ul style="list-style-type: none"> <li>• The first approach was to listen and it arose the interest in publishing a magazine the women had been working on for some time. Publishing is the driving force for educational work. The</li> </ul>	

museum would support the design, edition, publishing and distribution of the magazine. The education department of the museum formalized the commitment to work monthly with them to get them information, documentation and support in addition to acting as a mediators for motivations and interests of women in prison.

- The magazine was part of the educational programs of the museum and was used as an excuse to carry out other events taking advantage of the artists and professionals who works with the museum on workshops and other activities. Activities developed were: creative writing workshop; sound performance; graffiti workshop; reading poems; workshop of dialogues, stories and encounters (different means of cultural expression); workshops on remake, preservation of culture, versioning; Historical view of women in prison on International Women's Day, etc.

#### 4 Success factors

- Women are the key players of the work at all times.
- The process of elaborating the magazine allows reflection and action from the point of view of the collective and the people. This means that they can work on the pedagogies of the genre and integration from two places:

The common: Why a magazine made by women? What is it that differentiates it from one made by men or by both sexes? Issues that women themselves analyse and reflect in the magazine, a journal thought by women in prison for other women (in prison or not).

The autonomous: As a place that gives women their own voice. Her word will be read and taken into account, without the need for cultural, economic, social or political conditions.

The success of the practice also lies in the involvement of the museum itself, the educators working with women and the coordinators of the workshops.

#### 5 Local Networks – Different Actors Involved

- Women in prison
- CIS (Centre of Social Insertion)
- Mansilla de las Mulas Penitentiary Center
- Educational team of the Department of Education and Cultural Action of the Museum of Contemporary Art of Castilla y León (DEAC MUSAC),

- Creators, artists and specialists in the most diverse artist and creative manifestations.

## 6 Difficulties /Barriers

From the point of view of the women and their involvement in the project::

- Be able to develop their own project, leaded by themselves.
- Opening a secure space where to express feelings.
- Be able to transform emotions and strong feelings into a coherent narration.
- Transforming negative emotions: through sharing experiences.

From the point of view of the project:

- The group of women is not permanent along the project because at some time some participants leave prison.
- Maintain the connection of women with cultural activities once they are outside.

## 7 URL and contact details

Links in Spanish language:

Blog of the Hipatia Community with workshops and activities for the project:

<http://deacmusac.es/category/comunidad/proyecto-hipatia-comunidad>

<http://deacmusac.es/proyecto-hipatia-pedagogias-de-genero-en-espacios-de-reclusion>

Contact: [musac@musac.es](mailto:musac@musac.es)

## 8 Related resources that have been developed and are available online

Links in Spanish language

*Hipatia Magazine:*

[https://issuu.com/musacmuseo/docs/hipatia\\_1](https://issuu.com/musacmuseo/docs/hipatia_1)

<https://issuu.com/musacmuseo/docs/hipatia2>

<https://issuu.com/musacmuseo/docs/hipatia3>

<https://issuu.com/musacmuseo/docs/hipatia4>

Web of the exhibition:

<http://musac.es/#exposiciones/expo/?id=6247>

YouTube, exhibition of the *Hipatia* project: <https://www.youtube.com/watch?v=H1admOI2RLs>

## 2.2 El Thyssen sale a la calle (The Thyssen goes out to the street), Heroines exhibition. Madrid (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p>The initiative 'The Thyssen goes out to the street' aims to promote culture and art among the migrant population of Madrid through free talks given at the Centres for Participation and Integration of Migrants (CEPI) of the Community of Madrid. The talks are open for all the population.</p> <p>The talks are complemented with guided tours and other activities of the educational area of the museum.</p> <p>The objective of the project is to favour a close up to the art of the migrant collective, traditionally distant from museum spaces. The program was a novel integration exercise to promote the rooting through knowledge and the enhancement of cultural heritage.</p>	
<b>2</b>	<b>Target group</b>
Migrant and local population of Madrid (Spain)	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ul style="list-style-type: none"> <li>• Within the initiative "The Thyssen goes out to the street", free talks are programmed in the Centres of Participation and Migrant Integration. The sessions intended to foster participants' reflection on the culture and their participation through the temporary exhibitions scheduled at the museum.</li> <li>• Afterwards, participants can attend a guided visit of the exhibition, designed for the occasion, by a museum educator or participate into other museum activities such as encounters or debates.</li> <li>• <i>Heroines</i> exhibition: This exhibition offers a look through 120 works that gathers Greek and Christian myths, going through the representation of women athletes and hunters, magicians and saints, thus drawing a great variety of facets that traditionally ignored women possess. It aims to exploit the scenarios and vocations of women who are heroines and become a source of inspiration for other women.</li> </ul>	

In parallel to the exhibition a lecture was offered. From eight readings of specialists, the stereotypes opposed to the traditional representation of women in the history of Western art are addressed. This review analyses the cultural, literary and social contexts that are modelling these alternative figurations, where the woman stops being an object and becomes a protagonist subject.

#### 4 Success factors

The wide network of migrant centres (16) throughout the Community of Madrid.

The permanent programs of the centres that already attracts a considerable number of users.

The quality and relevance of the exhibition and of the didactic resources of the museum available for the participants.

The museum usually carries out programs that cope with women, culture reflection and integration. At some extent they are known by the target group.

#### 5 Local Networks – Different Actors Involved

- Community of Madrid Centres for Participation and Integration of Migrants (CEPI).
- Thyssen-Bornemisza Museum
- Barclays Bank Foundation

#### 6 Difficulties /Barriers

Get the participation of a group of women who usually do not have access to these activities.

Involved the migrant women in other cultural activities of the museum.

#### 7 URL and contact details

Links in Spanish language

Web of the museum:

[https://www.educathyssen.org/programas-publicos?\\_ga=2.255157768.1026466683.1522072128-505979776.1521800493](https://www.educathyssen.org/programas-publicos?_ga=2.255157768.1026466683.1522072128-505979776.1521800493)

Contact:

educathyssen@museothyssen.org

**8 Related resources that have been developed and are available online**

Links in Spanish language

- <https://www.museothyssen.org/exposiciones/heroinas>

## 2.3 Social cohesion through radio participation. Andalucía (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p>The project of Social cohesion through radio participation tries to create spaces for meeting and exchange of experiences among migrant women so that they can build radio slots for awareness-raising in the field of intercultural coexistence. The objective is to provide them with communication tools that give them voice, visibility and empowerment in the host society enhancing their participation in the local media. To this end, practical workshops are carried out around the central topics of radio (production, writing, scriptwriting, voice-over, etc.). So far 3 editions have been made.</p> <p>The initiative is promoted by the Association of Municipal and Citizens Broadcasters of Andalusia Radio and Television (EMA-RTV) and supported by the Regional Government of Andalucía (Spain).</p>	
<b>2</b>	<b>Target group</b>
<p>Migrant women from multiple backgrounds.</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The program consists of different stages:</p> <ul style="list-style-type: none"> <li>• The program starts with a 20-hour training on radio.</li> <li>• In a second step, the trained women create radio awareness micro-spaces for their subsequent emission in the radio stations associated with EMA-RTV.</li> <li>• Finally, EMA-RTV organizes two public radio sessions in which women produce and conduct radio spaces on migratory processes, interculturality and citizen participation as a main subjects. This program is broadcast on the Local Wave of Andalusia that counts with more than 90 radio stations.</li> <li>• The project culminates with an Intercultural Radio Festival, in which the participants interview the collaborating entities.</li> </ul> <p>The course is free and there are support on travel expenses for women.</p>	
<b>4</b>	<b>Success factors</b>

- It fosters the bonds with the hosting community providing first hand information on real living conditions of the countries where women migrant come from.
- Each woman participating can make their own radio spot and acquire the necessary knowledge to collaborate with local media nearby.
- It allows the creation of radio slots on intercultural awareness and coexistence.

## 5 Local Networks – Different Actors Involved

- Association of Municipal and Citizens Broadcasters of Andalusia Radio and Television (EMA-RTV)
- Justice Department of the Andalusian Regional Government.
- City Councils of Sevilla, Almonte (Huelva) y Campillos (Málaga).
- Municipal media associated with the EMA-RTV.

## 6 Difficulties /Barriers

- Participation of women and involvement until the end of the project.

## 7 URL and contact details

Links in Spanish language

About the project:

<https://www.emartv.es/cohesion-social-a-traves-de-la-participacion-radiofonica/#.WrTkXZch2Uk>

Contact:

cooperacion@emartv.com

sensibilizacion@emartv.com

## 8 Related resources that have been developed and are available online

Video in Spanish language:

[https://www.youtube.com/watch?v=-xGI\\_7yCFI4](https://www.youtube.com/watch?v=-xGI_7yCFI4)

## 2.4 Take me to. Peterborough (United Kingdom)

<b>1</b>	<b>Goal of the good practice</b>
<p>The project was commissioned as part of a Citizen Power Peterborough initiative being piloted by Peterborough City Council, the RSA and Arts Council England.</p> <p>“Take Me To” involved a series of personal tours of Peterborough, in the hope that participating would give people living in the city an opportunity to share their experiences of everyday life, and to take a glimpse into the lives of others who live alongside them.</p> <p>The project tried to provide a safe space where people felt free to talk and be creative, since it was about exploring physical and emotional spaces.</p> <p>The project encouraged participants to be independent and to go to unusual places and connect with other cultures.</p> <p>The participants used the creative process to connect at an emotional level, but also to see different spaces in Peterborough.</p>	
<b>2</b>	<b>Target group</b>
<p>Mixed group of migrants and locals (men and women)</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>Moving across the city by minibus, participants hosted tours of the places that mattered to them, sharing stories that were often personal or unexpected.</p> <p>Rather than looking at the city as defined by geographical or community boundaries, the city was “mapped” by individuals and their experiences.</p> <p>Each story in each place was given a title by the participants.</p> <p>Accounts of “Take Me To” participants reflect a strong sense of belonging to where they live, showing how art can be both poetic and of public benefit.</p> <p>The project culminated in a winter feast hosted at Peterborough Cathedral, where participants shared their favourite dishes and their experiences in taking part, and made pledges about how to develop the new relationships made through “Take me To”.</p>	

<b>4</b>	<b>Success factors</b>
<p>The participants committed themselves at the end of the project to continue trying new things and to meet with others to undertake different cultural activities. The project allowed people to work as a collective without losing the value of their personal contribution.</p> <p>The project also allowed the participants to know the lives of other people who live with them and who share experiences of daily life.</p> <p>It is a good starting point to join to other cultural activities.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<ul style="list-style-type: none"> <li>• Encounters (organisation commissioned to design the activity).</li> <li>• Citizen Power Peterborough:             <ul style="list-style-type: none"> <li>○ Royal Society of Arts,</li> <li>○ Peterborough Council,</li> <li>○ Arts Council</li> </ul> </li> <li>• Citizens from Peterborough.</li> </ul>	
<b>6</b>	<b>Difficulties /Barriers</b>
<p>Get a balanced group of participants from different communities.</p>	
<b>7</b>	<b>URL and contact details</b>
<p>Web of the organisation</p> <ul style="list-style-type: none"> <li>- <a href="http://www.encounters-arts.org.uk/index.php/takemeto-2010/">http://www.encounters-arts.org.uk/index.php/takemeto-2010/</a></li> <li>- <a href="http://www.encounters-arts.org.uk/site/wp-content/uploads/2012/05/Take-Me-to-Slideshow-small.pdf">http://www.encounters-arts.org.uk/site/wp-content/uploads/2012/05/Take-Me-to-Slideshow-small.pdf</a></li> </ul> <p>Contact: <a href="mailto:info@encounters-arts.org.uk">info@encounters-arts.org.uk</a></p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p>Slideshow of the activity:</p> <p><a href="https://www.flickr.com/photos/67606948@N06/sets/72157629429417631/">https://www.flickr.com/photos/67606948@N06/sets/72157629429417631/</a></p>	

## 2.5 La botica del libro (The book's apothecary). Cartagena (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p>The Book's apothecary is an integration project through reading. The project is based on healing through reading, with books-medicines that are prescribed to the readers.</p> <p>The main objective of the project is to promote integration spaces through books, making possible the intercultural meeting and collaborating in the development of social and personal skills of young people, adults and children from two marginal neighbourhoods of the city of Cartagena.</p> <p>Specifically, it aims at:</p> <ul style="list-style-type: none"> <li>• To favour the social integration of people belonging to ethnic minorities with integration difficulties.</li> <li>• To provide cultural spaces for personal and social learning.</li> <li>• To motivate the entire population for the enjoyment of books and reading.</li> <li>• To promote values such as interculturality for the benefit of the community.</li> <li>• To foster and promote values to educate in tolerance and coexistence.</li> </ul> <p>To achieve these objectives, activities such as on site and home loans, promotion of reading, cultural exchange, collection of books in different languages, storytelling in Spanish, story contest, exhibition of books on the street, etc. are developed.</p>	
<b>2</b>	<b>Target group</b>
<ul style="list-style-type: none"> <li>• General population</li> <li>• Migrant People</li> <li>• People at risk of social exclusion: boys, girls and young people, women, men, elderly</li> <li>• The Book's apothecary as a pilot project was initially aimed at young people although nowadays it aims to involve the entire community.</li> </ul>	
<b>3</b>	<b>Description in "step-by-step" approach</b>

The work methodology is based on the division of tasks and the assumption of responsibilities that involve the different activities. The libraries have fixed hours and volunteers attended them with the help of intercultural mediators.

The methodology is participatory, promoting the involvement of all the social structure of the neighbourhoods in the areas. This participation is observed both in the involvement of residents in the management of activities and in the selection of books, always adapted to the personal needs of the neighbours themselves.

Chart of services:

- BOOK LOAN – MEDICINE, for all ages, especially for youth and adults in all languages and cultures of the city. The loans can be individual or collective. On site or at home, if the user has difficulties of displacement.
- BOOK FILE WORKSHOPS - MEDICINE.
- BOOKS COLLECTION CAMPAIGN.
- Reading books at home
- And also: bookbinding workshops, story contest to know emotions and feelings, school support campaigns.

#### **4 Success factors**

The Book's apothecary has a group of volunteers (30) of all ages who support the activities. They have the technical support of workers of the Association Family Action and the Association Psychologists for Change.

The project team works in coordination with the associative resources in each neighbourhood, neighbours and women associations and the municipal resources of social services and youth.

Continuous activity: The activities coincide with each school year, always beginning in September and ending in June.

#### **5 Local Networks – Different Actors Involved**

- Adult Education Center Teachers.
- Neighbourhood Associations.
- Volunteering

- City Council of Cartagena
- Students in Internships (Social Integration Module IES Mediterranean, Murcia Education Faculty).
- Neighbourhood coordinator.
- Association of Psychologists.
- Technical staff of the Family Action Association.

## 6 Difficulties /Barriers

- Need to get more funds.
- Search for more ways for social inclusion of the groups with whom they work.
- Involvement of volunteers.

## 7 URL and contact details

Contact:

La botica del libro

C/ Maspalomas S/N Lo Campano Cartagena (Murcia)

C/ Garellano S/N Barriada Jose M<sup>a</sup> Lapuerta Cartagena (Murcia)

Contact persons:

Isabel Gallego Ruíz

Ana Martínez Gutiérrez

botica \_ del \_ [libro@hotmail.com](mailto:botica_del_libro@hotmail.com)

## 8 Related resources that have been developed and are available online

N/A

## 9 Other info

Other information (link in Spanish language):

<http://www.buenaspracticacomunitarias.org/buenas-practicas/22-la-botica-del-libro-cartagena-murcia.html>

## 2.6 Nos+Otras project. Madrid (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p>With the aim of working on individual and collective memory, the project proposes a combined activity of a series of tours through the rooms of the permanent collection of the Thyssen-Bornemisza Museum and artist's workshops with women that will generate varied plastic proposals in different formats. The result of this workshop is shown in the exhibition <i>The space of memory</i> (2017).</p> <p>The initiative has the collaboration of several associations of women, the Rede Museística Provincial de Lugo (Network Museums of the city of Lugo, Galicia) and the support of The Edmond Rothschild Foundation.</p> <p>The workshops copes with four major themes: the family, memory, intimate spaces and portrait. The project began in 2015 and after the exhibition in 2017 a new stage begins in which the participants become mediators to transfer the process they have lived to their mates within their associations. To this end, another mediation activities and new workshops have been designed, which will be carried out both in the museum and in the associations.</p>	
<b>2</b>	<b>Target group</b>
<p>Groups of women at risk of exclusion for various reasons, including the group of migrant women.</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>Four plastic artists choose different artworks of the museum to carry out a process of reflection and expression with women through the workshops:</p> <ul style="list-style-type: none"> <li>• <i>In The portrait. Opening the door to our most intimate place</i>, Monica Mura uses the <i>Portrait of Giovanna Tornabuon</i> (1489-1490), by Ghirlandaio, for letting the participants to experiment with individual photographic portraits and create a collective one.</li> <li>• Paula Cabaleiro proposes <i>(Mi) Space lived</i> for each women to use photography, words and transference on pattern paper and show an intimate place, as in <i>Interior with woman sitting by the hearth</i> (c.1654), by Jacobus Vrel .</li> <li>• The performance of Mery Pais in <i>Sounds designed for a sound landscape</i> is inspired by <i>La Clef des Champs</i> (1936), by Magritte, and uses mirrors and gestural and sound action to channel energy.</li> </ul>	

- Paula Noya, meanwhile, encourages the use of collage in *Memory is the perfume of the soul* to manipulate family images and face emotions, as in Delvaux's *Woman before the Looking Glass* (1936).
- Finally, two joint workshops were held: *Composition 4 'x 30*, by Monica Mura and Mery Pais, based on *Composition XX* (1920), by Theo van Doesburg, and *We inhabit pictures, (re) we created stories*, by Paula Cabaleiro and Paula Noya, who left from *Hotel Room* (1931), Hopper.

#### 4 Success factors

- Encourage creativity.
- Creation of a space of trust.
- Bringing culture closer to groups that due to their characteristics do not have easy access to museums and creativity activities.
- Empower women to become mediators and guides of other women in their associations.
- Create a connection between women and the museum.

Networking of museum, educational services and associations is the strong point for the success of this action.

#### 5 Local Networks – Different Actors Involved

- Thyssen-Bornemisza Museum. Educational Department.
- Professionals from the educational, social and healthcare areas.
- Associations: Commission for the Investigation of Ill-Treatment of Women, Latina Psychosocial Rehabilitation Centre, Pueblos Unidos. Ventillarte, Lucero Women's Cultural Centre, Secretariat Roma Foundation, AMÁS group.
- Network of Museums of the city of Lugo.
- The Edmond Rothschild Foundation.

#### 6 Difficulties /Barriers

To achieve the commitment of women in the workshop so that they can express their emotions and get involved in their personal development.

<b>7</b>	<b>URL and contact details</b>
	<p>Web of the educative area of the museum (in Spanish)</p> <ul style="list-style-type: none"> <li>- <a href="https://www.educathyssen.org/programas-publicos/nosotras">https://www.educathyssen.org/programas-publicos/nosotras</a></li> </ul> <p><u>Contact:</u></p> <ul style="list-style-type: none"> <li>- <a href="mailto:educathyssen@museothyssen.org">educathyssen@museothyssen.org</a></li> </ul>
<b>8</b>	<b>Related resources that have been developed and are available online</b>
	<p>Presentation of the project and videos of the workshops (in Spanish):</p> <p><a href="https://www.youtube.com/watch?v=0ykpJQ_SpEw">https://www.youtube.com/watch?v=0ykpJQ_SpEw</a></p> <p><a href="https://www.youtube.com/watch?v=j-6VFJSAiX0">https://www.youtube.com/watch?v=j-6VFJSAiX0</a></p> <p><a href="https://www.youtube.com/watch?v=Cxe5bXZDsIs">https://www.youtube.com/watch?v=Cxe5bXZDsIs</a></p> <p><a href="https://www.youtube.com/watch?v=tZceB9DxKwk">https://www.youtube.com/watch?v=tZceB9DxKwk</a></p> <p><a href="https://www.youtube.com/watch?v=gkFp2sU_TmA">https://www.youtube.com/watch?v=gkFp2sU_TmA</a></p> <p><a href="https://www.youtube.com/watch?v=GZUJHp_InU8">https://www.youtube.com/watch?v=GZUJHp_InU8</a></p> <p><a href="https://www.youtube.com/watch?v=NDSq-7oToD4">https://www.youtube.com/watch?v=NDSq-7oToD4</a></p>
<b>9</b>	<b>Other info</b>
	<p>About the exhibition (In Spanish):</p> <p><a href="http://elculturazo.es/el-espacio-de-la-memoria/">http://elculturazo.es/el-espacio-de-la-memoria/</a></p>

## 2.7 Vincles per la diversitat (Links for diversity). Catalunya (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p>The project Links is an experience of coexistence in diversity that is run through a series of sessions aimed at promoting mutual knowledge, dialogue, collaboration and cohesion among a group of about 25 people from the same territory.</p> <p>The main purpose is to dismantle stereotypes and prejudices, in addition to promoting the creation of links of people who otherwise would not coincide.</p> <p>The project:</p> <ul style="list-style-type: none"> <li>• Promotes positive coexistence and cohesion between people of different origins, age, sex, gender, beliefs and abilities.</li> <li>• It highlights the richness of the diversity of our society.</li> <li>• Offers a direct contact experience of diverse individual that would not otherwise coincide.</li> </ul> <p>Since 2015, seven editions have already been made.</p>	
<b>2</b>	<b>Target group</b>
<p>Mixed group of people, including migrant women and men, refugees and foreigners.</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The project consists of a series of 15 workshops in which a group of between 15 and 30 people participate performing different activities of playful interaction and dialogue oriented to mutual knowledge and joint creation from different disciplines (painting, music, theatre, sports, photography, dance, cooking, etc.).</p> <p>The people involved have to commit to participate in all the sessions.</p> <p>Sessions are based on the social perspective of the arts, especially social theater (A. Boal, 1974).</p>	
<b>4</b>	<b>Success factors</b>
<p>This program is run by Institut Diversitas in municipalities and associations that want to promote social cohesion and coexistence. There is a concern and awareness of organisations for full civic participation.</p>	

<b>5</b>	<b>Local Networks – Different Actors Involved</b>
	<p>Institut Diversitas (creator of the project)</p> <p>City Councils of Catalonia</p> <p>Foundations and other entities receiving the workshops</p>
<b>6</b>	<b>Difficulties /Barriers</b>
	<p>To keep the assistance of participants with difficulties along the sessions.</p> <p>The mixture of people from diverse backgrounds can lead to adjust the development of some sessions.</p>
<b>7</b>	<b>URL and contact details</b>
	<p>Links in Spanish</p> <p>Web of the project <a href="http://vinclesperladiversitat.org/">http://vinclesperladiversitat.org/</a></p> <p>Web of the organisation that creates the project: <a href="http://www.institutdiversitas.org/">http://www.institutdiversitas.org/</a></p>
<b>8</b>	<b>Related resources that have been developed and are available online</b>
	<p>Testimonies and videos of the experience in the web of the project (Spanish):</p> <p><a href="http://vinclesperladiversitat.org/experiencies/">http://vinclesperladiversitat.org/experiencies/</a></p> <p><a href="http://vinclesperladiversitat.org/videos/">http://vinclesperladiversitat.org/videos/</a></p>

## 2.8 Zelij project. Murcia (España)

<b>1</b>	<b>Goal of the good practice</b>
<p>Zelij is a Cienojos project, developed with the collaboration of the Obra Social La Caixa, within the framework of the "Art for social improvement" program, and the City of Murcia. It is aimed at promoting the personal and collective improvement of Moroccan women in Murcia society through photography.</p> <p>On the one hand, the project tried to favour the personal development of these women by acquiring knowledge related to digital technologies and photography, which have allowed them to legitimize themselves before their family and social environment and reinforce the important role they play in their communities. And on the other hand, the initiative wanted to make this collective visible to the society of Murcia, offering a rich mosaic of realities through their eyes, which we hope will contribute to banish some of the stereotypes that still persist in Moroccan women in our imagination and help them get out of their state of social vulnerability.</p>	
<b>2</b>	<b>Target group</b>
<p>The beneficiaries of the project have been a group of Muslim migrant women, of Maghrebi origin, users of Social Services of the City of Murcia, who have joined the project thanks to the involvement of workers and social educators.</p>	
<b>3</b>	<b>Description in "step-by-step" approach</b>
<p>To carry out these objectives the project proposed the realization of a set of activities structured in three blocks:</p> <p>I. Develop the visual culture of the participants and initiation to the tools of obtaining, processing and disseminating photographs (workshops on visual literacy, photographic edition, gastronomy photography, and blogs).</p> <p>II. To favour the improvement of the self-esteem, the empowerment and the development of the personal and group identity of the beneficiaries ((photo shoots, learning to look, portraits, photo-recycling).</p> <p>III. Improve the visibility and the positive image of the women both among the Muslim migrant community and among the society of Murcia (edition of a newspaper and a photo exhibition).</p>	

#### 4 Success factors

The project offered a new area of interest for the personal, family and social development of the users, accustomed to other types of more conventional and traditional activities programmed by the Municipal Social Services, such as the infant education, the kitchen or the Crafts.

The fact that the people who have facilitated the project did not belong to social work has enabled to implement innovative methodologies, which have allowed women to approach society with more certainty and security than hitherto they were perceived by others as passive and self-excluded housewives.

The skills they have acquired in the management of digital image technologies have empowered them in a very positive way and now they are the ones that teach others, becoming a reference of modernity for their environment.

#### 5 Local Networks – Different Actors Involved

- Cienojos (creator of the project)
- Social Services Centre of City of Murcia
- City Council of Murcia
- Professionals from photography
- Obra Social La Caixa

#### 6 Difficulties /Barriers

Referred to computer training, need of equipment for all the beneficiaries. On the other hand, the low level of previous knowledge of many of them slowed down the process and the times foreseen were insufficient. The possibility of completing their training at home was not feasible since most of the women did not have a computer or Internet connection.

Cultural limitations: It was very difficult for us to carry out photographic reports in women neighbourhood since the Muslim community itself was still reluctant to develop a public activity individually, without the accompaniment of their husbands. The same thing happened with blogs. The fact that a Muslim woman acquires personal visibility still causes a lot of distrust among her community.

#### 7 URL and contact details

Web of the project (In Spanish):

<https://proyectozeij.wordpress.com/>

Contact:

monica@cienojos.org

**8 Related resources that have been developed and are available online**

Photographs selected for the exhibition:

<https://vimeo.com/115443791>

Zelij newspaper:

<https://proyectozelij.files.wordpress.com/2014/12/zelij-para-imprenta.pdf>

## 2.9 Open Art Shelter. Berlin (Germany)

<b>1</b>	<b>Goal of the good practice</b>
	<p>Open Art Shelter is a safe, creative space for the free expression of emotions, intercultural dialogue and trauma healing run by GSBTB (Give Something Back to Berlin). Art, craft, music, theatre, dance, storytelling and literature are used to overcome linguistic and cultural barriers and foster peace.</p> <p>The idea calls upon the old tradition of arts and crafts circles that is found in nearly every culture across the globe, in which people used to spend evenings telling stories, making music and doing handcraft. The project offers a comfortable and non-shaming form of being together and doing something creative where everyone brings value, rather than a stigmatising charity that creates barriers between “us” and “them”.</p> <p>The project and community is developed by a multicultural team of locals, migrants and refugees, from teenagers to senior citizens.</p>
<b>2</b>	<b>Target group</b>
	Refugees and newly arrived migrants, both men and women, of all ages.
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Activities include:</p> <ul style="list-style-type: none"> <li>- Sweekly women’s-only space with family and kid-friendly activities at the Tempelhof Airport refugee shelter. This takes place every Monday with up to 150 women and children.</li> <li>- Weekly Open Art Shelter and Creative Cooking for smaller groups and families. These take place in Sharehaus Refugio or in different refugee homes. This project is providing psychosocial support to a number of refugee families with which we have developed strong ties to.</li> <li>- Designing and painting murals at different refugee homes.</li> <li>- Letter exchanges between refugee kids and volunteers.</li> <li>- Pop-up Open Art Shelters allowing connections between refugees and locals at festivals and in public parks.</li> <li>- Urban gardening on the Klunkerkranch rooftop every week (during the summer).</li> <li>- City and nature excursions for individuals and families, enabling contact with local culture through visits to theaters, museums and cinemas.</li> </ul>

- Creative language exchange (we teach each other German, English, Farsi, Arabic and Russian by singing, drawing and doing calligraphy).

#### **4 Success factors**

The core principles of the practice are:

- Community: build connections between each other
- Inclusion and equality: activities for both old and new citizens. All contribute to the group.
- Environmental sustainability.

Success of the practice is the collaboration of volunteers and ONG to develop small initiatives that meets the demands of the migrant people and refugees.

#### **5 Local Networks – Different Actors Involved**

Give Something Back to Berlin Platform and network

Local ONGs

Volunteers

Pedagogy and psychotherapy professionals

#### **6 Difficulties /Barriers**

The difficulties can be financing of certain activities or the involvement of women for a long period of time due to multiple factors such as health, family or emotional burdens.

#### **7 URL and contact details**

Web of the project:

<http://gsbtb.org/projects/open-art-shelter/>

Contact:

[hello@gsbtb.org](mailto:hello@gsbtb.org)

## 2.10 Exit un corto a la carta (Exit, an interactive short film). Madrid (Spain)

<b>1</b>	<b>Goal of the good practice</b>
<p><i>Exit</i> is an interactive short film that cope with migration personally. The project began with a real advertisement created by Beatriz Santiago and Adrián Silvestre. Both, actress and director of the film, sought to migrant women who would like to be the protagonists of their own film.</p> <p>This was the beginning of a series of workshops that ended after two years in the creation of 8 interactive different stories allowing a journey through each one, because there is not a single movie. Each story always start with the arrival of one migrant women to a new city with dreams and aspirations. It opens the private and individual output found by each protagonist in Madrid.</p> <p>The film is exhibited in ONGD and other cultural organisations through Spain and Europe.</p>	
<b>2</b>	<b>Target group</b>
Migrant women	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The project starts with a series of workshops of expression and interpretation. From this work a screenplay was formed, that of their lives, adventures and misadventures in Spain. <i>Exit</i> tells it through a movie in which the Viewer is able to choose the outcome to the dilemmas that the migrants were founding and helps the viewer to travel with them to their reality.</p> <p>During the workshops migrant women share their personal narratives, difficulties, unfulfilled dreams and achievements. Through the screenplay and the making of the film different skills are reinforced as humour, empowerment, communication, self seem and strength to copy difficulties in life.</p> <p>The exhibition of the film allows a debate to gender, migration and diversity among attendants.</p>	
<b>4</b>	<b>Success factors</b>
<p>Life history as a way for empowering and reflecting on life project.</p> <ul style="list-style-type: none"> <li>- Interactive creation as a way to create a group.</li> </ul>	

- Developing coping skill to deal with life.
- Developing empowering skills and self team.
- Empowering skill to deal with uncertainty.
- Sharing unpredictability of life.
- Working with personal narratives
- Coping with stereotypes.

## 5 Local Networks – Different Actors Involved

Art Center Intermediae

Dinamia (Asociation for social inclusion)

La Caixa (Foundation)

## 6 Difficulties /Barriers

The barriers of the organisation were mainly funding for a long and ambitious project.

## 7 URL and contact details

<http://www.mataderomadrid.org/ficha/1736/exit-un-corto-a-la-carta.html>

Contact:

Beatriz Santiago and Adrian Silvestre. DINAMIA

[dinamia@dinamia.org](mailto:dinamia@dinamia.org)

## 8 Related resources that have been developed and are available online

Some of the short videos are available on line (in Spanish):

<https://vimeo.com/146835464>

<https://vimeo.com/146879673>

<https://vimeo.com/146933258>

## 2.11 DIGEM – Digital Empowerment

<b>1</b>	<b>Goal of the good practice</b>
	<p>DIGEM – Digital Empowerment: DigEm was an innovative digital empowering project that uses a creative methodology for teaching ICT skills. The project’s goal was to foster creativity and communication skills through narration, photography, music and video editing to develop basic ICT skills, learning to learn, as well as social and civic competences. It addressed learners unfamiliar with new technologies, in particular those with no/few formal qualifications, socially excluded groups, senior learners, and minority ethnic groups to motivate them to increase their employability and help them integrate with the current needs and Environment.</p> <p>It places the learner at the centre of the teaching method, and draws upon personal experiences to engage them.</p> <p>Digital Storytelling aiming in the social and digital empowerment with the use of a creative approach in ICT Teaching : Digital Stories: 2min. films about their lives; Amateur Creation by people without professional ICT experience; Personal Stories created by themselves; Using PC, cameras, video cameras, phones, scanners, etc...</p>
<b>2</b>	<b>Target group</b>
	<p>Groups in the risk of Social Exclusion</p> <ul style="list-style-type: none"> <li>• Refugees</li> <li>• Migrants</li> <li>• Seniors</li> <li>• NEETS</li> <li>• People with no/few formal qualifications</li> <li>• Etc...</li> </ul>

<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. Trainings with trainers in all the countries of the project during which the trainers learned how to use the methodological tools developed during the project</li> <li>2. Trainings with end users in all the countries of the project during which the trainees created their own digital stories with the help of the trainers</li> <li>3. Creation of Digital stories by the trainees that help them express themselves as those stories :           <ul style="list-style-type: none"> <li>• Are personal and representing the knowledge and creativity of the creator – learner at the central of the teaching method</li> <li>• Promote self-confidence and empower the creators to share something</li> <li>• Are unique, as the creators use their own material</li> <li>• Promote Diversity (Stories that make us see through the “others” perspective)</li> <li>• They have social and cultural importance</li> </ul> </li> <li>4. Share their stories with their audience</li> <li>5. Empowerment and overcome of social and cultural Barriers</li> </ol>
<b>4</b>	<b>Success factors</b>
	<ul style="list-style-type: none"> <li>• Easy, Fun and Effective way for adult training</li> <li>• A way to involve people that think that “education and training are not for them”</li> <li>• Help to develop communicative, linguistic and writing skills through telling stories and writing scripts.</li> <li>• Learn to use creative ways of expression, through storytelling, photography, music and video</li> <li>• Focus on participants/creators own lives</li> <li>• Help them to overcome cultural barriers</li> </ul>
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
	<p>VET providers</p> <p>Trainers</p> <p>NGOs</p>

<b>6</b>	<b>Difficulties /Barriers</b>
<p>At the beginning may be hard to involve people that think that “education and training are not for them ” and those that there are do not feel ready to overcome any cultural barriers, however once they see the work of others and feel comfortable with the trainers and environment they quickly overcome the aforementioned barriers.</p>	
<b>7</b>	<b>URL and contact details</b>
<p><a href="http://www.digem.eu/">http://www.digem.eu/</a></p> <p>Digem Project Supervisor - Administrator contact details are shown below  DIMITRA Education and Consulting SA  Palaiologou 19, 41223, Larissa, Greece  +30 2410 554024  +30 2410 554028  www.dimitra.gr  euprojects@dimitra.gr</p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p>Digital Stories that have been developed during the DIGEM project :</p> <p><a href="http://www.digem.eu/index.php?option=com_videoflow&amp;view=videoflow&amp;Itemid=15&amp;lang=en">http://www.digem.eu/index.php?option=com_videoflow&amp;view=videoflow&amp;Itemid=15&amp;lang=en</a></p>	
<b>9</b>	<b>Other info</b>
<p><b>DIGEM</b> has been included in the “Erasmus+: Building on Experience, Best Practices in ICT for learning” within Key Activity 3 – ICT for Learning Multilateral Projects guide published by the EACEA.</p>	

## 2.12 Intercultural Mediators -Social & housing services

<b>1</b>	<b>Goal of the good practice</b>
<p>To facilitate the mentors to develop skills and acquire knowledge in order to contribute substantially to the provision of social services for the social inclusion of immigrants with different cultural references in relation to the Greek reality.</p> <p>“Training course for Intercultural Mediators” aimed in training 144 Intercultural Mediators, in order for them to become the connecting bridge between the TCNs and the host society in housing matters. The specific goals of the Action are aiming mostly in identifying the problems that the TCNs are facing, especially concerning housing, and in continuance developing the actions that need to take place in order to resolve those problems.</p> <p>The whole idea derived from the fact that the first step in integrating in the host country/community is to have “a roof over your head”, which should also be a basic human right but it hasn’t been defined as such. Education, health, employment are regulated by the national, European and international law, however housing is not a basic responsibility of the countries against their citizens, even if there are various laws concerning it.</p>	
<b>2</b>	<b>Target group</b>
<p>Direct Target groups :</p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• NGO</li> <li>• Intercultural mediators</li> </ul> <p>Beneficiaries : Third Country National in Greece</p>	

### 3 Description in “step-by-step” approach

First a needs analysis took place in order to define what are the needs of the TCNs that are looking for housing need.

In continuance the following material were developed

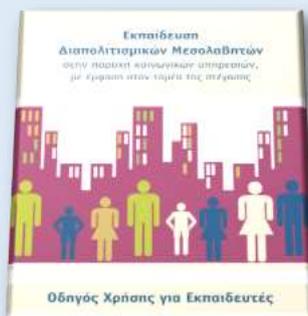
#### Syllabus

150 pages.



#### Trainer's guide

10 pages.



#### Modules

- Personal Development
- The concept of culture and interculturalism
- Intercultural counseling and rental procedures
- Greek legislative and institutional framework for tenants and owners
- Verbal communication and negotiation

144 Intercultural mediators were trained in order in order to facilitate TCNs in finding housing

### 4 Success factors

- Development of a 40 hour methodology
- Mediation to cover the basic need of Housing for third country nationals
- Trained 144 mediators
- Learning more of the local culture
- Help from professionals
- Having the chance to meet locals
- Suggesting policy measures and activities to local authorities

<b>5</b>	<b>Local Networks – Different Actors Involved</b>
	<ul style="list-style-type: none"> <li>• Ministry of Internal Affairs</li> <li>• NGO employees</li> <li>• VET providers</li> </ul>
<b>6</b>	<b>Difficulties /Barriers</b>
	To make the first contact with the TCNs that have been already rejected from house owners and make them feel that the mediators could actually help them overcome the barriers.
<b>7</b>	<b>URL and contact details</b>
	Intercultural mediators - Administrator contact details are shown below DIMITRA Education and Consulting SA Palaologou 19, 41223, Larissa, Greece +30 2410 554024 +30 2410 554028 www.dimitra.gr euprojects@dimitra.gr
<b>8</b>	<b>Related resources that have been developed and are available online</b>
	N/A

## 2.13 Citizens of the world (Πολίτες του Κόσμου)

<b>1</b>	<b>Goal of the good practice</b>
	The goal of the project was the production of radio broadcasts with topics directly relevant to third-country nationals. Through the implementation of the program, an attempt was made to familiarize immigrants with radio and broad production techniques in the mass media.
<b>2</b>	<b>Target group</b>
	Third Country Nationals Locals Radio Stations
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Train Third country nationals, with the material developed for the project, on how to successfully broadcast s radio show concerning:</p> <ul style="list-style-type: none"> <li>• Valid and comprehensive information to Third Country Nationals (TCN) on issues affecting them.</li> <li>• Information and awareness raising of locals about social exclusion situations that many TCNs face in our country.</li> <li>• Familiarize TCN on radio issues and other production techniques in the media to get their own broadcasts / productions.</li> <li>• Exchange of information and experience between TCN and locals through their active participation in the implementation of radio programs</li> </ul> <p>Incorporate the shows at the schedule of the radio station and market them to the public.</p>
<b>4</b>	<b>Success factors</b>

- ✓ Broadcasting to an audience of mixed cultures of TCNs and locals
- ✓ Getting help from professionals in the media
- ✓ Mingling locals with TCN
- ✓ Creative and fun way of involvement

## 5 Local Networks – Different Actors Involved

Broadcasters

Radio Stations

Third Country Nationals

NGOs

## 6 Difficulties /Barriers

To recruit Third Country nationals that felt confident to make this step. However once the first were recruited and spread the word it was much easier to proceed with the rest.

## 7 URL and contact details

<http://www.politestoukosmou.gr/>

DIMITRA Education and Consulting SA  
Palaiologou 19, 41223, Larissa, Greece

+30 2410 554024

+30 2410 554028

www.dimitra.gr

euprojects@dimitra.gr

## 8 Related resources that have been developed and are available online

Training guide with info about life in Greece in 8 different languages available here :

<http://www.learnaboutgreece.gr/>

Training material on broadcasting for trainees and trainers available here :

<http://www.politestoukosmou.gr/training>

Documentary “Multicultural radio broadcaster” available here :

<http://www.politestoukosmou.gr/documentary>

## 9 Other info

Information through broadcasts on issues related to:

- ✓ Health
- ✓ Work
- ✓ Education
- ✓ Housing
- ✓ Public administration
- ✓ Legal and administrative information
- ✓ Counseling and psychological support
- ✓ Issues of diversity and racism
- ✓ Greek history
- ✓ Governance system etc.

## 2.14 CS.Tour

<b>1</b>	<b>Goal of the good practice</b>
	<p>The aim of the CS.Tour project is to develop innovative methods and to provide real opportunities for those already working in or considering a career in the Tourism &amp; Hospitality Industry, to Learn and Certify Social Competence and Cultural awareness in relation to the following two European Reference Framework (ERF)* Key Competences (KC):</p> <p>KC No 6 : “Social &amp; Civic Competence”, KC No 8: “Cultural Awareness &amp; Expression”</p>
<b>2</b>	<b>Target group</b>
	Locals and TCN working and/or wanting a career in the Tourism Sector.
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. Training Needs Analysis for identifying barriers and requirements</li> <li>2. Development of a Modular Training curriculum including a : Methodological Guide and Toolkit for trainers Trainees Syllabus Open e-platform with learning resources</li> <li>3. An accredited EQF level 4-5 qualification for Cultural Awareness &amp; Social Skills in Tourism</li> <li>4. Train the trainers workshops</li> <li>5. Trainings for final users</li> </ol>
<b>4</b>	<b>Success factors</b>
	<ul style="list-style-type: none"> <li>✓ Understanding the importance of interculturalism</li> <li>✓ Training in cultural awareness and social skills in intercultural environment</li> <li>✓ Learning new ways to cope with cultural barriers</li> </ul>
<b>5</b>	<b>Local Networks – Different Actors Involved</b>

Everybody working/interested in having a career in the Tourism and Hospitality Sector.

**6 Difficulties /Barriers**

No specific Difficulties or barriers were identified.

**7 URL and contact details**

<http://www.cstour.eu/en/>

DIMITRA Education and Consulting SA  
 Palaiologou 19, 41223, Larissa, Greece  
 +30 2410 554024  
 +30 2410 554028  
 www.dimitra.gr  
 euprojects@dimitra.gr

**8 Related resources that have been developed and are available online**

Open e-platform of the project <http://www.cstour.eu/en/eplatform-en>

Leaflet and poster of the project : <http://www.cstour.eu/en/publicity-en/prints-en>

Project Newsletters <http://www.cstour.eu/en/publicity-en/newsletters-en>

## 2.15 Art Crossroads

<b>1</b>	<b>Goal of the good practice</b>
<p>The main goal of the Crossroads of Art program is the integration of third-country nationals as well as their harmonious coexistence with Greek society through art.</p> <p>Third-country nationals and Greek artists participate in theatrical and musical events and use their multimedia and programs to combat xenophobia and negative stereotypes.</p> <p>Furthermore the project seeks to develop joint actions between third country nationals and Greek artists in the field of theater, music and multimedia.</p> <p>Enhance artist collaborations by creating new shapes, highlighting the multiculturalism of art.</p> <p>Communicate and exchange thoughts and experiences between Greek and third-country nationals on issues of artistic expression and art as global languages.</p> <p>To portray in Greek society the talents of Greek and immigrant artists who will participate in the events that will take place in Athens and Thessaloniki.</p>	
<b>2</b>	<b>Target group</b>
Third Country Nationals (TCN) and Greek artists	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>Design and Implementation of :</p> <ul style="list-style-type: none"> <li>✓ theatrical workshops targeting artists, including the introduction to acting, dance, improvisation, orthodontics, body theatre, drama and stage design .</li> <li>✓ musical workshops targeting artists, including the introduction to musicology, musical cultures, acoustics, electronic music, composition, orchestra, chorus, traditional music of various cultures with the aim the emergence of different artistic expressions.</li> <li>✓ Video art workshops targeting artists, including video theory and techniques, image composition, basic visual and acoustic principles, digital media and image and sound processing to create their own videos.</li> <li>✓ Outdoor events presenting the musical and theatrical works of the groups participating in the workshops. The aim is to promote the multicultural outcome to the general public.</li> <li>✓ Main events in Athens and Thessaloniki to present the works of the artists</li> <li>✓ Production and distribution of DVDs with the presentation of the theatrical and musical performances of the outdoor events in order to promote the work of the artists.</li> <li>✓ Awards for the best teams</li> </ul>	

<b>4</b>	<b>Success factors</b>
	<ul style="list-style-type: none"> <li>✓ Training of: 80 artists in Theatrical Workshops, 80 artists in musical workshops, 40 artists in art video workshops</li> <li>✓ Development of Joint Actions for the integration of TCNs through art</li> <li>✓ Cooperation of Artists</li> <li>✓ Facilitation of dialogue among the TCNs and local artists</li> <li>✓ Support and promote of talent to the general public.</li> </ul>
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
	<p>NGOs</p> <p>State institutions</p> <p>Companies</p>
<b>6</b>	<b>Difficulties /Barriers</b>
	<p>The only difficulty faced was the recruitment of the first TCNs as they felt a bit insecure to expose themselves by expressing through art.</p>
<b>7</b>	<b>URL and contact details</b>
	<p><a href="http://www.crossroadofarts.gr">http://www.crossroadofarts.gr</a></p> <p>Praxis Stournari 57, 10432 Athens Tel: 210 520 5200 Arkadioupoleos 1 &amp; Ag.Dimitriou, 54632, Thessaloniki Tel: 2310 556 145 e-mail: <a href="mailto:info@praxis.gr">info@praxis.gr</a></p>
<b>8</b>	<b>Related resources that have been developed and are available online</b>
	<p>Pictures of the workshops and events : <a href="http://www.crossroadofarts.gr/index.php/photo-shooting">http://www.crossroadofarts.gr/index.php/photo-shooting</a></p> <p>Videos : <a href="http://www.crossroadofarts.gr/index.php/videos">http://www.crossroadofarts.gr/index.php/videos</a></p> <p>Blog entries : <a href="http://www.crossroadofarts.gr/index.php/blog-menu">http://www.crossroadofarts.gr/index.php/blog-menu</a></p>

## 2.16 Visit of Women refugees to museums

<b>1</b>	<b>Goal of the good practice</b>
	The Municipality of Larissa in cooperation with the Center of Women studies and research – DIOTIMA organize visits of Women refugees to the museums of Larissa in order to bring them closer to the Greek History and culture. Through this action the Municipality aims also to support the women refugees overcome cultural barriers and provide social and emotional support.
<b>2</b>	<b>Target group</b>
	Refugee Women from Syria
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>In order for the visit to take place there should be arranged that the refugees will have someone, or more than one narrators that will guide them through the exhibitions.</p> <p>In continuance the date is set and once the participants declare interest the transportation should be arranged.</p> <p>During the visit the Narrator explains the importance of the exhibitions and how those are connected to the Greek culture.</p> <p>The refugees are asked their opinion and reflect upon what they have learned and experienced during the day.</p>
<b>4</b>	<b>Stage/s of the Active Cultural Citizenship, to be developed, scale that the practice may apply?</b>
	<ul style="list-style-type: none"> <li>• Connecting with the culture of the host country</li> <li>• Exploration and realisation of common grounds between cultures</li> </ul>
<b>5</b>	<b>Success factors</b>
	The TCNs can really see the roots of the civilization and find common grounds with their own culture. This was the most important outcome of those visits up until now.

<b>6</b>	<b>Local Networks – Different Actors Involved</b>
<p>Municipality of Larissa</p> <p>NGOs</p>	
<b>7</b>	<b>Difficulties /Barriers</b>
<p>The language is a barrier, thus we should make sure that translators are facilitating the procedure.</p>	
<b>8</b>	<b>URL and contact details</b>
<p><b>Contact</b></p> <p>Vaso Bouronikou</p> <p>Municipality of Larissa</p> <p>Tel: +30 2410680243</p>	
<b>9</b>	<b>Related resources that have been developed and are available online</b>
<p>N/A</p>	

## 2.17 ESTIA

<b>1</b>	<b>Goal of the good practice</b>
<p><b>ESTIA</b> was the Greek Goddess of Hospitality and House. In ancient and modern Greek means home and is also the name of the programme aimed in housing refugees, that currently live in camps, in major cities of Greece (Emergency Support to Integration and Accommodation programme, funded by the European Union Civil Protection and Humanitarian Aid.). Housing is one of the most important steps that refugees need to take in order to overcome cultural barriers at the host community. When they don't live among the locals, TCNs cannot get really accustomed to what the community has to offer and how it functions. Furthermore culture barriers may be inertia when it comes to the housing of third country nationals, thus ESTIA has the responsibility to facilitate and finance the housing of refugees in Greece. Urban accommodation provides a normal daily life for refugees and asylum seekers in Greece, facilitates their access to services, including education, and the eventual integration for those who will remain in the country. The host population also benefits from embracing diversity through peaceful coexistence as well as the renting of their apartments.</p>	
<b>2</b>	<b>Target group</b>
<p>Refugees/asylum seekers that are currently hosted in refugee camps in Greece.</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The refugees should have been registered as asylum seekers. In continuance they have to apply for an insurance register number and fill in the Estia application. These refugees that are eligible are added to the registry and in continuance, and when available, they will be housed and receive a financial aid for their basic needs.</p>	
<b>4</b>	<b>Success factors</b>
<p>Up until 3th of April, 2018, 23.819 have been housed with the help of ESTIA programme.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>

NGOs

Municipalities

UNHCR Greece.

**6 Difficulties /Barriers**

Some locals may face the programme with scepticism as, due to the economic crisis in Greece, there are also a lot of locals and it is difficult to understand the logic between housing only refugees and not locals in need.

**7 URL and contact details**

<http://estia.unhcr.gr/en/home/>

**UNHCR Greece**

Mihalakopoulou 91, 115 28 Athens

Tel: +30 216 – 2007800

E-mail: great@unhcr.org

**8 Related resources that have been developed and are available online**

Progress reports : <http://estia.unhcr.gr/en/category/factsheets/>

## 2.18 Intercultural Training for state employees that deal with TCNs in Greece

<b>1</b>	<b>Goal of the good practice</b>
	<p>Intercultural training for State employees that deal with TCN in Greece has been developed in order to train 300 state employees, between the age of 26-60 years, that are dealing with TCNs in all Greek regions, in order for them to obtain cultural awareness and acquire intercultural communication skills. Through that, they will be able to offer better services to TCNs, adjust the environment of employment in order to correspond to the current multicultural environment, facilitate their social and professional tasks and upgrade their well being and last but most important understand and accept immigrants and refugees right to diversity, and overthrow stereotype way of thinking. After considering the above, a Syllabus was developed that aims in providing state employees with all those competences, attitudes, knowledge and skills needed to achieve intercultural communication and facilitate TCNs in their state encounters.</p>
<b>2</b>	<b>Target group</b>
	State employees that deal with TCNs in all Greek regions.
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p><b>The Training Methodology covers the following subjects:</b></p> <ul style="list-style-type: none"> <li>• Migration in Greece</li> <li>• The concepts of civilization and culture</li> <li>• Diversity – Cultural Differences – Cultural ID – Racism – Prejudice – Stereotypes</li> <li>• Acculturation – Socialisation</li> <li>• Personal Growth</li> <li>• Communication and Negotiation</li> <li>• Intercultural Mediator</li> <li>• Crisis management</li> <li>• International Law and Human rights</li> <li>• Greek Law and institutional framework</li> </ul>
<b>4</b>	<b>Success factors</b>
	Training of 300 hundred State employees that deal with TCNs.
<b>5</b>	<b>Local Networks – Different Actors Involved</b>

Regions	
VET providers	
NGOs	
<b>6</b>	<b>Difficulties /Barriers</b>
Training state employees require a lot of bureaucracy and sometimes this may take quite some time.	
<b>7</b>	<b>URL and contact details</b>
<p>DIMITRA Education and Consulting SA          Palaiologou 19, 41223, Larissa, Greece          +30 2410 554024          +30 2410 554028          www.dimitra.gr  <a href="mailto:euprojects@dimitra.gr">euprojects@dimitra.gr</a></p> <p>Praksis          Stournari 57, 10432 Athens          Tel: 210 520 5200          Arkadioupoleos 1 &amp; Ag.Dimitriou, 54632, Thessaloniki          Tel: 2310 556 145          e-mail: <a href="mailto:info@praksis.gr">info@praksis.gr</a></p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
N/A	

## 2.19 Training program for learning Greek Language, Greek History and Greek Culture to adult migrants

<b>1</b>	<b>Goal of the good practice</b>
<p>The training seminar aimed in helping migrants and refugees to improve their skills in Greek language and learn more about Greek history and culture in order to be able to communicate easier and more efficient when in host country. Furthermore the knowledge in history and culture gives them the opportunity to better understand Greeks and their behaviour, interact easier with them and facilitate their integration at the host country. Thus their whole everyday life of refugees and immigrants becomes easier.</p> <p>The developed training seminar has duration of 140 hours and is dived in 13 modules and 3 levels : 1) Starter, 2) Intermediate, 3) Advanced and it corresponds to the levels of language certification set by Center of Greek Language in order for the trainees to be to take part in the certification procedure of their choice.</p>	
<b>2</b>	<b>Target group</b>
<p>The project is for adults immigrants that are staying and working in Greece.</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The courses were organised and implemented in 7 cities in Greece: Athens, Piraeus, Thessaloniki, Patras, Heraklion, Ioannina and Larissa.</p> <p>The training material was developed in order to teach :</p> <ol style="list-style-type: none"> <li>1) Greek Language: Courses of the Greek languages taught by specialised Greek Literature teachers, with emphasis in communication needs of the migrants</li> <li>2) Greek History: Classes in ancient and contemporary History</li> <li>3) Greek Culture : Through these classes the participants will come closer to the Greek literature and fine arts, developed in Greece from Ancient time till today and how the Greek Culture was affected by other cultures. They will also be thought about the customs of the locals.</li> </ol>	

<b>4</b>	<b>Success factors</b>
<p>Classes in 7 different cities</p> <p>Provide the opportunity of following Language certification track</p> <p>Help the TCNs integrate and overcome cultural barriers.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<p>VET Providers</p> <p>NGOs</p>	
<b>6</b>	<b>Difficulties /Barriers</b>
<p>N/A</p>	
<b>7</b>	<b>URL and contact details</b>
<p>DIMITRA Education and Consulting SA Palaologou 19, 41223, Larissa, Greece +30 2410 554024 +30 2410 554028 www.dimitra.gr euprojects@dimitra.gr</p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p>N/A</p>	
<b>9</b>	<b>Other info</b>
<p>During the courses and in order for the adults with children to have the opportunity to participate</p>	

## 2.20 Learn Greek at Home

### 1 Goal of the good practice

One of the most important steps in overcoming cultural barriers is to learn the language of the host country as the language itself contains, as well as defines, a country's culture. This programme provided, for free, classes in Greek language, with a total duration of 150 hours through an e-platform. Every immigrant, TCN, that was legally residing in the country could take advantage of the training programme that would facilitate their integration progress and help them overcome social and cultural barriers. Through the e-platform the immigrants had the opportunity to access the training 24/7 from the comfort of the place that they would choose and learn about Greek Language, Culture and history without having to worry about how to fit the timetable of the classes to their schedule or how to transport to the place that the training takes place. The classes were offered at three different levels. Starter, Intermediate and advanced with corresponded to the National Language Certification schemes.

### 2 Target group

All immigrants, refugees, asylum seekers that are legally residing in Greece.

### 3 Description in "step-by-step" approach

In order for the trainees to participate at the training course the 4 following steps should have taken place.

1. Visit [www.greeklearning.gr](http://www.greeklearning.gr) and fill in the online application form
2. Print and send the application form with all the accompanying documents via e-mail, fax or mail
3. Receive the username and password for the platform via mail or phone
4. Visit [www.greeklearning.gr](http://www.greeklearning.gr) and start the training

<b>4</b>	<b>Success factors</b>
<p>The trainees have the chance to learn the Greek language and in the future have the chance to go through state certification process</p> <p>The e-learning facilitates the procedure as it makes it easy for the trainees to arrange their schedule according to their own availability.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<ul style="list-style-type: none"> <li>• Vet Providers</li> <li>• Universities</li> <li>• Ministry of Internal affairs</li> </ul>	
<b>6</b>	<b>Difficulties /Barriers</b>
<p>All the participants should have already had a document declaring that they are legally residing in the country, thus if someone had already applied and/or waiting for their papers to be issued.</p>	
<b>7</b>	<b>URL and contact details</b>
<p><a href="http://www.greeklearning.gr">www.greeklearning.gr</a> e-tutor Palaiologou 19 <a href="tel:2410579575">Tel:2410579575</a> Email <a href="mailto:etutor@etutor.gr">etutor@etutor.gr</a></p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p>At the website of the project you may find all available material and info, however only in Greek <a href="http://www.greeklearning.gr/">http://www.greeklearning.gr/</a></p>	

## 2.21 An orientation toolkit /mobile application for young refugees

<b>1</b>	<b>Goal of the good practice</b>
<p>The goal of the orientation toolkit/mobile application is to assist young refugees settle into a new community, country and society and move towards independence, self-sufficiency, active citizenship and participation, and at the same time enhance the role and efficiency of refugee integration workers.</p>	
<b>2</b>	<b>Target group</b>
<p>Young refugees</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p>The project Blend-In developed a comprehensive orientation toolkit/mobile application, orienting newly resettled young refugees into the national social, cultural and economic realities of the receiving countries. The orientation toolkit includes basic topics, such as basic language use, living and housing conditions, access to mainstream services such as health and education, access to employment, community services, keeping and sharing your cultural identity, national laws, and their rights and responsibilities. In order to cover the widest possible refugee population the application will be available in Arabic, Pashto and English</p> <p>Furthermore, a <i>Refugee Integration Handbook for Operators</i> is developed, focusing on key areas of a successful integration of young refugees and migrants in a host/ receiving country, e.g. understanding and setting ethical and professional codes when working with young refugees; empowering young refugees and enhancing their self-confidence during the initial stages of resettlement by providing them with accurate information about the host country; understanding the cultural and age profile of the concerned refugee group and communicating respecting this profile; providing young refugees with pre-departure and post-arrival cultural orientation based on the developed orientation mobile application; and promoting the mobile application in the context of their work.</p>	
<b>4</b>	<b>Success factors</b>
<p>The success factors for this practice are:</p>	

1. Prior of the development of this orientation toolkit/mobile application interview were carried out with migrants in order to find out the *early days needs as said by the migrants*. The finding from these interviews was used for the development of the app. the application will be tailored made to meet the migrants' needs.
2. There are not many applications like this available at the moment and young people usually have IT skills, therefore they will want to use this application in order to learn more about Cyprus and its culture.

## 5 Local Networks – Different Actors Involved

Local Operators(youth workers and professionals, NGOs, refugee organisations and civil society organisations and local authorities) .

## 6 Difficulties /Barriers

No difficulties or barriers were identified

## 7 URL and contact details

The *development of an orientation toolkit/mobile application* is the deliverable of the **BLEND-IN** project. The BLEND-IN Project is funded by the European Commission

**Project URL:**[www.blend-in.eu](http://www.blend-in.eu)

**Contact details:**Cyprus partner in the project:CARDET

[www.cardet.org](http://www.cardet.org)

## 8 Related resources that have been developed and are available online

1st Blend-In Newsletter: <http://www.blend-in.eu/en/news/99-1st-blendin-release>

2nd Blend-In Newsletter: <http://www.blend-in.eu/en/news/125-2nd-blendin-ns>

1st Press Release on Blend-In: <http://www.blend-in.eu/en/news/99-1st-blendin-release>

BLEND-IN O1 Report :<http://www.blend-in.eu/en/news/123-blend-in-o1-report>

## 2.22 Non formal or formal education of AE educators and Adult Learners for tolerance and understanding of the other in a multicultural world

<b>1</b>	<b>Goal of the good practice</b>
	<p>Diversity in Europe makes it a must to know and understand different traditions, religions and cultures. To live in a more peaceful environment and make Europe a friendly place, it becomes necessary to learn the skills to deal with the challenging situations faced in a multicultural environment. According to Eurostat (2014) there were 33.5 million people born outside of the EU-28 living in an EU Member State on January 2014, while there were 17.9 million persons who had been born in a different EU Member State from the one where they were resident. The co-existence of such diverse groups of people may serve as a source for conflict and the tension between these groups may seem to be unavoidable. However, the social tensions and anti-social deeds generated by multiple factors (i.e. different religious background, different cultural traditions, affiliation to different ethnicities or social clusters, etc.) can be defused and prevented through non-formal and informal education. The goal of this good practice is to help the learners learn and understand the meaning of tolerance, acceptance, opening, understanding and reciprocal knowledge.</p>
<b>2</b>	<b>Target group</b>
	Adult Education Educators and Adult Learners with different cultural background
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Firstly a research (focus groups and questionnaire) was carried out in each country in order to examine the views about the different cultures living in Cyprus and to highlight the relations between people that are living in Cyprus and have different cultural background. The finding from this research were taken into account for the development of the curriculum. Secondly the adult education educators developed a set of new skills and competences (especially soft skills in socio-cultural conflict management, multicultural skills development to adapt the learning environment to various cultures and backgrounds, skills on implementing positive attitudes toward language, race, cultural &amp; ethnic diversity, skills on managing learners’ group diversity) through training, needed to enable them to better manage and deal with their groups of adult learners in the field of living, working and getting integrated within nowadays multicultural societies/communities. Then the Adult education</p>

educators used these acquired competences to promote tolerance and understanding of “the other” in such multicultural communities through trainings to the learners. The learners after the training “One day in the shoes of the “Other” will have new attitudes and behavior towards other cultures and this will help them integrate more easily in Cyprus cultural life.

#### 4 Success factors

The success factors for this good practice was that prior to the training of the AE educators a research (focus groups and questionnaire) was carried out in each country in order to examine the views about the different cultures living in Cyprus and to highlight the relations between people that are living in Cyprus and have different cultural background. The findings from this research were taken into account for the development of the curriculum, then the training of the AE educators and eventually the training of the learners (people with different cultural background).

#### 5 Local Networks – Different Actors Involved

Adult Education Educators and Adult Learners with different cultural background

#### 6 Difficulties /Barriers

None

#### 7 URL and contact details

The *non formal or formal education and training of AE educators and Adult Learners for tolerance and understanding of the other in a multicultural world* is the deliverable of the project **US & THEM** a two year Erasmus+ project (November 2015-November 2017)

URL: <http://us-and-them.eu>

Contact Details-Cyprus Partner: CARDET

[www.cardet.org](http://www.cardet.org)

#### 8 Related resources that have been developed and are available online

Project results

<http://us-and-them.eu/index.php?page=staff>

## Newsletters

<http://us-and-them.eu/index.php?page=newsletter-1>

<http://us-and-them.eu/index.php?page=newsletter-2>

<http://us-and-them.eu/index.php?page=newsletter-3>

<http://us-and-them.eu/index.php?page=newsletter-4>

## 2.23 Intercultural Events /festivals

<b>1</b>	<b>Goal of the good practice</b>
<p>The goal of this good practice is to promote Interaction of Third Country Nationals(including migrants) with the local community through cultural events.</p> <p>More information: The Limassol Municipality, within the action <i>Limassol: One city, the whole world</i> organised a total of six multicultural events /festivals. During these events, the third country nationals showed their culture through activities of gastronomy, music and dance and saw other cultures like the Cyprus culture as well and interacted with the local community through sport, parades and interactive children’s activities. The goal of the intercultural events was to help all people understand the meaning of diversity and support and facilitate the interaction between the local community and the third country nationals and the smooth and effective integration of third country nationals in the local community.</p>	
<b>2</b>	<b>Target group</b>
<p>The target group is third country nationals(including migrants) and the local community</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ol style="list-style-type: none"> <li>1. Organization of events and festivals on fixed dates. The events are enriched with activities that allow the TCNs to show/promote their culture, and allow interaction of locals with migrants. Activities that also allow the children of locals and migrants to play together brings the different communities closer.</li> <li>2. Intense Promotion of the events through the website and facebook and distribution of leaflets</li> <li>3. Locals and third country nationals interested in the events can contact the organizer (i.e. respective municipality) for more information about the events.</li> <li>4. Good Implementation: The level of organization and activities planned during these events make the events appealing and word mouth from people attending helps so that future events are more successful in terms of participation .</li> </ol>	
<b>4</b>	<b>Success factors</b>

These intercultural events succeeded because they were well promoted through the website, the social media, the leaflets distributed and the word of mouth. Third country nationals liked to participate in these because they could show their culture through these events, learn other people culture and interact with people from other cultures and people from the local community. Also the activities for children helped to bring the communities closer.

**5 Local Networks – Different Actors Involved**

Municipality and other NGO

**6 Difficulties /Barriers**

No barriers were identified

**7 URL and contact details**

The activity *Intercultural Events* is under the Action "**Limassol:One city, the whole world**"

This actions is cofounded by the European Asylum, Migration and Integration fund(90%) and the Republic of Cyprus(10%), The project coordinator of this action is Limassol Municipality and its partners are Municipalities of Ayios Athanasios, Germasogeia, Mesa Yitonia, the Community Council of Mesa Yitonia and the strategy and communication consultants Opinion & Action.

URL:<http://inlimassol.eu>

Facebook: [https://www.facebook.com/integration\\_Limassol/](https://www.facebook.com/integration_Limassol/)

Contact Details: Lead Partner: Limassol Municipality

**8 Related resources that have been developed and are available online**

**Publications**

<http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf>

## 2.24 Social Orientation programmes (organization of educational excursions)

<b>1</b>	<b>Goal of the good practice</b>
<p>The goal of the organisation of educational excursions in cultural and historical sites in Cyprus was to introduce the TCNs the Cyprus culture and history and enable them to integrate easier in the Cyprus society.</p> <p>Also these excursions were a mean to meet other people from different cultures, socialize with them and exchange views with them about the life in Cyprus.</p>	
<b>2</b>	<b>Target group</b>
<p>The target group was third country nationals</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ol style="list-style-type: none"> <li>1. Organization of educational excursions on fixed dates to interesting and historical places of Cyprus. The excursions were free of charge.</li> <li>2. Intense promotion of the events through the website and facebook and distribution of leaflets</li> <li>3. Third country nationals interested in the excursions can contact the organizer (i.e. respective municipality) for more information about the excursion.</li> <li>4. Good Implementation: The level of organization and the selection of sites visited made the excursions appealing and word mouth helped .</li> </ol>	
<b>4</b>	<b>Success factors</b>
<p>These social orientation programmes succeeded because they were well promoted through the website, the social media , the leaflets distributed and the world of mouth. Third country nationals liked to participate in these because through these excursions they learned more about the history and culture of Cyprus and they felt that they are more part of this country. Also during these excursions they met people from different cultures socialize with them and exchange views with them about the life in Cyprus.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<p>Municipalities and other NGOs</p>	

<b>6</b>	<b>Difficulties /Barriers</b>
No barriers were identified	
<b>7</b>	<b>URL and contact details</b>
<p>The activity <i>Social Orientation programmes</i> is under the action "<b>Limassol:One city, the whole world</b>".</p> <p>This actions is cofounded by the European Asylum, Migration and Integration fund(90%) and the Republic of Cyprus(10%), The project coordinator of this action is Limassol Municipality and its partners are Municipalities of Ayios Athanasios, Germasogeia, Mesa Yitonia, the Community Council of Mesa Yitonia and the strategy and communication consultants Opinion &amp; Action.</p> <p><b>URL:</b><a href="http://inlimassol.eu">http://inlimassol.eu</a></p> <p><b>Facebook:</b><a href="https://www.facebook.com/integration_Limassol/">https://www.facebook.com/integration_Limassol/</a></p> <p><b>Contact Details: Lead Partner:</b> Limassol Municipality</p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p><b>Publication</b></p> <p><a href="http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf">http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf</a></p>	

## 2.25 Formation of an Intercultural Council

<b>1</b>	<b>Goal of the good practice</b>
	The goal of the formation of an Intercultural Council in which both Third Country Nationals representatives and Cypriot representatives that live in Limassol districts participated, is to exchange views, good practices and know-how. The Council is able to consult the municipality on issues related to the needs of the citizens(locals and migrants), increasing the sense of acceptance in the local community.
<b>2</b>	<b>Target group</b>
	The target group was Cypriots and third country nationals
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. Formation of an Intercultural Council that consists of both locals and TCN representatives. Any interested party may participate. If more people are interested in participating then elections should be organized. The council should consist of an even number of local representatives and migrants ‘ representatives . The council is responsible for consulting the municipality on issues related to the needs of its citizens (locals and migrants), increasing their sense of acceptance in the local community.</li> <li>2. Initial intercultural mapping and implementation of a series of meetings that lead to an “Intercultural Declaration of the CITY” to be adopted. At the same time, the challenges caused by migration will be identified and an action plan of the Intercultural Council, as well as an Intercultural Strategy of the Municipality, will be proposed for 2018.</li> </ol>
<b>4</b>	<b>Success factors</b>
	<p>The factors that contributed to the success of the Intercultural Council are:</p> <ul style="list-style-type: none"> <li>• The increased and consistent interaction between the local(Cypriot ) representatives and the third country nationals and migrants led to exchange of views, detailed discussion about the needs of the third country nationals and good practices that could be applied.</li> <li>• This interaction made the migrants and TCNs feel that they have voice in a formal Council and that they can be heard therefore they feel they are an important part of the local society. This feeling is transferred to other third country nationals not participating in the</li> </ul>

	Council. As a result third country nationals and migrants integrate easier and faster in the local society.
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
	The municipality, locals and TCNs/migrants.
<b>6</b>	<b>Difficulties /Barriers</b>
	No barriers were identified
<b>7</b>	<b>URL and contact details</b>
	<p>The activity <i>Intercultural Council</i> is under the Action "<b>Limassol:One city, the whole world</b>"</p> <p>This actions is cofounded by the European Asylum, Migration and Integration fund(90%) and the Republic of Cyprus(10%), The project coordinator of this action is Limassol Municipality and its partners are Municipalities of Ayios Athanasios, Germasogeia, Mesa Yitonia, the Community Council of Mesa Yitonia and the strategy and communication consultants Opinion &amp; Action.</p> <p><b>URL:</b> <a href="http://inlimassol.eu">http://inlimassol.eu</a>  <b>Facebook:</b> <a href="https://www.facebook.com/integration_Limassol/">https://www.facebook.com/integration_Limassol/</a>  <b>Contact Details:</b> Limassol Municipality</p>
<b>8</b>	<b>Related resources that have been developed and are available online</b>
	<p><b>Publications:</b> <a href="http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf">http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf</a></p>

## 2.26 Migrant Info Centers

<b>1</b>	<b>Goal of the good practice</b>
	<p>The Migrant Information Centre (MIC) has developed services based on the core values of listening, empathy, understanding and supporting individual vulnerable migrants. In the MIC properly trained and qualified personnel, based on a person-centred approach respond to migrants' general and more specific needs. The goal of the Migrant Info Service is to contribute to the improvement of the quality of life of refugees, immigrants and asylum seekers and to contribute to the social inclusion of refugees, migrants across Cyprus.</p>
<b>2</b>	<b>Target group</b>
	<p>The target group was asylum seekers, refugees and immigrants.</p>
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. Setup of Migrant Info Centres in the main cities of the country (in Cyprus, 4 MICs were setup one in Nicosia, one in Limassol, one in Larnaca and one in Paphos).</li> <li>2. The MICs recruited experienced teams offering advice on a wide range of issues including: Housing, Employment, Education, Learning English/Greek, Health, Social Benefits, Rights &amp; Responsibilities, Advice and guidance to asylum seekers Refuge International Protection Beneficiaries, Third Country Nationals, Domestic Workers, Students Resettled Refugees. Important characteristics of the Migrant Info Centres is that they protect, treat with respect and help the target groups to become successful members of the local community and in the Cyprus culture.</li> </ol>
<b>4</b>	<b>Success factors</b>
	<p>These Migrants Info Centres succeeded because:</p> <ul style="list-style-type: none"> <li>• No such migrant info centers existed that provided asylum seekers, refugees and immigrants advice on various issues and these centres were very important</li> <li>• According to the people that visited the Migrants Info Centres, the people working there treated them with respect, they offered advice on many issues they faced and helped them integrate better in the Cyprus culture and Cyprus society</li> </ul>

<b>5</b>	<b>Local Networks – Different Actors Involved</b>
Experienced personnel on Housing, Employment, Education, Learning English/Greek, Health, Social Benefits, Rights & Responsibilities, Advice and guidance to asylum seekers Refugee International Protection Beneficiaries, Third Country Nationals, Domestic Workers, Students Resettled Refugees	
<b>6</b>	<b>Difficulties /Barriers</b>
No barriers were identified	
<b>7</b>	<b>URL and contact details</b>
<p>The <i>Migrant Info Centre</i> is the outcome of a funded project Micro-Info Centre(CY/2016/AMIF/S02.N03.1.3) that runs in collaboration with the Univeristy of Nicosia, CARDET, the Cyprus University of Technology and Neapolis University Paphos which is cofounded by the European Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%).</p> <p><b>URL:</b> <a href="http://mihub.eu">http://mihub.eu</a></p> <p><b>Facebook:</b> <a href="https://www.facebook.com/MihubCy/">https://www.facebook.com/MihubCy/</a></p> <p><b>Contact details:</b> University of Nicosia</p> <p><a href="http://www.unic.ac.cy">www.unic.ac.cy</a></p>	
<b>8</b>	<b>Related resources that have been developed and are available online</b>
<p>Information leaflet, Information flyer, radio spots, poster</p> <p><a href="http://mihub.eu/en/elearning/e-library">http://mihub.eu/en/elearning/e-library</a></p>	

## 2.27 Intercultural workshops within the implementation of the Project <Multilevel Intensive Program for Learning Greek Language to Third Country Nationals (TCN)>.

<b>1</b>	<b>Goal of the good practice</b>
	<p>Within the implementation of the Project “Multilevel Intensive Program for Learning Greek. Language to Third Country Nationals (TCN)”, three intercultural workshops were carried out. During these workshops, the participants had the opportunity to learn Cypriot and Greek Dances through playful learning styles. Additionally, they had the opportunity to learn about the Cyprus Cuisine as well as the names of traditional foods in Cyprus. At the end of the workshop they had the opportunity to prepare and try the Cyprus dishes. All the presentations and training sessions were in Greek Language. The goal of these intercultural workshops was for the third country nationals first to learn more about the Cyprus culture, through the Cyprus traditional dances and Cyprus cuisine and feel even more integrated with the Cyprus society .. They also danced Cyprus dances and prepared and tried Cyprus dishes and through the preparations the increase their creativity skills.</p>
<b>2</b>	<b>Target group</b>
	The target group was third country nationals
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. The program “Multilevel Intensive Learning Programme of Greek Language to Third Country Nationals (TCN)” is designed to teach the Greek Language to adults who are Third Country Nationals (TCN) residing in the host country. Through this program, the participants acquire basic language skills in reading and writing, and in oral communication that will help the in their daily life.</li> <li>2. Towards the end of the language programmes intercultural workshops are planned, organized and implemented. Participants, locals and the language teachers participate in the events.</li> <li>3. The events include: a) dancing lessons – a dance instructor is hired to teach local dances to the participants b) cooking lessons – a chef is hired to teach the participants the preparation of traditional foods c) educational activities - the language teachers teach the names of the local dances and traditional dishes in the local language</li> </ol>

4. TCNs and locals dance and cook together promoting interaction of the 2 communities. In some cases the TCNs teach their traditional dances to the locals.

#### 4 Success factors

These intercultural workshops were successful because as the participants pointed out after the workshops, they were given a chance to get a taste of the Cyprus culture through the cooking and dance lessons. As one of the participants said “Now I know how to communicate with Cyprus people in the Greek language and I also know some more things about Cyprus culture, I know their traditional food and their dances. Now I feel that I belong in Cyprus”.

#### 5 Local Networks – Different Actors Involved

Trainers, Chefs and Dance instructors

#### 6 Difficulties /Barriers

No barriers were identified

#### 7 URL and contact details

*The “Multilevel Intensive Learning Programme of Greek Language to Third Country Nationals (TCN)”* was cofounded by the Integration Fund and the Republic of Cyprus. It was delivered by MMC Limited

**URL:** <http://learngreek.mmclearningsolutions.com>

**Contact details:**

MMC Limited

[www.mmclearningsolutions.com](http://www.mmclearningsolutions.com)

#### 8 Related resources that have been developed and are available online

Press releases

[http://www.mmclearningsolutions.com/Project\\_Card.aspx?ProjectID=1285&ProjectCategoryID=](http://www.mmclearningsolutions.com/Project_Card.aspx?ProjectID=1285&ProjectCategoryID=)

## 2.28 Art lessons inspired by the Cyprus History and tradition

<b>1</b>	<b>Goal of the good practice</b>
<p>Agios Athanasios municipality organized Art Lessons inspired by the Cyprus History and tradition for the third country nationals. The goal of these lessons was the participants to improve their art skills and get to know Cyprus history and tradition and therefore culture through a creative activity. The knowledge of the Cyprus culture helped them to integrate easier in the culture life of Cyprus.</p>	
<b>2</b>	<b>Target group</b>
<p>The target group was third country nationals</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ol style="list-style-type: none"> <li>1. Organization of free Art Lessons inspired by the Cyprus history and tradition.</li> <li>2. Promotion of the lessons through the website and facebook.</li> <li>3. Third country nationals could participate by contacting the responsible person and enrolling their selves in the educational excursion and filling a participation form.</li> </ol>	
<b>4</b>	<b>Success factors</b>
<p>The factors which made this activity successful were:</p> <ul style="list-style-type: none"> <li>• The participants through the art lessons managed to both improve their art skills and learn the Cyprus History and tradition (“2 in 1 activity”).</li> <li>• The participants enjoyed learning through a creative activity.</li> </ul>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<p>Municipality and Art teachers</p>	
<b>6</b>	<b>Difficulties /Barriers</b>
<p>No barriers were identified</p>	

**7 URL and contact details**

The activity *Art Lessons* is under the Action "**Limassol:One city, the whole world**".

This actions is cofounded by the European Asylum, Migration and Integration fund(90%) and the Republic of Cyprus(10%), The project coordinator of this action is Limassol Municipality and its partners are Municipalities of Ayios Athanasios, Germasogeia, Mesa Yitonia, the Community Council of Mesa Yitonia and the strategy and communication consultants Opinion & Action.

**URL:**<http://inlimassol.eu>

**Facebook:**<https://www.facebook.com/integration Limassol/>

**Contact Details: Lead Partner:** Limassol Municipality

**8 Related resources that have been developed and are available online**

Leaflet

<http://www.2016.integrationlimassol.com/wp-content/uploads/2016/03/leaflet-a5-english-2.2.pdf>

Participation form

<http://www.agiosathanasios.org.cy/uploadfiles/MuNet/programme%20of%20lessons.pdf>

## 2.29 Television cooking program called “A suitcase full of taste”

<b>1</b>	<b>Goal of the good practice</b>
	<p>The tv cooking program «A suitcase full of taste» travels us in the world through gastronomy. Through this programme we get to know the gastronomic culture of both third country nationals and Cypriot people and the influences that Cyprus gastronomy has received from the interaction with other cultures .</p> <p>Gastronomy is an integral part of a culture. The programme’s goal is to give the Cypriot audience and any other audiences the opportunity to learn how to prepare various dishes and / or beverages, while learning about gastronomic habits and traditions around them, to realise the coexistence of different cultures through cooking and to reduce their possible misconceptions in relation to different cultures.</p>
<b>2</b>	<b>Target group</b>
	Cyprus people and people from third world countries, immigrants
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<ol style="list-style-type: none"> <li>1. Production of the cooking program «A suitcase full of taste» .The program presents the preparation of traditional dishes in both the host country and the countries of the TCNs.</li> <li>2. Through this tv programme viewers get to know the gastronomic culture of both third country people and local people.</li> <li>3. The program is at the same educational since the program also elaborates on the influences that gastronomy has received from the interaction with other cultures.</li> </ol>
<b>4</b>	<b>Success factors</b>

The factors that made this television cooking programme successful were:

- There was not a similar tv cooking programme that presented the gastronomic culture of Cypriot people and the third country nationals
- This television cooking programme aimed to make the audience realize the coexistence of many cultures within our society and reduce their possible misconceptions in relation to different cultures.
- The chef is a famous chef in Greece and Cyprus

## 5 Local Networks – Different Actors Involved

TV Channel producing the cooking programme(SIGMA) , presenters of the programme

## 6 Difficulties /Barriers

No barriers were identified

## 7 URL and contact details

The cooking programme “*A suitcase full of taste*” is produced by SIGMA TV Channel and is co-funded by the Asylum, Immigration and Integration Fund and the Republic of Cyprus

URL:<http://www.sigmatv.com/shows/miavalitsageusis>

Contact details: SIGMA TV

<http://www.sigmatv.com/contact>

## 8 Related resources that have been developed and are available online

Episodes:

<http://www.sigmatv.com/shows/miavalitsageusis/episodes/season/126>

Trailers:

<http://www.sigmatv.com/shows/miavalitsageusis/teasers>

## 2.30 Cyprus dance lessons for children and adults from countries outside the EU

<b>1</b>	<b>Goal of the good practice</b>
<p>To contribute to the social inclusion process of refugees and migrants living across Cyprus.</p> <p>Within the programme «Together-Towards and Open Society» the Municipality of Yeroskipou organized Cyprus Dance lessons for children and adults from countries outside the EU.</p> <p>The goal of these lessons was the to learn Cyprus dances (gain or improve this creative skill) which is part the they Cyprus culture , learn the Cyprus culture and integrate smoothly in the Cyprus society.</p>	
<b>2</b>	<b>Target group</b>
<p>Children and adults from countries outside the EU</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ol style="list-style-type: none"> <li>1. Organization of dance lessons on fixed dates . The lessons are free of charge.</li> <li>2. Intense promotion of the events through the website and facebook and distribution of leaflets</li> <li>3. Third country nationals interested in the dance lessons can contact the organizer (i.e. respective municipality) for more information about the excursion.</li> <li>4. Good Implementation: The level of organization and the implementation of an activity which is fun made the lessons appealing.</li> </ol>	
<b>4</b>	<b>Success factors</b>
<p>The factors which made this activity successful were:</p> <ul style="list-style-type: none"> <li>• The participants through the Cyprus dance lessons managed to both improve their dancing skills and learn the Cyprus tradition (“2 in 1 activity”).</li> <li>• The participants enjoyed learning through a creative activity.</li> <li>• The lessons were free</li> </ul>	

- The possibility of mothers and fathers doing an activity with their children which is fun made the lessons more appealing

## 5 Local Networks – Different Actors Involved

Local Municipality

## 6 Difficulties /Barriers

No barriers were identified

## 7 URL and contact details

The *Cyprus Dance lessons* in under the programme «Together-Towards and Open Society». This is an innovative programme of social inclusion for immigrants that sets strong foundations for improving the social intervention of local authorities in Paphos, for the creation of a society without discrimination and exclusion. The planning and implementation of the programme «Together – Towards an open Society» was undertaken by the Geroskipou Municipality as the Final Beneficiary. Participants in this partnership are Paphos Municipality, Peyia Municipality and Polis Chrysochous Municipality, incorporating the entire district in this endeavour. The Social Welfare Councils of Geroskipou and Peyia are also partners providing social services as well as the Strategy, Planning and Communication Consultants «Opinion & Action» who are responsible for the communication and interaction between partners. The programme is funded by the **Asylum, Migration and Integration Fund (90%)** and the **Republic of Cyprus (10%)**.

**URL:** <http://www.inclusiontogether.com/>

**Facebook:** Together for an Open Society

**Contact details:** Pegia Municipality

<http://www.pegeiamunicipality.com>

## 8 Related resources that have been developed and are available online

Announcement for Cyprus Dance lessons: s

<http://www.pegeiamunicipality.com/index.php/pegeiamunicipality2/latest-news/256-announcement-for-the-implementation-of-the-integration-program-by-local-authorities-together-towards-an-open-society>

Leaflet:

<http://www.inclusiontogether.com/wp-content/uploads/2016/03/leaflet-ENGLISH-2016.pdf>

Yearbook:

[http://www.inclusiontogether.com/wp-content/uploads/2018/01/lefkomyeroskipou\\_press.pdf](http://www.inclusiontogether.com/wp-content/uploads/2018/01/lefkomyeroskipou_press.pdf)

## 2.31 Orient Express

<b>1</b>	<b>Goal of the good practice</b>
	<ul style="list-style-type: none"> <li>• Addressing social problems and their roots</li> <li>• Help in overcoming personal and community related obstacles</li> <li>• Taking initiatives in improving the living conditions of women</li> <li>• Identifying personal, material and institutional benefits</li> <li>• Creating suitable living conditions including psychological and material support, as well as promoting education which will allow women to actively take part in the society</li> <li>• Helping women to realize their social rights and take advantage of them</li> <li>• Empower women to consciously become aware of responsibility, tolerance and autonomy</li> </ul>
<b>2</b>	<b>Target group</b>
	<p>Orient Express has been offering counselling services for over 20 years in support of migrant women from Turkey and Arabic-speaking countries who find themselves in difficult situations.</p> <p>The Viennese association Orient Express also offers counseling to migrant women affected by forced marriage, female genital mutilation and arranged or forced marriage.</p> <p>It also offers workshops and trainings for multipliers and young persons.</p>
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Orient Express operates a counselling centre, a language learning centre and a crisis shelter for girls and women.</p> <ul style="list-style-type: none"> <li>• To support women and strengthen them by offering psychosocial counselling services and promoting education and wellbeing</li> <li>• To help women take an informed decision concerning their life and to help them overcome obstacles in their everyday life</li> <li>• To take advantage of all possibilities open to us, this may also include referral to other services and institutions depending on the individual needs of the women</li> <li>• Building a network which includes all major players in this field of work, to ensure better communication and to bring forward the interests of marginalized and socially disadvantaged groups</li> </ul>

- Assessing our capacities as well as our limitations, which will help us define new responsibilities and prevent the social exclusion of marginalized groups

#### 4 Success factors

Since 2013, Austria's first and only emergency housing for girls and young women threatened or affected by forced marriage has been in operation. With the emergency apartment we offer young women from all over Austria a specialized, protected crisis accommodation and intensive care, advice and support.

#### 5 Local Networks – Different Actors Involved

The main team consists of 3 Turkish speaking counselors, 1 Arabic speaking counselor, 2 organisers and 1 Language course coordinator

#### 6 Difficulties /Barriers

The search for help - especially on forced marriage, FGM (Female Genital Mutilation) and generational conflicts - does not always go directly to counseling centers like Orient Express. Often, for example, teachers, social workers, employees in youth institutions and also family judges are contacted as possible supporters.

These professions need on-demand assistance, professional training and awareness on the issues listed above is essential.

#### 7 URL and contact details

<http://www.orientexpress-wien.com/en/contact/>

Orient Express

Beratungs-, Bildungs- und Kulturinitiative für Frauen

Schönngasse 15-17 / Top 2

A-1020 Wien

Tel.: +43 (1) 728 97 25

Fax: +43 (1) 728 97 25-13

office@orientexpress-wien.com

## 8 Related resources that have been developed and are available online

<http://www.orientexpress-wien.com/de/links/>

Links to other migrant organizations as well as victim protection facilities and helplines:

- Counseling centers
- Victim protection facilities and helplines
- Counseling centers for sexual violence

## 2.32 PEREGRINA

<b>1</b>	<b>Goal of the good practice</b>
<p>The overall goal of the education, counseling and therapy center Peregrina is to improve the living conditions of migrant women in Austria.</p> <p>Peregrina is committed to a heterogeneous target group, constrained by the same social and political parameters as legislation, racism and sexism. Empowerment therefore plays a key role in all areas of work. It is important to us to value the clients as independent and responsible persons with individual life stories, to integrate their experiences into the encounter and to deal emancipatory with each other.</p> <p>It reacts to societal, political and legislative changes and continuously develop appropriate and best-adapted offers for the target group in the individual work areas of education, counseling and therapy.</p>	
<b>2</b>	<b>Target group</b>
<ul style="list-style-type: none"> <li>• Peregrina's offers are aimed exclusively at women and girls from the age of 16: migrant women of the so-called first, second or third generation with or without Austrian citizenship who need advice or support due to their legal, social or social position.</li> <li>• Peregrina is committed to a heterogeneous target group, constrained by the same social and political parameters as legislation, racism and sexism.</li> <li>• They offer psychological support in Arabic (with interpreter) for women and girls over 16 years of age entitled to asylum.</li> <li>• Psychological counseling and treatment in individual settings for women over 16 years.</li> </ul>	
<b>3</b>	<b>Description in “step-by-step” approach</b>

We react to societal, political and legislative changes and continuously develop appropriate and best-adapted offers for the target group in the individual work areas of education, counseling and therapy.

At the very beginning there were women from Turkey, then more and more came from Iran and former Yugoslavia. When traumatized war refugees from Bosnia have visited us, since then, we also offer psychological counseling. Like the countries of origin of women - in the meantime, more and more women from Chechnya and African countries are looked after - the problem areas have also changed. Especially in recent years, poverty has risen dramatically.

Empowerment plays a key role in all areas of work. It is important to value the migrant women as independent and responsible persons with individual life stories, to integrate their experiences into the encounter and to deal respectfully with each other.

They react to societal, political and legislative changes and continuously develop appropriate and best-adapted offers for the target group in the individual work areas of education, counseling and therapy

#### **4 Success factors**

Peregrina is one of the first self-organized Viennese care organizations for migrant women.

Peregrina is a by-product of the women's movement. Founded in 1984 as a "Association of Solidary Women from Turkey and Austria", Peregrina has since been assisting immigrant women and their families in their legal, social and linguistic matters.

#### **5 Local Networks – Different Actors Involved**

With a professional team of lawyers, psychologists, German as a foreign language trainers, social counselors, etc., the association provides legal and social counseling, psychological counseling, educational counseling and education for women from over 60 countries of origin.

#### **6 Difficulties /Barriers**

Peregrina faces the challenge of internally experiencing and externally confronting the issues related to feminism and anti-racism.

In the 1980s, when Austrian parties and organizations became increasingly self-confident and self-evident for women's issues, emancipation bypassed many migrant women; they are still not optimally reached, there are linguistic hurdles. For 30 years now, Peregrina's staff have been counseling migrant women and their work has not diminished. Peregrina clients often work in unqualified industries, many of them have a university degree. In addition, social benefits are strongly tied to the status of residence - and this to the knowledge of German, as migrant women must show the the language diploma B1.

#### **7 URL and contact details**

<http://www.peregrina.at/en>

PEREGRINA

Wilhelm-Weber-Weg 1/2/1+2

A 1110 Wien,

Telefon: +43 1 4083352, +43 1 4086119

E-Mail: [information@peregrina.at](mailto:information@peregrina.at)

#### **8 Related resources that have been developed and are available online**

<https://derstandard.at/2000038921761/Ueber-bewusst-konstruierte-Feindbilder>

[http://minderheiten.at/images/stimme\\_cover/stimme98\\_web\\_s26-27.pdf](http://minderheiten.at/images/stimme_cover/stimme98_web_s26-27.pdf)

<https://diepresse.com/home/leben/mensch/3858989/Im-Dienst-der-Migrantinnen?from=suche.intern.portal>

## 2.33 Project Group Women

<b>1</b>	<b>Goal of the good practice</b>
<p>To develop and offer educational services for the personal and professional field. The target audience is women from all over the world.</p> <p>In addition to further education and cultural mediation, the project promotes networking among women. It organize readings, exhibitions, international literary breakfasts and organize excursions. Furthermore there is provision for "Training on the Job", advise, inform and translate. The integration measures for migrants are aimed at women and men and include German language courses, German integration exams, individual grants and translations.</p> <p>The overall goal is to learn together and also from each other. Overcoming and redefining the limits of thought and action - both in someone's own and in the common interest. It is vital to strengthen the position of women in society: through the provision of training fields, through contacts, networking and a wide range of events.</p> <p>The focus of work is the emancipatory strengthening of women in all areas of life.</p>	
<b>2</b>	<b>Target group</b>
<p>PROJECT GROUP WOMEN was founded in 1984 and is an adult educational institution as well as an international communication centre, non-profit. It is not committed to any religious, political or ideological groupings.</p> <p>PGW offers language courses, educational events, networking, encounter and cultural exchange for women from all over the world.</p>	
<b>3</b>	<b>Description in "step-by-step" approach</b>
<ul style="list-style-type: none"> <li>• Project Group Women was founded in 1984 as an adult educational institution as well as an international communication center, non-profit.</li> <li>• The information pool of KommunikationsKultur offers advice, support and support for all situations. We help to find solutions and convey or recommend, depending on the problem, to other institutions. Possible questions can be: <ul style="list-style-type: none"> <li>Where can I find support / advice with authorities?</li> <li>Where can I find help with problems at school? Where can I find tutoring?</li> <li>Where can I find psychological advice on discrimination and adaptation difficulties?</li> </ul> </li> </ul>	

Where can I find help with family violence?  
 Where can I find help with health problems?  
 Information about subsidies etc.

#### **4 Success factors**

In 2006 PROJEKTGRUPPE WOMEN was awarded the Carinthian Human Rights Award. The Carinthian Human Rights Award was launched in 1994 by the Carinthian Provincial Government, Amnesty International Carinthia and representatives of the Catholic, Protestant and Old Catholic Church.

In 2014, the "Respect.net" and "Raiffeisen" associations were looking for Austria's "places of respect" with the aim of bringing those people who work with their projects for a better life together in front of the curtain. We are pleased to have emerged from the 44 submitted in Carinthia projects with the project "communication culture" as a national winner.

#### **5 Local Networks – Different Actors Involved**

Project Group Women is not committed to any religious, political or ideological groupings. The Project Group Women team works with women from all over the world. The different approaches to culture, education and everyday life guarantee a high intercultural level of all offered measures and events.

#### **6 Difficulties /Barriers**

PGW understands integration as togetherness, as the search for the own in the stranger and the stranger in one's own - as a value-free acceptance of the "others" within the framework of our social conditions. However, it is a philosophy rather unrepresented in the daily lives of the migrant women facing the threat of social exclusion due to linguistic hurdles and economic deprivation due to job discrimination.

Especially women are exposed to high mental and physical stress through flight and migration. Women are responsible for their children and family in an environment where they are cut off from their family, social and cultural roots. They live isolated or ghettoised under usually barren economic conditions.

Many women have no contact with the native population for years. The reasons are anxiety, lack of language skills, lack of self-confidence or even patriarchal family structures.

**7 URL and contact details**

<https://www.projektgruppe-frauen.at/>

PROJEKTGRUPPE FRAUEN

Internationales Kommunikationszentrum

Radetzkystraße 1 / 2. Stock

9020 Klagenfurt am Wörthersee

Tel. und Fax: +43 (0)463-502 338, Mobil: 0699/11408704

E-Mail: [office@projektgruppe-frauen.at](mailto:office@projektgruppe-frauen.at)

**8 Related resources that have been developed and are available online**

<https://www.projektgruppe-frauen.at/kommunikationskultur/>

It has useful links for culture and language

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

PGW is also on Social Media.

## 2.34 Austrian Integration Fund - Mentoring for Migrant Women

### 1 Goal of the good practice

“Mentoring for Migrant Women” is a joint initiative of the Austrian Integration Fund ÖIF, the Austrian Federal Economic Chamber, and the AMS job market service. The goal is to bring together experienced individuals from the business world – mentors – and people from a migrant background – mentees – and help them become integrated into the Austrian labour market.

### 2 Target group

The “Mentoring for Migrants” program is designed for individuals from a migration background who meet the minimum requirement of a completed apprenticeship or higher education. Other requirements are sufficient knowledge of the German language and access to the Austrian job market. Applicants from all continents participate in the program. Mentees bring valuable skills to the table and have received training, especially in business or engineering.

The profile of the participants:

- Apprenticeship certificate, high school diploma, or higher education
- Migrant background
- German skills (at least B1)
- In Austria for less than ten years
- Permission to be gainfully employed in Austria
- Unlimited access to the labor market
- Valid and permanent residence title in Austria
- Dedication and interpersonal skills

### 3 Description in “step-by-step” approach

- The “Mentoring for Migrants” program offers a distinct, structured framework for a flexible and individualized mentoring partnership. The organisations responsible for carrying out the program conduct the professional supervision with the involvement of diversity and mentoring experts.

- The core of the mentoring program is the matching process, i.e. the bringing together of mentors and mentees. The matching is conducted collectively by all of the organisations responsible for the program. Finding mentoring matches is crucial for a good mentoring partnership and thus requires a particular mindfulness and sensitivity. In particular, professional (e.g. industry, training) and regional (e.g. companies' target markets, mentees' region of origin) aspects as well as language skills are taken into consideration in the matching process. The objective is a mutual, success-promoting exchange.

#### **4 Success factors**

The “Mentoring for Migrants” program by the Austrian Economic Chambers (Wirtschaftskammern Österreichs, WKO), the Austrian Integration Fund (Österreichischer Integrationsfonds, ÖIF) and the Austrian Public Employment Service (Arbeitsmarktservice, AMS) supports skilled individuals from a migration background in entering the Austrian job market, thus providing an important contribution to successful integration.

Thanks to “Mentoring for Migrants”, Austrian companies have the opportunity to use cultural diversity to their competitive advantage. The internationalization of Austria’s industry is promoted by benefiting from the potential of skilled labor. Furthermore, start-ups are supported by skilled individuals with a migration background.

#### **5 Local Networks – Different Actors Involved**

The Austrian Integration Fund (ÖIF) is a fund of the Republic of Austria and a partner of the Federal Ministry for Europe, Integration and Foreign Affairs along with many responsible authorities on integration and migration in Austria.

#### **6 Difficulties /Barriers**

It is the only program of its kind in the German-speaking area. However, mentors are no substitute for the Austrian Public Employment Service AMS, which is responsible for job placement and course selection. Moreover professional training or psycho-therapy are not part of the mentoring program either.

#### **7 URL and contact details**

<https://www.integrationsfonds.at/en/mentoring-for-migrants/>

Österreichischer Integrationsfonds  
Schlachthausgasse 30  
1030 Vienna  
+43 1/710 12 03  
wien(at)integrationsfonds.at

Integrationszentrum Kärnten  
10. Oktoberstraße 16  
9020 Klagenfurt  
+43 463/50 37 81  
kaernten(at)integrationsfonds.at

**8 Related resources that have been developed and are available online**

<https://www.integrationsfonds.at/videos/>

Mediathek of the Austrian Integration Fund

## 2.35 LEFOE - Counseling, education and support for migrant women

<b>1</b>	<b>Goal of the good practice</b>
<p>LEFOE advocates for</p> <ul style="list-style-type: none"> <li>• Support and empowerment of migrant women</li> <li>• Empowerment of women throughout their entire migration process</li> <li>• Betterment of living and working conditions for migrant women in Austria</li> <li>• Protection of migrant women against racism, violence, exploitation and human rights violations</li> <li>• Counseling and education opportunities for migrant women that correspond to their concrete life situations</li> <li>• Information and engagement with issues of women's migration, trafficking in women and sex work</li> <li>• Sensitization and lobbying to combat the political and social stigmatization of migrant women.</li> </ul>	
<b>2</b>	<b>Target group</b>
<p>Migrant women Transgender currently or formerly working in sex work</p> <ul style="list-style-type: none"> <li>• Migrant women on social welfare programs</li> <li>• Women affected by trafficking</li> <li>• Migrant women in situations where they are forced to work in prostitution in Austria by violence, threat, deceit or by others taking advantage of a heightened dependency.</li> <li>• Migrant women who have been brought to Austria through arranged marriages and face extreme exploitation in their daily lives.</li> <li>• Migrant women trafficked to work in other fields (e.g. in the household) of exploitation or slavery.</li> </ul> <p>LEFOE focuses primarily on Migrant women from Latin American countries and their families where Spanish or Portuguese is the national language</p>	

### 3 Description in “step-by-step” approach

LEFOE supports and accompanies women in their migration process in asserting themselves as women and migrants in an autonomous and self-determined manner. Our work aims to strengthen migrant women in their self-confidence and to give them tools for making self-determined decisions and actively participating in society.

LEFOE’s counseling concept is holistic, first-language, professional and unbureaucratic and seeks to find a differentiated and efficient way of responding to the great diversity of the life realities of migrant women. All counseling is anonymous and free of charge and is complemented by accompanying to authorities and other prevention and support measures with a multidisciplinary first-language team.

### 4 Success factors

Public relations, media, lobbying and networking activities on national and international levels are the cornerstones of the work at LEFOE. These activities enable differentiated analyses of sociopolitical frameworks and afford an opportunity to convey their experiences and expertise to others and to engage in critical exchanges with diverse partners on topics like: (1) Women—work—migration, (2) civic education, (3) sex work, and (4) trafficking in women

For over ten years LEFOE has organized an annual educational seminar where current issues on the topic of women and migration are discussed for a few days.

The concept, its content and technical implementation of the website reflect the graphic line and the work of LEFOE. The extensive functions in the various areas of work, the concepts that underlie our actions, our targets and specific reactions are shown in a comprehensive and updated way. Thus LEFOE has an effective internet communication.

### 5 Local Networks – Different Actors Involved

The LEFOE Women works as an interdisciplinary team is complemented and supported by a network of lawyers, doctors, cultural mediators, other experts and trainees.

Professional networking at regional, national and international level is an important part of the professional work of LEFOE. Regular meetings at the regional level stand for important inputs and strengthen the concrete, everyday work.

Volunteer work and internships enrich and support the work at LEFOE. Without their participation, it would not be able to realize many of the ideas and projects.

## 6 Difficulties /Barriers

The LEFOE counseling center for Latin American women has been hit hard by stagnant subsidies. In order to be able to guarantee the high quality of our consulting and support offers as well as our political work, LEFOE faces shortage of funds

## 7 URL and contact details

[http://www.lefoe.at/index.php/About\\_LEF%C3%96.html](http://www.lefoe.at/index.php/About_LEF%C3%96.html)

LEFOE Head Office

Kettenbrückengasse 15/4, A-1050 Wien

Telefon: +43.1.5811881

E-Mail: [office@lefoe.at](mailto:office@lefoe.at)

## 8 Related resources that have been developed and are available online

Selected articles and publications that elaborate on LEFOE's position

“Das Recht auf Gesundheit - Auch SexarbeiterInnen haben das Recht auf physische und psychische Gesundheit”; in *Gesundheit hat Bleiberecht - Migration und Gesundheit*; this publication was presented in celebration of the 10th anniversary of the Marienambulanz in Graz; authors: Maria Cristina Boidi, Renate Blum / Facultas Verlag / 2009.

“Sex Work, Migration and Health” published within the framework of TAMPEP and written by the TAMPEP staff at LEFOE. Authors: Maria Cristina Boidi, Faika A. El-Nagashi, Bernadette Karner / TAMPEP International Foundation / 2009

<http://www.lefoe.at/index.php/vernetzungen.html>

Networking list

## 2.36 maiz - autonomous center of & for migrant women

<b>1</b>	<b>Goal of the good practice</b>
	<ul style="list-style-type: none"> <li>• Maiz, an independent association of and for migrant women, aims to improve the living and working situation of migrant women in Austria and to promote their political and cultural participation as well as to change the existing, unjust social conditions.</li> <li>• It acts for the legal and social betterment of all migrant women and actively intervene in the social debates on migration and (anti) racism. In addition to counseling and education, their activities therefore include political cultural work, public actions and scientific research projects.</li> <li>• To support the equal participation of migrant women in political, cultural and social life as well as their involvement in political decision-making processes.</li> <li>• to deal with the migrant women proactively. In the conflicting realm of all existing contradictions, we endeavor to create collective spaces for an exchange, with the aim of promoting the interests of migrant women and making their demands heard.</li> </ul>
<b>2</b>	<b>Target group</b>
	<p>Migrant women in Austria – working as workers in the sex industry, as cleaners for leasing companies, as cleaning and nursing staff in companies and private households, as nursing assistants in the health sector, but also as illegitimate, as asylum seekers, as unemployed, as housewives, as students, as scientists</p> <p>MAIZ offers are used by women from over 50 different countries. The women of our target group come from different cultural and linguistic backgrounds.</p>
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Cultural work of migrants has been a focus of maiz since 1998. In our work, we try to develop and pursue strategies that allow us to participate and co-design as actors:</p> <p>The active participation of migrant women in cultural work - from the phase of development, conception and organization to the realization of a cultural project - is an important contribution in the development of political articulation.</p>

We position ourselves against a policy that allows us to act as an object in the context of cultural representations, and promote the confrontation with anti-racist and anti-sexist practices, with trans / homophobia and other forms of discrimination. We strongly oppose the clichéd, folkloristic portrayals of migrants \* to make themselves heard in public. Central themes are the reduction of exotic, sexist and racist images, identity as construction and self-perception as political subjects.

#### 4 Success factors

maiz creates, together with migrant women \* spaces, where they can meet, exchange and educate. Our offers are used by women from over 50 different countries.

We always see our work, especially in education and counseling, as promoting a self-confidence process that helps women to leave the victimhood and participate fully as active protagonists in society.

With own inhouse publications, maiz draws in the discourse on migration, gender, the world of work, anti-racism, education, etc. critical position

#### 5 Local Networks – Different Actors Involved

maiz is a registered association. maiz is participatory and collectively organized. Several groups and organs determine the actions of maiz.

Working at maiz:

- Employed: 12 female employees (8 of them are migrant women)
- Volunteer: 5 people regularly, occasionally work much more
- a regular contractual employee, several project-related staff
- every year some interns work temporarily

#### 6 Difficulties /Barriers

The women of our target group come from different cultural and linguistic backgrounds. Therefore, our work needs special approaches, methods, strategies and materials

An important potential and methodological prerequisite of our activities lies in the internal networking of the different work areas.

There is still too little funding for cultural policy work. maiz as a self-organization fights not only for the recognition, but above all for the continuous financial support of migrant women.

**7 URL and contact details**

<https://www.maiz.at/>  
 maiz - Autonomes Zentrum von & für Migrantinnen  
 Scharitzerstraße 6 - 8  
 4020 Linz  
 T +43 (0)732 776070  
 E: [maiz@servus.at](mailto:maiz@servus.at)

**8 Related resources that have been developed and are available online**

[www.migrazine.at](http://www.migrazine.at)  
 migrazine an online, multilingual, magazine published quarterly by migrant women  
<https://www.maiz.at/medien/cupiditas>  
 " Cupiditas ", an information leaflet for sex workers in Austria.  
<https://www.maiz.at/medien/maizone>  
 maizone , a newspaper project by and for young migrant women, published annually  
 In addition, maiz produces its own TV programs and video contributions and its own audio and radio contributions in maiz\_studio in cooperation with dorftv and Radio FRO .

## 2.37 FRAUENHAEUSER – WOMEN’S SHELTER

<b>1</b>	<b>Goal of the good practice</b>
<p>The objectives of the Observatory are:</p> <ul style="list-style-type: none"> <li>- the prevention of violence against women and children in the family and</li> <li>- the effective cooperation of all social institutions.</li> </ul>	
<b>2</b>	<b>Target group</b>
<p>Women's shelters provide women, who experience violence through their partner or husband, and their children a safe place to live. Women's shelters are open to all victims of violence, regardless of nationality, income or religion. Our target groups are:</p> <p>Help-seeking women and children Persons from the environment of those affected (relatives, neighbours ...) Women's shelters, women's organizations</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ul style="list-style-type: none"> <li>- free initial and crisis-related counselling by phone</li> <li>- immediate help in particularly dangerous situations</li> <li>- anonymous and confidential counselling</li> <li>- clarification of the current situation, relief and help to find orientation</li> <li>- legal and social information in connection with violence against women and children</li> <li>- information on Legal Court accompaniment in Austria</li> <li>- Police interventions, interventions by the Child Welfare Office and other relevant services if requested</li> <li>- Aimed referral to women’s shelters, regional emergency-lines, counselling centres and intervention centres</li> <li>- Information about continuative counselling and support all over Austria.</li> </ul>	

#### 4 Success factors

The approach that successful prevention of violence must start at different levels:

- at the societal level, with the aim of preventing the emergence of structures that favour violence (primary prevention)
- at the level of individual help in acute or potentially dangerous situations (secondary prevention) and
- at the level of protection against violence and the prevention of further violence (tertiary prevention).

They have a holistic approach and have offers for all three levels of prevention.

#### 5 Local Networks – Different Actors Involved

Social and psychosocial facilities

Facilities in the medical field

Police and courts

Schools, adult education institutions, students

Journalists and journalists

Authorities, public administration

Politically responsible persons and organisations

International organizations

#### 6 Difficulties /Barriers

The activities of the Observatory are funded by subsidies and contracts from various public funding bodies. It is the only service facility for women operating in Austria.

#### 7 URL and contact details

<http://www.a oef.at/index.php/frauenhaeuser2>

Association of autonomous Austrian women's shelters

Bacherplatz 10/4

1050 Vienna

Telephone: 01/544 08 20

Fax: 01/544 08 20-24

E-Mail: [information@a oef.at](mailto:information@a oef.at)

In the association Autonomous Austrian women's shelters, 15 autonomous women's shelters are networked. In total there are 30 women's shelters in Austria with the contact details on their website, but addresses of the women's shelters are not published for security reasons.

Frauenhaus Klagenfurt

Telephone: 0463/449 66

E-Mail: [beratung@frauenhaus-klagenfurt.at](mailto:beratung@frauenhaus-klagenfurt.at)

[www.frauenhaus-klagenfurt.at](http://www.frauenhaus-klagenfurt.at)

## 8 Related resources that have been developed and are available online

<https://www.youtube.com/user/Frauenhelpline>  
YouTube channel of FRAUENHAEUSER

<http://www.frauenhelpline.at/>

WOMEN'S HELPLINE AGAINST VIOLENCE 0800 222 555 OFFERS HELP!  
24/7, FREE OF CHARGE, ANONYMOUS AND CONFIDENTIAL

Women's Helpline against Violence is the primary place to go for all questions relating to violence against women in Austria.

<https://www.wave-network.org/>

The WAVE Network, established in 1994 as an informal network, is a legal entity since 2014 and a formal network NGO composed of European women's NGOs working in the field of combating violence against women and children.

## 2.38 MIGRANTAS

<b>1</b>	<b>Goal of the good practice</b>
<ul style="list-style-type: none"> <li>• To work with public urban spaces as a platform, migrantas uses pictograms to provide visibility to the thoughts and feelings of people who have left their own country and now live in a new one.</li> <li>• To use art and creative expression for issues of migration, identity and intercultural dialogue. Their work incorporates tools from the visual arts, graphic design and social sciences.</li> <li>• To facilitate workshops for migrant women with view to converting the resulting drawings into pictograms and distribution in public spaces.</li> </ul>	
<b>2</b>	<b>Target group</b>
Migrant women, who have left their own country and now live in a new one	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<p><b>Workshops   Visual expression of one’s own story</b></p> <p>Migrant women from very different national, cultural and social backgrounds, also with different residency statuses, exchange their experiences and express these in simple drawings.</p> <p><b>Process   From drawing to pictogram</b></p> <p>Migrantas culls key elements and common themes from the drawings and translates these central motifs visually and artistically into pictograms - a visual language and a language accessible to everyone.</p> <p><b>Pictograms   Simplicity and strength of expression</b></p> <p>Pictograms are the visual language of migrantas. Their simple, universally understandable images stir emotions: people from different backgrounds recognize themselves in the representations, while others gain new insights or modify their own perspectives.</p> <p><b>Result   Recognition and visibility</b></p> <p>All migrantas projects end with an exhibition. The participants now see their drawings presented in public and experience public recognition of their voices and social participation. Visitors to the exhibition receive an opportunity to become better acquainted with the experiences of migrant women.</p> <p><b>Urban actions   Being a part of the city landscape</b></p>	

One of migrantas' major goals is to make the pictograms visible in public urban spaces. Migrant womens' perspectives and lived realities are taken out of the individual private space and made visible in the public space, thus creating an encounter which triggers reactions and self-reflection in the passerby

#### **4 Success factors**

Working with public urban spaces as a platform, migrantas uses pictograms to provide visibility to the thoughts and feelings of people who have left their own country and now live in a new one. Migrantas works with issues of migration, identity and intercultural dialogue. Their work incorporates tools from the visual arts, graphic design and social sciences.

#### **5 Local Networks – Different Actors Involved**

The following museums hold posters and postcards from migrantas in their collections:

Deutsches Historisches Museum, Berlin

Haus der Geschichte der Bundesrepublik Deutschland, Bonn

MAMbA Museo de Arte Moderno de Buenos Aires

Le Bois du Cazier Museum Marcinelle Belgium

DOMID Dokumentationszentrum und Museum über die Migration in Deutschland e.V.

MhIC Museu d'història de la immigració de Catalunya

#### **6 Difficulties /Barriers**

The migrantas collective receives no funding for its day-to-day work. Instead, the collective's work is made possible through the commitment of its freelance members. The diverse projects undertaken by migrantas, as well as those in which the collective participates, rely on direct funding or funding provided through partner organisations.

Mobility, migration and transculturality are not the exception in our world, but are instead becoming the rule. Nevertheless, migrant and their experiences remain often invisible to the majority of our society.

Although the actual form of funding granted depends on the location and purpose of each project, it always remains strictly project-based. migrantas has received funding from various institutions, and in the following, these organisations are clearly stated alongside the relevant projects.

**7 URL and contact details**

[http://www.migrantas.org/web\\_migrantas\\_english.html](http://www.migrantas.org/web_migrantas_english.html)

Gemeinnütziger Verein migrantas e.V.

Sigmaringer Strasse 1 - 10713 Berlin - Raum 409

[info@migrantas.org](mailto:info@migrantas.org)

**8 Related resources that have been developed and are available online**

<https://www.facebook.com/migrantas-144071052327456/>

Social Media presence of MIGRANTAS

## 2.39 Mama Quilla Productions—Arts for Change

<b>1</b>	<b>Goal of the good practice</b>
	<ul style="list-style-type: none"> <li>• Spotlight neglected human rights issues</li> <li>• Create work that provides a platform for current controversial issues and provokes social debate</li> <li>• Create work that endures, to be published and performed again and again</li> <li>• Explore other cultures, especially non-European</li> <li>• Exploit the talent of hugely experienced but under-employed older theatre practitioners</li> <li>• Tackle the experimental and unknown</li> <li>• Be adventurous with text and form</li> <li>• Move between mainstream high-profile theatre and mixed media performance (video, dance, music, visual art) in unconventional spaces</li> <li>• Challenge stereotyping</li> <li>• Challenge prejudice</li> <li>• Tackle issues traditionally considered of special interest to women</li> <li>• Tackle issues previously considered of no interest to women</li> <li>• Take theatre back into the community</li> <li>• Make invisible people visible</li> <li>• Change things for the better</li> </ul>
<b>2</b>	<b>Target group</b>
	<p>Mama Quilla works in the community with the vulnerable and dispossessed; Resources and talent in female theatre practitioners over the age of 40.</p>
<b>3</b>	<b>Description in “step-by-step” approach</b>
	<p>Mama Quilla works in the community with the vulnerable and dispossessed, using resources and talent in female theatre practitioners over the age of 40.</p> <p>It is a group of women active in the domain of political theater.</p> <p>Mama Quilla works with organisations in the community and educational establishments, creating bespoke workshops, often culminating in short public performances.</p>

Two signature workshop programmes:

- Making Drama Out of Our Own Lives was initiated at the Drill Hall in the 1990s and creates original work of a very high standard, with people of all ages and very different backgrounds and experience.
- A Play in a Day Workshop uses source material, to devise a short, but polished performance, around the important issues of the day . We have facilitated three of these events at The City Lit, Keely St.

#### **4 Success factors**

Mama Quilla has built its reputation tackling issues deemed thorny. In so doing, it has become an invaluable resource providing a voice for those who are rarely heard.

Moreover, Mama Quilla helps make theatre yourself about things that really mattered in your own life and perhaps about things that you might want to change.

#### **5 Local Networks – Different Actors Involved**

Mama Quilla has a ten year creative relationship with the Crossroads Women's Centre, which is home to WAR (Women Against Rape), LAW (Legal Action for Women), and the All African Women's Group, as well as many other organisations.

Mama Quilla works with organisations in the community and educational establishments, creating bespoke workshops, often culminating in short public performances.

MQ organises platforms and days of debate and performance.

MQ donates performances to support human rights causes.

#### **6 Difficulties /Barriers**

Mama Quilla works in the community with the vulnerable and dispossessed, creating innovative street/site-specific performance theatre, celebrating their voices and exploring their experience.

#### **7 URL and contact details**

<http://www.mamaquilla.org/index.html>

Email: [info@mamaquilla.org](mailto:info@mamaquilla.org)

## 8 Related resources that have been developed and are available online

<http://mmqcollective-diaries.blogspot.co.at/>

Mama Quilla Initiative aim is to create and perform rapid-response theatre, producing original, innovative, mixed-media performance responding to the times and to provoke debate. Initially, it aims to create seed or workshop productions some of which will be further developed.

<https://vimeo.com/37854213>

Theater of Protest

## 2.40 ArtFem.TV

<b>1</b>	<b>Goal of the good practice</b>
<p>ArtFem.TV is an online television programming presenting Art and Feminism. The aim of ArtFem.TV is to foster Women in the Arts, their art works and projects, to create an international online television screen for the creativity, images and voices of Women.</p> <p>ArtFem.TV as Cyberfeminist Action works to subvert the public economic tradition and offer new views, perspectives and possibilities to use new media with female agendas to undergo a shift from the male technocratic society, where knowledge, money and power go in one hand to strengthen male interests and visions.</p>	
<b>2</b>	<b>Target group</b>
<p>Women in the Arts, online television programming presenting Art and Feminism</p>	
<b>3</b>	<b>Description in “step-by-step” approach</b>
<ul style="list-style-type: none"> <li>• ArtFem.TV is a non-profit artist run ITV and media art portal about Art and Feminism and has been founded in the year 2008.</li> </ul>	
<b>4</b>	<b>Success factors</b>
<p>The success of ArtFem.TV can be attributed to its innovative blend of using New Media to promote critical thinking about the crucial issues of feminism and liberal art.</p> <p>It reaches out to a niche target audience as an ITV.</p>	
<b>5</b>	<b>Local Networks – Different Actors Involved</b>
<p>mur.at enables the networking of various art and cultural initiatives in a (common) virtual space. Similar to the university networks, which enable joint work in the field of science, mur.at is setting up an infrastructure for the art sector.</p>	
<b>6</b>	<b>Difficulties /Barriers</b>
<p>It is a generally accepted fact that in Western culture’s patriarchal heritage the preponderance of art made by males and for male audience often transgressed against females, or used females as passive objects.</p>	

Although there is little consensus among women at the present time about where to go next, and although many goals of the Women's Movement have not been met – there is still violence against women, discrimination in education and employment, racism, and sexism in daily life – contemporary art by women reveals the formulation of complex strategies and practices through which they are confronting the exclusion of art history, expanding theoretical knowledge, and promoting social change.

**7 URL and contact details**

mur.at - Association for the Promotion of Network  
 Art Leitnergasse 7  
 A-8010 Graz  
 T +43 316 821 451 55  
 F +43 316 821 451 26  
 E verein@mur.at  
 ArtFem.TV curator and editor Evelin Stermitz Email: es@mur.at

**8 Related resources that have been developed and are available online**

<http://artfem.tv/>  
 As ITV, several audio-visual material is available

## SUMMARY

### Good practices relation to the culture citizenship scale to be developed

Good Practice	Connecting with the culture of the host country	Exploration and realisation of common grounds between cultures	Participation to activities involving national and EU cultural heritage	Self expression and participation in culture life – expression of creative skills	Other (please describe briefly)
1. Hipatia project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The Thyssen goes out to the street	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Social cohesion through radio participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Take me to Peterborough	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The book's apothecary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Nos+Otras project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Vincles per la diversitat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Zelij project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Open Art Shelter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Exit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. DIGEM – Digital Empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Intercultural Mediators - Social & housing services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Citizens of the world	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. CS.Tour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Art Crossroads	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Visit of Women refugees to museums	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ESTIA - Emergency Support to Integration and Accommodation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Intercultural Training for state employees that deal with TCNs in Greece	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Training program for learning Greek Language, Greek History and Greek Culture to adult migrants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Learn Greek at Home	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Development of an orientation toolkit /mobile application	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Non formal or formal education of AE educators and Adult Learners for tolerance and understanding of the other in a multicultural world	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Intercultural Events /festivals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Social Orientation programmes(organization of educational excursions)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Formation of an Intercultural Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Migrant Info Centres					
27. Intercultural workshops within the implementation of the Project <Multilevel Intensive Program for Learning Greek Language to Third Country Nationals (TCN)>.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Arts Lessons inspired by the Cyprus History and tradition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
29. Television cooking program called “A suitcase full of Taste”	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30. Cyprus dance lessons for children and adults from countries outside the EU	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31. Orient Express	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. PEREGRINA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33. Project Group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Work/Job integration
34. ÖiF Mentoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Work/Job integration
35. LEFOE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. MAIZ	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Frauenhaeuser	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>38. Migrantas</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>39. Mama Quilla</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>40. ArtFem.TV</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>