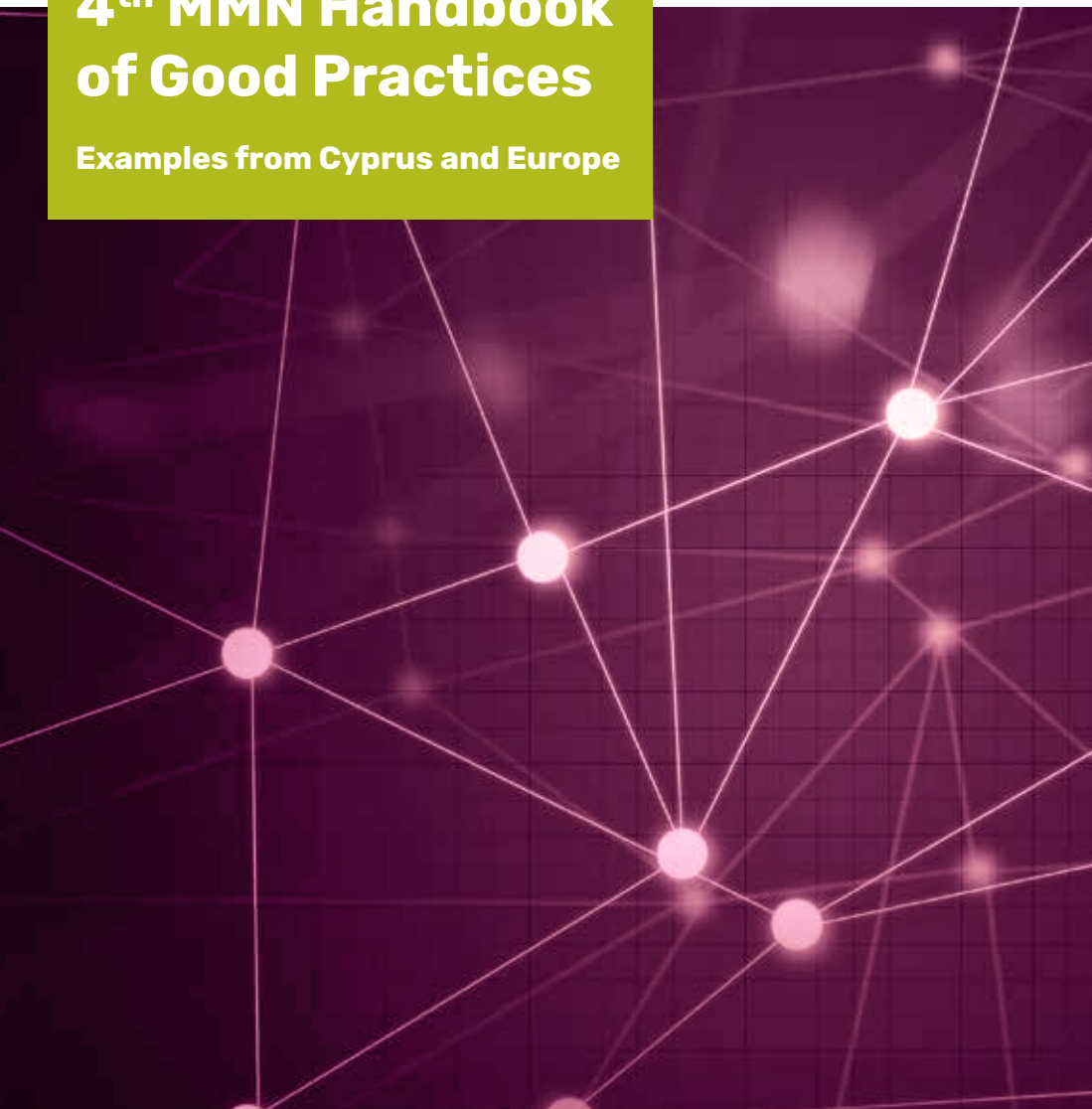




Mediterranean
Migration Network

4th MMN Handbook of Good Practices

Examples from Cyprus and Europe



Project Name: Integration Network
Project No: CY/2018/AMIF/SO2.NO3.3.1/2

4th Mediterranean Migration Booklet 2018

“Policy and Practice in Migration and Integration: A collection of Case Studies, Testimonials and Collaborative Programs”

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📍 Mediterranean Migration Network - MMN

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FOREWORD



Migration, the movement of people from one place to another, is a phenomenon observed and experienced throughout human history. However, despite being a practice closely associated with human history and the evolution of our civilisation, it has been the epicentre of political tensions and debates; viewed as one of the most heated issues being deliberated in the public sphere.

An issue that, in the past few years, has been dominating affairs in the EU due to the heightened streams of refugees and migrants arriving or trying to make the trip to the European continent from the Middle East and Africa, abandoning conflict, turbulence or stagnation in their home countries. Due to the exponential rise of Syrians fleeing their country, the continent found itself in what it has been described as a 'refugee crisis'. One that has caused a twofold challenge: the necessity to ensure the safety of individuals fleeing war and to support the receiving countries, helping them develop the capacity to cope with the rising numbers of people arriving and to be in a position to best help them settle and integrate. Consequently, a series of decisions were taken, putting forward a string of measures, policy priorities and actions to address the needs of migration, integration and asylum.

To this end, the European Commission has launched the "Action Plan on the integration of Third-Country Nationals", which features structured actions and concrete initiatives to support Member States in the integration process of the 20 million documented non-EU nationals residing in the EU. The action plan includes activities supporting pre-departure and pre-arrival measures, education, employment, vocational training, access to essential services, active participation and social inclusion (European Commission, 2016). Thus, a wide array of actions featuring innovative approaches and initiatives to support migrants and refugees, fostering integration into host societies.

Grasping the importance of these processes and most importantly the accumulated knowledge, expertise and experience that derives through their undertaking, the Mediterranean Migration Network has collected a selection of such 'good practices' from across the EU in the Mediterranean Migration Booklet 2018. Being the 4th of the series, featuring a collection of case studies, testimonials and collaborative programs, the MMN Booklet seeks to become a handy tool for organizations, researchers and stakeholders who are interested and/or are engaged in the fields of migration and integration.

Our hope is that this booklet will become an informative and useful resource for stakeholders and practitioners across the EU (as well as in countries outside the EU). We also hope that it will support them in their work and activities as well as be a tool that will help further the effectiveness of existing and future efforts to address migration and integration challenges.

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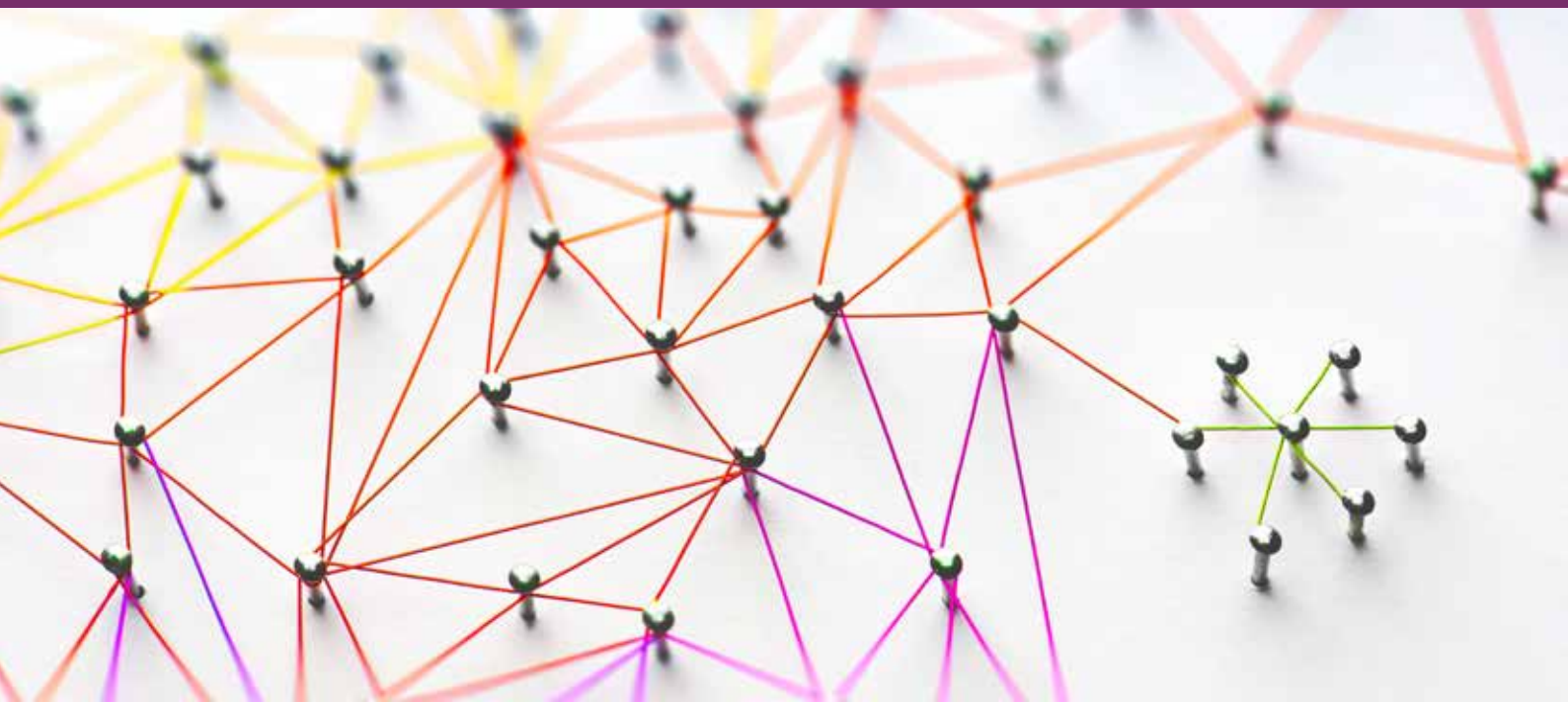
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INTRODUCTION

This booklet encompasses a selection of good practices developed by partners and members of the “Mediterranean Migration Network”, a collaborative platform developed as a comprehensive project (Action 2/3 – CY/2018/AMIF/SO2.NO3.3.1/2) with the support of the Asylum, Migration and Integration Fund and the Republic of Cyprus. The project commenced in 2012 and it is implemented and lead by the International Research Centre CARDET (www.cardet.org), in collaboration with the consultancy firm INNOVADE LI (www.innovade.eu).

The Mediterranean Migration Network sought and achieved to create a platform for the promotion of collaboration and synergies between organizations active in the fields of migration, integration and diversity facilitating and fostering the exchange of information, experiences and best practices. Providing a structure that can bring together professionals, practitioners and experts in the aforementioned fields, it paved the way towards cooperation and the undertaking of joint actions by organizations and public institutions at a local, national and international level. Additionally, via a wide array of educational material and activities, it helped elevate the skills, knowledge and ultimately the professional capacity of the Network’s members boosting their capability to address the issues at hand and enhance their effectiveness.

In the six years of its operation, the Mediterranean Migration Network managed to reach out and engage more than 2500 stakeholders (both from the public and private sector) while more than 1200 individuals participated in a joint reflection both on migration flows in the EU and the integration process of migrants in the EU Member States.

The good practices and models featured in this booklet, focus on the themes of migration and integration in the EU (with a particular emphasis on projects-actions implemented in the Mediterranean Basin). They represent the 4th annual collection of such practices identified, documented and published in the context of the programme with the aim to support all those involved in migration, integration and asylum by making available and presenting to them, in a concise manner, successful and innovative approaches from across the EU.

To achieve that, the Mediterranean Migration Network issued an open call for EU organizations to present and submit for review inspirational projects and best practices. Evaluating the submissions, our team has selected a list of projects – actions that professionals, policymakers, public bodies and the general public will deem helpful, influential and informative or better yet whose scope, actions and outputs could be transferable. Though we do recognise that, especially in the fields of migration and integration, no size fits all, we do hope that our multidisciplinary approach will make this Booklet unique and useful to many.

The handbook merely includes a small collection of the rich and heterogeneous good practices and materials the members of the Network and their partners have developed at local, national and European level. This material along additional information and learning resources on the field of migration are also available on the official website of the Mediterranean Migration Network at www.migrationnetwork.org/en.



Valuing All Languages to Unlock Europe (VALUE)



help them develop the capacity to recognise the needs and necessary steps for the promotion of an appreciation of multilingualism in their school. In doing so, they are aided by the collection of resources made available in the project's learning platform, through which they can choose the one that best fit their curriculum or circumstances. Moreover, VALUE features a list of activities teachers can employ in their school including a set of guidelines on how to create storytelling workshops in class.

Objectives

VALUE sought to enable and empower teachers to effectively include students of migrant background in their classes and support them in being integrated into the school community. The project wishes to equip and encourage teachers to bring all students together and have them work collaboratively so that they can realize their similarities and value each other's language and culture.

Target Group

Teachers

Implementing Partners

Oxfam Italia (Italy), CARDET (Cyprus), Spolenza Academia NAUK (Poland), University of Salamanca-GRIAL (Spain)

Duration

24 months (September 2015 – October 2017)

Funding Agency

Erasmus+

Overview

VALUE affords teachers with an online learning space, comprised by online interactive courses, to help them develop their knowledge and conception of multilingualism as well as didactic units (lessons with suggested activities) to employ in their classes.

Teachers are guided through completing 5 online learning modules, that also allow them to exchange views and ideas with colleagues, which

Impact

The project has attracted considerable interest, and positive feedback from teachers in all the countries VALUE was being implemented. In Cyprus, in particular, 120 teachers from around the island were engaged with the package of materials, testing the activities with their students with positive results. Additionally, 2 hub schools, with students from multiple ethnic backgrounds, functioned as model schools where the good



practices of multilingualism were employed.

Evaluation – Insights - Comments

The approach followed within the frames of the VALUE project has been quite productive for the teachers and in turn, beneficial for the students. Organizing workshops with the students, where they are actively engaged in activities with their fellow students that have a migration background, sets a ground of common understanding of each other's culture, habits, language, and enables them to find commonalities. Consequently, this process has also brought students even closer, working together in expressing their ideas and experiences through storytelling and hands-on activities.

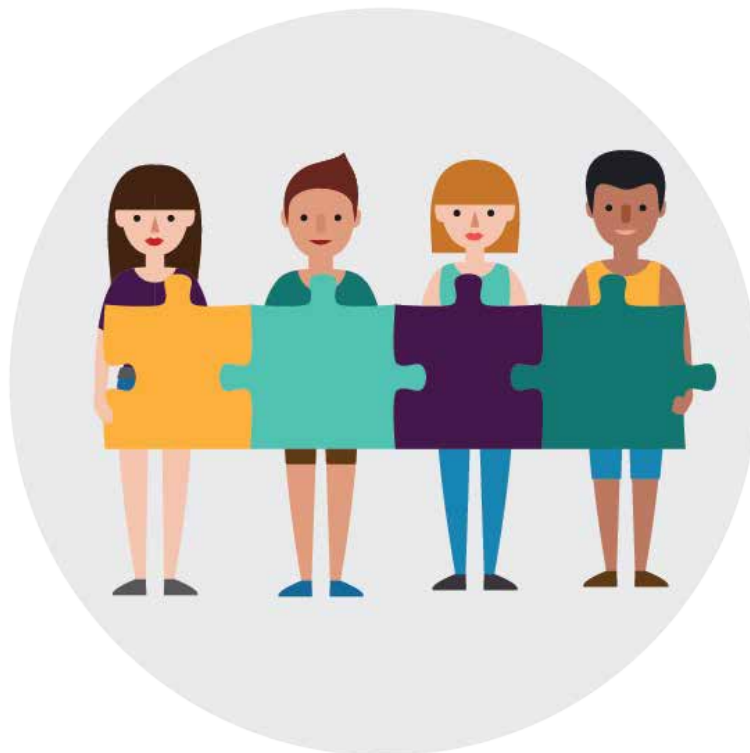


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The Digital, Social and Civic Competences for Adult Educators Working with Migrants and Refugees (DiSoCi)



**Digital, Social and Civic Competences
Development for Adult Educators
Working with Migrants and Refugees**

Target Group

Adult educators, educators working with migrants, refugees and diversified groups

Implementing Partners

Social Innovation Fund – SIF (Lithuania), CARDET (Cyprus), BETI (Lithuania), H2L (Ireland), DEFOIN (Spain)

Duration

24 months (September 2016 – August 2018)

Funding Agency

Erasmus+

Overview

DiSoCi provides adult educators an encompassing self-assessment and skill improvement package comprised by a comprehensive training programme and an e-Repository with Open Education Resources that help them enhance their capacity to reach out and address the needs of learners of various social and ethnic backgrounds.

The tools developed invite educators to complete a self-assessment to identify potential gaps or shortcomings in terms of their digital, social and civic competences. Subsequently, they can use DiSoCi's training programme comprised by a curriculum outline, an E-guidebook and tests that contribute to their professional development and boost their ability to train migrants and refugees. To complement their learning, a collection of Educational Resources is also made available to them at the e-Repository.

Objectives

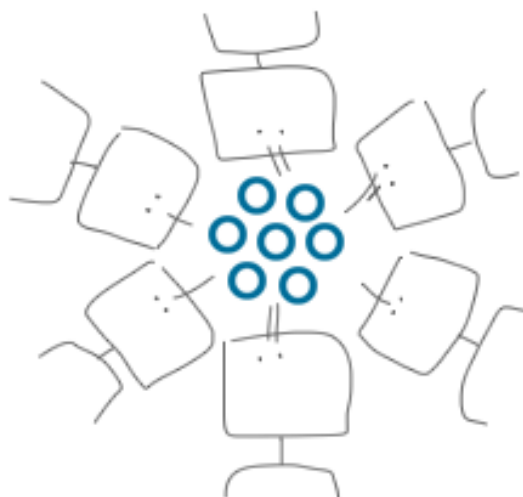
The tools developed via DiSoCi seek to both encourage and empower adult educators working with diversified groups of learners (including migrants and refugees) to self-assess and further their knowledge and skills as well as support them in their day-to-day work. In doing so, it wishes to enhance their capacity to reach out and address the needs of learners of various social and ethnic backgrounds, thus contributing in improving the effectiveness of the education and training they are afforded.

Impact

DiSoCi has provided dozens of adult educators working with migrants and refugees with the opportunity and tools to improve their digital, social and civic competences. Participating in the implementation phase of the project, approximately 120 adult educators have already benefited by the material developed and are in turn training their learners. As all its resources are openly available online, this number will be constantly and continuously grow; hence ensuring a continuous, positive and multiplying effect.

Evaluation – Insights - Comments

The DiSoCi project has attracted a lot of attention, especially by adult educators, who have included the outputs in their own practices. The events organized for educators, as well as for learners have proved to be significant, enabling participants to identify needs and reflect on ways to improve their digital, social and civic competences. Finally, the project has made available self-assessment and skills development tools affording simple, technology-based solutions.

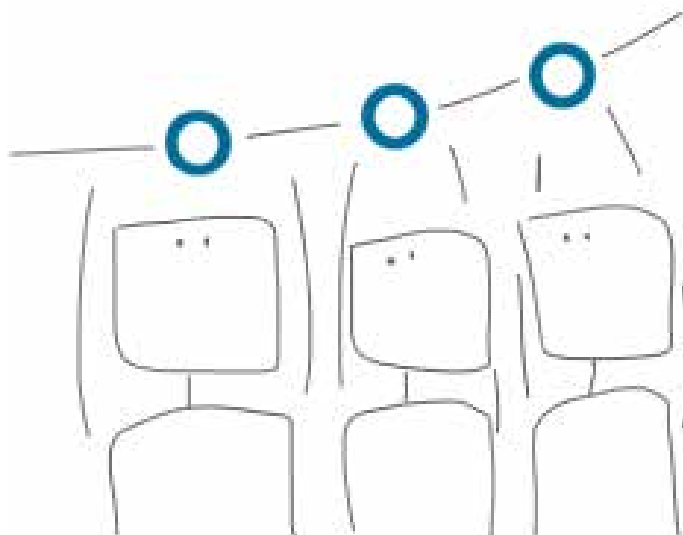
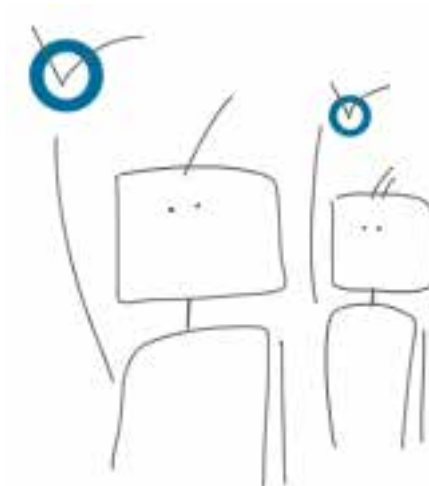


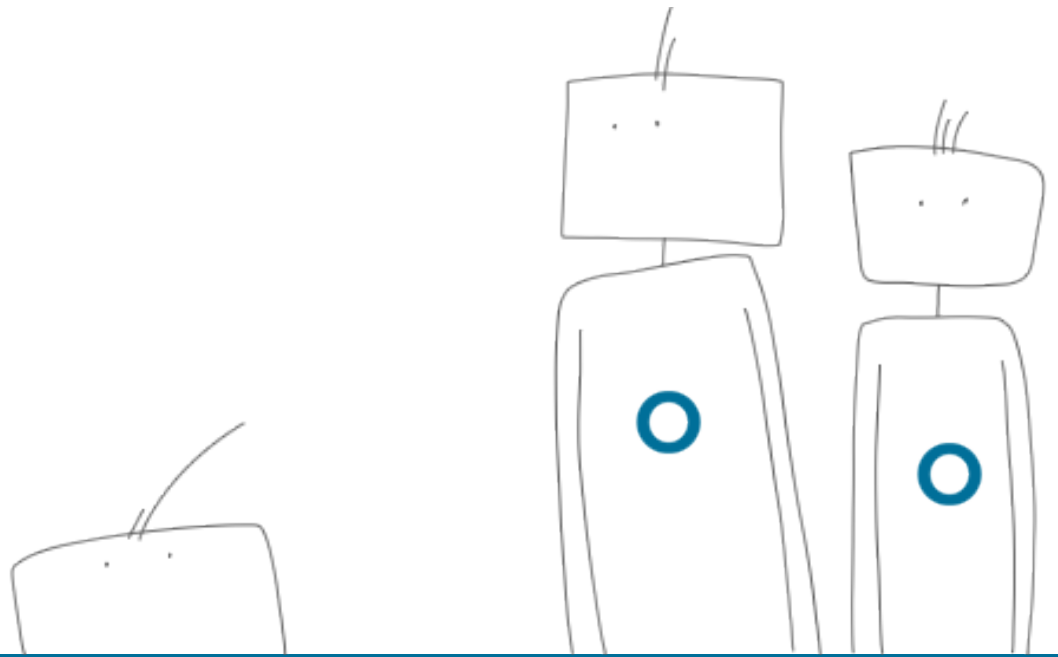
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Supporting Migrant Inclusion in Lifelong Learning and Education (SMILE)



Target Group

Migrant peers, learning support staff, teachers, administrators/policymakers

Implementing Partners

IFALL (Sweden), CARDET (Cyprus), IAS (Slovenia), FSM (Malta)

Duration

24 months (October 2017 – September 2019)

Funding Agency

Erasmus+

Overview

SMILE works towards supporting professionals and education policymakers who work, either in a formal or non-formal capacity, in the field of lifelong learning for migrants. It studies existing gaps in adult education's bid to promote the inclusion of migrants and develops innovative educational resources to train migrant peers, learning support staff and teachers in adult education schemes. Furthermore, it supports the recruitment, selection and induction process of educators and equips

them with the necessary skills and the social and cultural understanding to cope with the needs of migrant education.

Employing a participatory process and engaging relevant stakeholders, the project has undertaken research documenting challenges and best practices in the implementing countries. Its findings set the basis for the formulation of guidelines and recommendations that support the work of education policymakers and programme administrators in regards to the promotion of the inclusion of migrants in adult education, accompanied by a support guidebook. Finally, migrant peers have benefited, via the workings of SMILE, from a non-formal training course on the field.

Objectives

The project, seeks to enhance the knowledge and skills of individuals working in the field of adult education in a bid to further migrant inclusion in the learning environments. It wishes to help them develop their competencies and skills, thus enhancing their capacity to address the barriers migrants are facing in learning, education and social inclusion whether in the context of a classroom or in society in general.

Impact

SMILE has helped pinpoint and document existing barriers and best practices in regards to the inclusion of migrants in adult education, paving the way towards a greater understanding and awareness of the challenges and issues at hand. In this manner, it is contributing to the changing of attitudes and behaviours that allow for the development of the capacity for social inclusion of migrants in Mediterranean countries and the empowerment of migrants themselves.

Evaluation – Insights - Comments

The participatory approach followed has allowed the project to attain a clear and holistic understanding of existing challenges as well as effective measures and initiatives undertaken in each of the participating countries. As a result, its tools were well received by its target groups who saw them as targeted responses to existing problems and challenges and an effective resource in their line of work.

Contact person

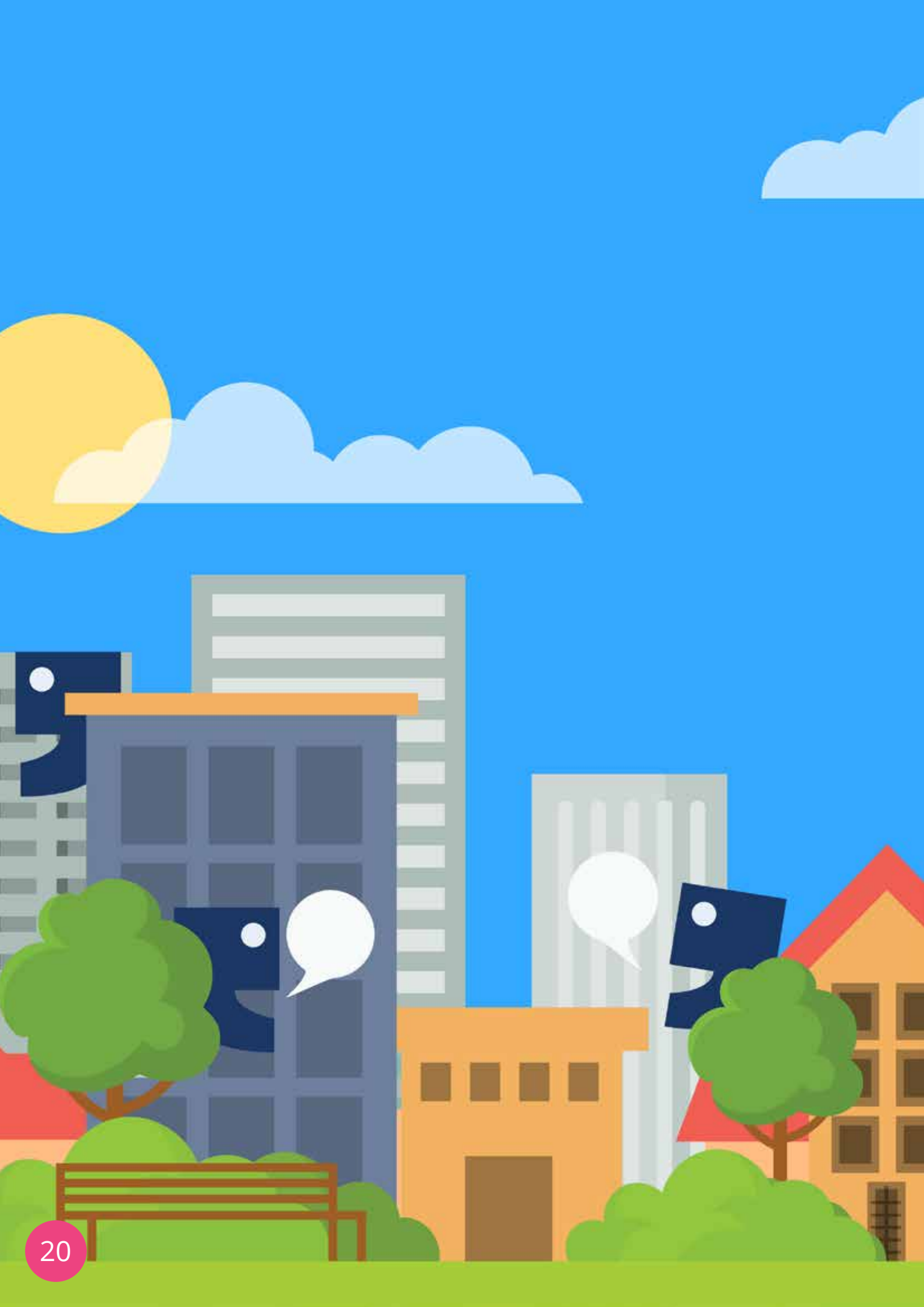
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Greek Language Program for Third-Country Nationals (iLearnGreek)



Target Group

Third Country Nationals (Adults)

Implementing Partners

KES College, CARDET, the Municipalities of Agios Athanasios, Deryneia, Pafos and Agios Dometios (Cyprus)

Duration

36 Months (December 2015 – December 2018)

Funding Agency

Asylum, Migration and Integration Fund and the Republic of Cyprus

Overview

iLearnGreek offers free Greek language course – 75 teaching hours divided into 100-45-minute- lessons to adult third-country nationals, helping them attain basic language skills so that they can be in a position to understand and express themselves both orally and in written form. It involves two learning levels – basic and intermediate – and the lessons are available in four locations (Nicosia,

Limassol, Larnaca and Paphos), geographically covering the whole of Cyprus and online.

The learning material being used during the lessons has been developed taking into consideration the specific needs and circumstances of Third Country Nationals. It avoids the use of elaborate academic language and instead opts for a more interactive approach of teaching. This ensures the students' engagement and a fast and effective learning. Additionally, in a bid to motivate learners' participation, the programme offers a free tablet to those who have attended 60% of the lessons and have passed the exams.

Objectives

The program wishes to help learners gain basic Greek language skills and be in a position to conduct themselves both orally and in writing in a manner that will help them in their everyday interactions and improve their prospects of accessing and integrating into the labour market. Ultimately, iLearnGreek seeks to help Third Country Nationals to develop their capacity to effectively integrate into the local society and prevent social exclusion.

Impact

In the duration of the programme, more than 350 Third Country Nationals have registered to its courses, out of which at least 240 have completed them; and having learnt Greek, enhanced their social inclusion capacity. The format and approach of the lessons have been highly regarded by participants who, when asked to evaluate their overall satisfaction with the Likert scale, expressed their satisfaction with the majority of the participants rating the lessons as excellent.

Evaluation – Insights - Comments

Language teaching proved to be an effective policy measure to help Third Country Nationals in their effort to integrate into Cypriot society, affording them an insight into the workings and realities of Cyprus as well as the tools to have a reciprocal relationship with the local community. Its success was based on the constant monitoring of educational practices and the progress of the learners and its adaptability to best fit the needs of the participants.

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Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education (E-COURSE)



Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education

Target Group

School Leaders, Teachers and non-teaching staff,
Refugee and migrant students and their families

Implementing Partners

Institut für Migrations- und Aussiedlerfragen
Heimvolkshochschule St. Hedwigs-Haus e.V.
(Germany), Kentro Merimnas Oikogeneias kai
Paidiou (Greece), Astiki mi kerdoskopiki etaireia
kaimi kubernitiki organosi Four Elements
(Greece), Canary Wharf Consulting LTD (UK),
CESIE (Italy), CARDET (Cyprus), European School
Heads Association (Netherlands), Pistes Solidaires
(France)

Duration

24 months (October 2017 – September 2019)

Funding Agency

Erasmus+

Overview

E-Course focuses on supporting schools to tackle early school leaving and address the needs of disadvantaged pupils as well as strengthen the profile of educators. The project engages in capacity building activities to equip teachers and school leaders with the skills and knowledge necessary to address equity, diversity and inclusion in their classrooms and enhance schools' capability to facilitate the integration of newly arrived migrant and refugee students. Moreover, it pursues the strengthening of the collaboration between all the members of the school community (school leaders, teachers and non-teaching staff, students and families).

Thus, having identified and defined the competencies that have to be developed by teachers and school leaders, the E-Course has developed learning modules that are available online - in English and the languages of the partner countries (Greek, German, French & Italian) - in the project's e-learning platform. Additionally, during the project, the partners have elaborated a methodology to guide schools in formulating and implementing diversity policies and action plans that promote integration and foster tolerance.

Objectives

By enhancing the capacity of school and educators to support inclusion in the school environment, the project aims to improve the participation and learning performance of newly arrived migrant and refugee children in primary education. In doing so, it wishes to contribute to the tackling of early school leaving and in helping boost the quality of teaching afforded to diverse groups of learners in primary education.

Impact

The project, via the development and dissemination of its methodology and tools, addresses challenges experienced in schools throughout the EU that are receiving an increased influx of newly arrived immigrant and refugee children. Most importantly, it helps elevate the level of support afforded to children and aids schools to evolve into an ecosystem of inclusion, diversity and acceptance that provides all children with the opportunity to thrive.

Evaluation – Insights - Comments

The E-COURSE was well received by educators who participated in a series of piloting workshops and who expressed their appreciation for the digital skills it envisages to enhance. They noted that, in that respect, it addresses an identified gap of knowledge in the field and most importantly it affords them the know-how to utilize technological and innovative tools in their lessons in a manner that will best cater to the needs of their profession and make them more engaging for their students.

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E Q U I T Y



European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world (InterCap)



Target Group

Educational Representatives, Policy Makers, Decision-Makers, Stakhoholders

Implementing Partners

CARDET (Cyprus) Oxfam Italia Intercultura (Italy), Diversity Development Group (Lithuania), University of Split (Croatia), Istituto per la Cooperazione Universitaria Onlus (Italy), Family and Childcare Centre [KMOP] (Greece), Kopin (Malta), Liverpool World Centre (UK), Anti-discrimination Education Association (Poland), Euro-training (Bulgaria), World University Service Austria, World University Service Germany (Germany), Institute for Global Education and Projects Development (Slovenia)

Duration

19 Months (December 2017 – July 2018)

Funding Agency

EuropeAid (European Commission)

Overview

InterCap envisages to establish a range of CSO-University networks across Europe that will build the capacity of the education actors and promote global learning in the fields of migration, security and sustainable development in an interdependent world.

The project brings together 13 organizations from 12 EU member states who have produced national reports on the current state of affairs in regards to development and migration that were then audited for the formulation of a synthesized overview that identifies conceptual links between international migration and sustainable development. This involves documenting gaps of knowledge about migration and sustainable development within the populace as well as existing challenges and the ways development education can be employed to raise awareness in different national contexts. The findings were discussed in the 1st InterCap International Conference in Vilnius with the participation of relevant stakeholders, policymakers and CSO representatives and most importantly were utilized for the development of tailored online and face-to-face learning material for education specialists.

Objectives

InterCap seeks to ensure that development education on migration, sustainable development and the interdependencies across the local and global context is being delivered in a coherent and consistent manner as well as build CSOs and University teachers' capacity to do so. Moreover, it aims to increase the availability of quality educational content for teacher training in development education and explore and strengthen the link between development education and attitudes towards migration and sustainable development.

Impact

The project's analysis, activities and deliverables are contributing to the development of improved and more localised models for development education that target prospective school teachers. Thus, it furthers, in a tangible manner, the effectiveness in which concepts and themes of the field are being presented to learners. Furthermore, it is paving the way towards institutional transformations, inter-sectoral cooperation that will help elevate the role of educational institutions and CSOs in raising public awareness about sustainable development and migration.



Evaluation – Insights - Comments

Collecting and documenting recommendations addressing issues of teacher competence, institutional transformations, inter-sectoral cooperation and the role of education institutions in raising public awareness, the project's analysis allowed the creation of a more localised model for development education. One that is proving to be better targeted and thus, more effective. The report of the project is available at: <https://developoptogether.eu/en/news/transnational-audit-report>; while the national ones are available here: <https://developoptogether.eu/en/news/national-audit-reports>.

Contact person

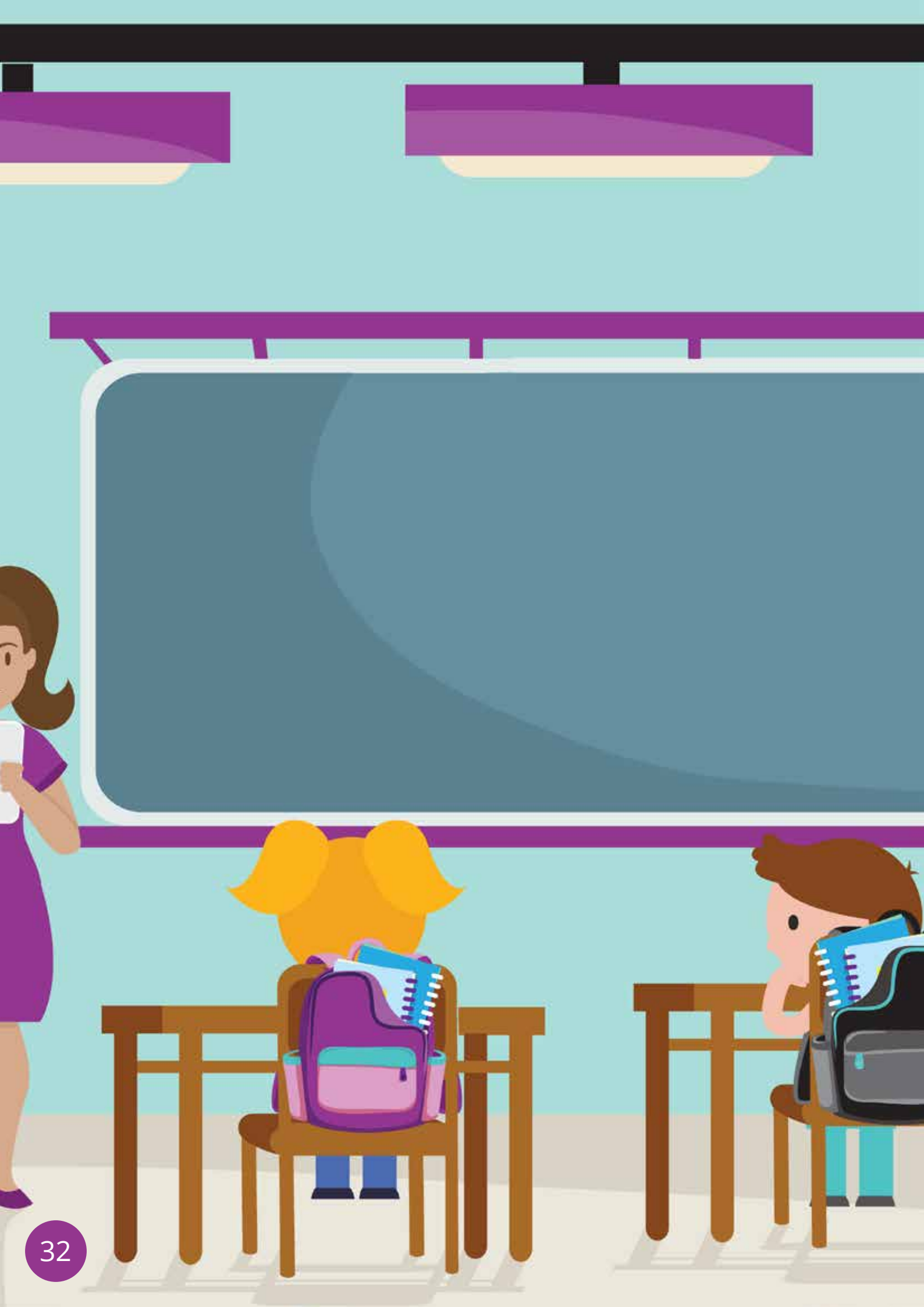
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Greek Language Program for Minor Third-Country Nationals (GEIA CHARA)



Target Group

Third Country Nationals (Minors)

Implementing Partners

Pedagogical Institute of Cyprus (Cyprus), CARDET (Cyprus), INNOVADE LI (Cyprus)

Duration

24 Months (November 2016 – September 2018)

Funding Agency

Migration and Asylum Fund - European Funds Unit of the Ministry of Interior on behalf of the Republic of Cyprus

Overview

“GEIA CHARA” project was designed taking into consideration the widely shared view that non-native speaking children often face difficulties when coming across academic language in their school environment. Apart from that, they may have a problem adhering to and understanding the school norms social and academic practices are followed.

The program is specifically designed to meet the needs and expectations of Third Country National (TCN) students, offering free Greek Language courses – at a beginner and intermediate level - for migrant, Third Country Nationals, and children aged 6 to 12. The lessons, offered across Cyprus, facilitate daily activities for students helping them familiarise themselves with the habits, culture and daily routines of the island; hence aiding them to strengthen their academic performance. In addition to the lessons, Geia Chara has developed - and made available online - a wide array of online resources for teachers teaching Greek as well as games for children to test and build up their language skills.

Objectives

The project seeks to enhance young TCN children's capacity to fit into Cyprus' school system and help them improve their academic performance as well as to understand the norms and traditions of the island and smoothly integrate into the host community. Moreover, it wishes to equip teachers with the knowledge, skills and tools to be in a position to address and teach non-native Greek-speaking children.

Impact

Geia Xara has managed to reach out to 380 TCN children out of which more than 340 have successfully completed its courses. As a result it helped enhance their Greek language skills and improved their social inclusion capacity. The project's approach was positively appraised by the participants with the overwhelming majority of them rating their learning as very good or excellent.

Evaluation – Insights - Comments

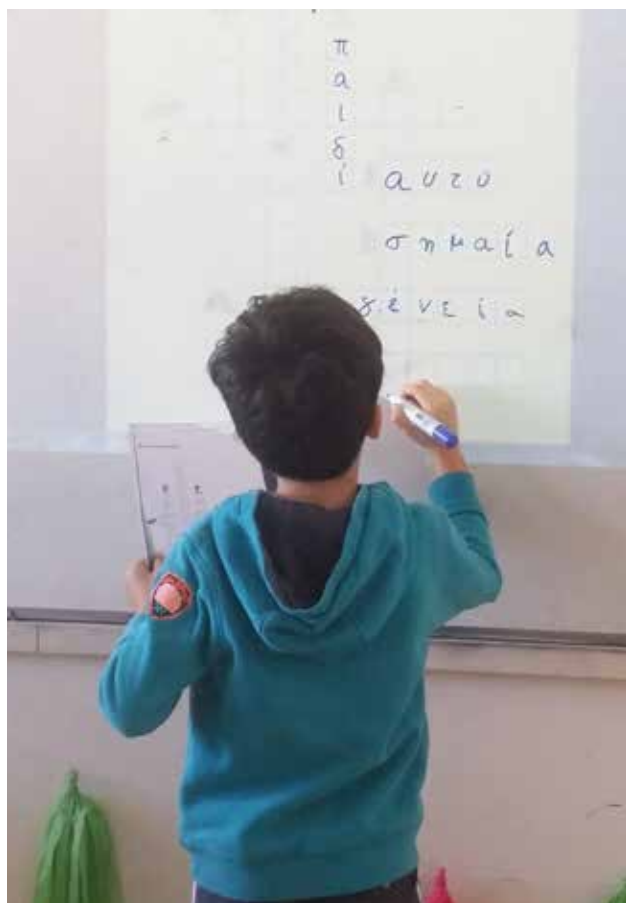
The project benefited from the excellent work of the educators delivering the lessons who had a fruitful collaboration with the project administrators that relied on teamwork and constant reciprocal exchange of ideas and views. As a result, the majority of the minors registered completed the programme and managed to develop their language skills.

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Supporting Integration of Migrant Learners, Asylum Seekers and Refugees (SIMILAR)



by all those involved, either working in the field of education – teachers, trainers - or in social and care sectors as volunteers, social care workers, municipal guards and police.

In that regard, the project has undertaken a needs analysis research to assess and document existing challenges on a national, regional and European level. For the needs of the research it engaged experts working with migrants as well as migrants themselves. Most importantly, it put forward a set of steps that can contribute to their integration in the receiving country and minimise social isolation. Moreover, a handbook was developed featuring proposed measures to promote awareness raising and empathy along with an 'Empowerment of migrants & collection of best practices toolkit' that includes processes to support migrants in the social, educational and economic fields.

Target Group

Migrants, Refugees, Third Country Nationals, Volunteers, Teachers/Educators and Municipal police, people working closely with the migrants and having important voice in creating social attitudes towards migration and integration)

Implementing Partners

UNIWERSYTET LODZKI (Poland), VHS Cham e.V. (Germany), Ljudska univerza Velenje (Slovenia), Menedek Association (Hungary), CARDET (Cyprus)

Duration

24 Months (November 2016 – October 2018)

Funding Agency

Erasmus+

Overview

SIMILAR acknowledges and addresses the complexity of fostering and achieving the integration of migrants into the host society. It is a process that requires considerable effort, a delicate approach and specific set of skills and knowledge

Objectives

The project wished to increase the capacity of professionals, volunteers and practitioners supporting migrants. It boosted their capability to help them integrate into the host society and address and overcome any challenges they may be facing. In doing so, it sought to contribute to enhancing the autonomy and self-determination of migrants themselves.

Impact

Through its outputs, SIMILAR, has helped increase the capacity and effectiveness of institutions, officers and organizations working with migrants and their bid to help them integrate. Its handbook and toolkit will ensure that the project has a longstanding and multiplying effect in this field, equipping the aforementioned parties with the knowledge, skills and strategies to elevate the level of support they can provide and help migrants adjust to their new 'home' and pursue their life's goals.

Evaluation – Insights - Comments

Providing the platform for organizations to collaborate with relevant stakeholders, SIMILAR has allowed them to further develop their conception on the field as well as their capacity to understand and address the realities both the migrants and stakeholders working in migrant integration are facing. Moreover, the project is benefiting from a versatile approach that makes the tools and knowledge developed transferable in multiple contexts, fields and areas.

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The Platform for Migration Information and Cooperation (MIPAS)



Target Group

Stakeholders (and individuals) active in the field of migration work, policymaking and implementation, Civil Society Organizations working in the field of migration and human rights, research institutions, Third Country Nationals, General Public in Lithuania

Implementing Partners

Diversity Development Group (Lithuania)

Duration

43 Months (May 2017 – December 2022)

Funding Agency

Asylum, Migration, and Integration Fund (AMIF) national program (2014–2020)

Overview

MIPAS affords stakeholders and individuals, in Lithuania and all over the world, the opportunity to monitor the migration trends of Third Country Nationals, processes of integration, actions

taken by participating actors on the field and other useful information that can help them take appropriate steps. Hence, it helps draw on common approaches and principles that can lead to the development of joint priorities in the policy for migration and integration of TCNs, as well as collaborations in project and research activities.

Through that capacity, the project lays the ground for synergies to be developed between social and political actors involved in the field of migration and integration, including migrants themselves and the general public. To achieve that, MIPAS has created and continuously updates a website that collects and shares information on migration, asylum, integration and return schemes for Third Country Nationals in Lithuania. Moreover, it utilises social media to achieve a greater outreach. Its website also features an online forum for the social interaction and exchange of information and views between its target groups.

Objectives

The project aims to make information about migration more easily available and accessible to relevant stakeholders as well as sow the seeds of an efficient and effective cooperation between them; in a manner that will contribute to the development of measured policies that can help address the issues at hand. Additionally, it wishes to encourage the general public to take a more active stance in support of the integration of migrants and provide non-natives with practical information concerning work, accommodation, education and all aspects of life in Lithuania.

Impact

MIPAS is merely taking its first steps but it has already contributed in promoting a greater awareness in the Lithuanian society in regards to the challenges migrants are facing in their effort to integrate. The project involves a never-ending process of collecting and sharing information concerning migration and is expected to have a continuous positive effect in Lithuania's approach to migration, helping the local society facilitate their integration.

Evaluation – Insights - Comments

Through making information about migration available and by providing constant updates about realities and developments on migration, MIPAS paves the way towards identifying and reaching to specific principles upon which joint actions can be developed in regards to the migration of Third Country Nationals and their integration. Hence the project creates the basis upon which relevant stakeholders, social and political actors working in the field of migration can collaborate.

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Educational YOGA for the YOLO Generation (YOYO)



Target Group

Underprivileged students, at risk students, refugee children and asylum seekers

Implementing Partners

1st Primary School of Rafina (Greece), 4th Primary School of Rafina (Greece), Osnovna skola Titusa Brezovackog (Croatia), Gerenkoy Ilkokulu (Turkey), Maria Regina College SPB Primary (Malta)

Duration

12 Months (October 2017 – October 2018)

Funding Agency

Erasmus+

Overview

YOYO puts forward an alternative way to approach underprivileged students employing the practices of educational yoga and the introduction of mindfulness in the learning process. The project utilises the purposeful inclusion of educational yoga and its mindfulness principles, theories and

practices in the context of the classrooms and schools.

Through the development of a “YOYO Guide” for Good practices accompanied by YOYO Music, the project supports participants to get in touch with their thoughts and feelings helping them enhance their ability to focus while it also contributes to their emotional, mental, social and physical wellbeing. The aforementioned outputs have been made available for free, under creative commons licence, at the website of the project, allowing schools and individuals to employ the project’s techniques as they see fit.

Objectives

The project sought to support children’s mental health, aiding them to cultivate their capacity to be more attentive to theirs and other people’s thoughts, feelings and actions so that they can release themselves from anxiety and emotional burdens. In that regard, it aimed at helping them address post-dramatic symptoms and self-regulate their emotions.

Impact

YOYO has had a wholly positive effect on the students who participated in its activities with the evaluation of the project recording them having, among other, less stress and test anxiety, better attention and enhance memory, improved behaviour and empathy as well as better social skills. Most importantly, they had decreased the frequency and severity of post-traumatic symptoms. The project also had a similar positive effect on teachers and parents who learnt to better cope with the day-to-day challenges and enjoyed increased mindfulness in their daily personal and professional activities.

Evaluation – Insights - Comments

The educational yoga sessions inspired students to continue to utilize various mindfulness techniques and explore ways to calm themselves, relax, concentrate, and be aware of their brain functions even while breathing. The project's innovative approach was well received by educators and students alike who saw it as an opportunity to develop their self-awareness, explore and deal with their emotions and experiences in a mindful way.

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Introducing Gamification in vocational education and training for professionals and Social Work in the field migrant children protection and support (GVETS)



Target Group

Migrants

Implementing Partners

Menedek Migransokat Segito Egyesulet (Hungary), IASIS (Greece), OXFAM ITALIA (Italy), AIDGLOBAL (Portugal), Diversity Development Group (Lithuania), ITAINNOVA (Spain), Center for Social Innovation LTD (Cyprus).

Duration

24 Months (November 2017 – October 2019)

Funding Agency

Erasmus+

Overview

GVETS developed an interdisciplinary capacity building approach through gamification for professionals working with children of migrant background. The project, utilises the innovative

pedagogical methods of gamification to train social workers and professions and equip them with the necessary skills and knowledge to address societal challenges.

It relies on an evidence-based approach for all development work and has developed multiple outputs that can help professionals in their work. In particular, GVETS is in the process for developing an eBook of the Social Work Skills Ecosystem and Gamification for VET methodological framework. Most importantly, it is meant to facilitate the development of a Curriculum, accompanied by a VET Toolbox with Key Skills Acquisition resources as well as skills assessment validation and recognition tools. All the aforementioned tools and pedagogical resources will be available in GVETS' Multifunctional and Interactive Platform which also includes a National Adaptation and Policy Package

Objectives

GVETS wishes to empower professionals working with children of migrant background equipping them with the necessary skills to be in a position to meet the rapidly growing and evolving needs in the field. Most importantly, it seeks to present the potentials of gamification for VET and social work in a bid to mainstream such approach and utilise their potential and advantages.

Impact

A greater conception of the existing situation and needs of social workers and children of migrant background has been developed, paving the way towards a more structured and targeted action for the empowerment of both these groups. Additionally, through the workings of GVETS, professionals catering for migrant children have further developed their knowledge and skills, and complemented them with an understanding of the potential and benefits of gamification. The latter had an inadvertent positive effect to institutions and organizations working in integration.

Evaluation – Insights - Comments

Professionals view GVETS' tools and resources as a mean to help existing teaching methods evolve attaining a more dynamic approach that will elevate the effectiveness of their lessons in achieving motivation through engagement. Most importantly, they shared the project's aim to develop and modernize the educational process utilizing the potential and advantages gamification provides

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Adult Migrant Integration Experts (ADmiRe)



Thus, the project has produced and will make available a new continuous professional development training course for adult education staff – a Migrant Integration Expert Curriculum – designed specifically to support the development of key transferable digital skills for adult educators. Additionally, an Induction Training Course for Adult educators will be made available along a digital toolbox with Migrant Integration Resources and online observatory of the political systems in the participating countries to accompany and support the curriculum. Finally the outcomes, findings and recommendations of the project will be documented in a scientific paper.

Objectives

The project aims to develop the competencies of the adult education staff, migrant support staff and migrants addressing key gaps in terms of knowledge, skills and expertise in the fields of integration, networking, political socialization and civic participation. Ultimately, it wishes to foster the successful integration of migrant communities in the civic and political life of their host societies.

Impact

Through the development and dissemination of its curriculum, tools and resources, ADMIRE, contributes, in an effective manner, to the work and actions of practitioners, volunteers and organizations building up their capacity to support migrants. Consequently, it tangibly promotes the limiting of gaps of knowledge or lack of skills helping elevate the level of support migrants receive in their journey from reception to integration to their host society.

Target Group

Migrant Integration Experts

Implementing Partner

University of Peloponnese (Greece), Oxfam (Italy), CARDET (Cyprus), Meath Partnership (Ireland), European Learning Centre (Spain), CDE SAP Corse (France)

Duration

24 Months (September 2017 – August 2019)

Funding Agency

Erasmus+

Overview

ADMIRE recognises and addresses the need for a new approach in the provision of support to migrant throughout their integration process. Central to this new approach, is the provision of a bespoke training to develop the competences of adult education staff working in this field.

Evaluation – Insights - Comments

ADMIRE's approach has been deemed very beneficial by evaluators who commended the project's methodology and targeting. The information and material produced are expected to have an active long-term contribution to the work of practitioners and will help migrants develop their conception and knowledge of realities and workings in their host society. Thus, the project should and will invest in reaching out and get into direct contact with its target groups so that it ensures that the outputs produced will be utilized.

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