



COLLECTION OF METHODS - GOOD PRACTICE

The main objective of the project was to support the integration of women with migrant background in the hosting society and their active involvement in the community life through experiencing informal learning actions. To reach these goals the project partners applied various methods.

In order to collect the methods in a structured way a grid focusing on the main characteristics of the methods had been developed.

The grid provides a collection of Good Practice examples applied from different organisations in terms of organisational type, primary areas of work and size; and further applied in various cultural settings and in different European countries.

The grid is a useful tool for all organisations working with women with migrant background. As such it can be considered as a toolbox providing the reader with all information necessary to successfully apply the methods.

The Good Practice examples in alphabetical order are:

- | | | |
|------------|---------------------------------|--|
| 1. Austria | INSTITUT FBI | TRANSCULTURAL BIOGRAPHY WORK (TBW) |
| 2. Belgium | EURO IDEA | TOMATIS METHOD |
| 3. Estonia | DKG International State Estonia | THAT - TEACHER HELPING ANOTHER TEACHER
IMPROVEMENT OF COLLECTIVE DECISION MAKING SKILLS |
| 4. France | NUX VOMICA | PUPPET MAKING WORKSHOP |
| 5. Germany | VHS Leer | FORUM THEATER |
| 6. Italy | ARSAP and SPEHA FRESIA | IMPROVEMENT OF ENTREPRENEURSHIP SKILLS |
| 7. Romania | UT Cluj-Napoca | TRANSCULTURAL EDUCATIONAL FIELD (TEF) |



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Education and Culture DG
Lifelong Learning Programme



AUSTRIA: TRANSCULTURAL BIOGRAPHY WORK (TBW)

Name and Description	<p>TRANSCULTURAL BIOGRAPHY WORK (TBW) Transcultural biographical self-exploration leads to a qualitative exchange among people, which has the potential to change mind-sets. An important stimulus for such change is the recognition that human beings - regardless of their cultural background, gender, age - are similar in terms of basic needs and emotional patterns and reactions. A transcultural mind set and related practice does not eradicate difference but extends possibilities of mutual understanding. Transcultural Biography Work can activate communication and individual learning processes. Biography Work works with people’s life stories and their memories to develop beneficial self-concepts and broaden the horizon of possible choices in present and future. It uses all kinds of methods to stimulate memory, to exchange it and reflect it. The concept “transcultural” TBW refers to cultures as always changing, mixing, and influencing each other. Culture is how people – respectively communities of people – create and organize their life on earth. Culture is actually not a fixed entity but something people do and experience: doing culture. Via Transcultural Biography Work people are asked to become more aware of how they do culture.</p>							
Target groups	Setting	Structure	Who conducts it	Duration	Costs	What else is needed	Potentials (for facilitators/ target groups)	Challenges (for facilitators/ target groups)
Professionals who work in transcultural contexts; people with migrant experience; people who life in transcultural contexts.	If practiced with a group: a room with a chair circle. But it can be also practiced in nature or at other places – depending on the concrete method chosen. Important: Setting allowing trustful, egalitarian working together and communication.	Workshop	People who experienced Biography Work themselves – who know possible effects from self-experience and reflected on it; people who have experience and/or formation with regard to education, care, coaching, youth work ...	Half day to 2 days	Depends on the duration	Materials e.g. for painting, music ... depending on the methods to stimulate memory. In educative context: flipchart, papers, pin wall ...	Stimulating communication of mutual understanding; raise individual self-estimation and self-awareness; stimulate use of personal transcultural resources.	Regarding the border between adult education and psychotherapy



Fresie



Lifelong Learning Programme



BELGIUM: TOMATIS METHOD

Name and Description		TOMATIS METHOD						
		<p>The Tomatis method is a method to learn languages and at the same time, an instrument and a method for ear education. The basic concept of this method is to make the difference between to hear and to listen. The main difference between hearing and listening is entailment voluntary attention of the person. To hear is just a physiological process and a passive attitude. To listen needs an active attitude and voluntary attention of a person. The method is implemented in two steps. During the first phase, the person listening to the music of Mozart and short stories in French. During the second phase, the person repeats, with a microphone, the French stories previously heard. The voice goes from the microphone to the earphone in a continuous circular way. In this circuit, the voice is constantly adapted to the French language frequencies. The implementation of this process is supported by a particular instrument called “Brain activator”.</p>						
Target groups	Setting	Structure	Who conducts it	Duration	Costs	What else is needed	Potentials (for facilitators/ target groups)	Challenges (for facilitators/target groups)
In the frame of the Grundtvig project, the target group for the Tomatis method is migrant women learning French language. In a general way, the target group can be children with attention problems or problems related to express themselves in their mother tongue	The method is practiced in a classroom, with a table and chairs in circle. All participants have earphone at their disposal with microphone, connected to the “brain activator”.	Workshop	The Professional with experience in Tomatis method and in the programming of the “brain activator”. In this context, the educator/facilitator must have solid experience on adult education.	It depends on the programme decided.	It depends.	During the first step it can be useful to have drawing material.	Stimulating individual capacities of expression in French language and communication among the participants. Stimulating creative capacities through the drawing.	A better knowledge of the French language. In a friendly environment which can develop an easy communication and the creativity, the self estimation and among the participants.



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Lifelong Learning Programme



ESTONIA: THAT – TEACHER HELPING ANOTHER TEACHER

Name and Description	<p>THAT – TEACHER HELPING ANOTHER TEACHER</p> <p>AIMS: 1. Compilation of Didactic and Methodical Materials for Russian Teachers in Russian Schools of Estonia 2. Enhancement of social skills through transcultural interaction and different activities</p> <p>The method THAT helps second generation migrant teachers to gain qualitative skills in transcultural socialization and activate integration into local community. The method suits to be used in former Soviet republics or in the countries where the proportion of migrants, who use the language different of local language, is big.</p> <p>Migrant educators who are apt to challenges are helped to start teaching a few subjects in a local language. Practising the language via different subjects is a good way to develop students' speaking skills, which help them become more confident and enter local Universities.</p> <p>The procedure/process starts with spotting the subjects the students are most interested in. Local teachers help to simplify original texts and to supplement the material with small dictionaries. In addition, comprehensive explanations and revision tests on the material are compiled.</p> <p>Didactic and methodical materials are composed together creatively and cooperatively. At the meetings lively conversations take place on different topics. Intercultural mind-set and related practice extend possibilities of mutual understanding. Teaching methods and study materials serve best in the interest of migrant educators and their students.</p> <p>OUTCOME: The method stimulates migrant educators and their students better integrate into local community</p>					
Target groups	Setting	Who conducts it	Costs	What else is needed	Potentials	Challenges
The 2 nd generation migrant women	Different premises in different schools, museums, culture centres.	Teachers- methodologists with long teaching practice, who know how to compile didactic and methodical materials, have good language skills, with creative mind and are able to edit texts.	-Different materials for compiling study aids. - Visits to museums, art exhibitions, etc. -Workshops.	Flipcharts, cardboards, millboards for didactic materials, pin wall	Stimulating intercultural communication and mutual understanding: raise self-confidence and the Estonian language skills	Mutually rewarding cooperation and getting to know better one another's art and culture at large.



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Lifelong Learning Programme



ESTONIA: IMPROVEMENT OF COLLECTIVE DECISION-MAKING SKILLS

Name and Description	<p>IMPROVEMENT OF COLLECTIVE DECISION-MAKING SKILLS</p> <p>REASON: civic skills enable citizens to participate in the democratic process which requires the abilities to communicate with officials, understand and organize to influence policy. Skills that are useful for raising civic competency vary but one important skill is communication skill. However, in connection with civic skills the ability to communicate is tightly connected with collective decision making process.</p> <p>AIM: to make decisions in a group and understand multiple perspectives about issues. To raise self-esteem and entrepreneurship. The method is implemented in small groups - meeting together at least three times one and a half hour once. First meeting will concentrate on general discussion. Participants were asked:</p> <p>How often do you have discussions of what is happening in the Republic How often do you discuss local community politics or local community affairs with others? How often do you discuss national politics and national affairs with others? Have you ever worked together informally with someone or some group to solve problems in the community where you live? How often do you talk about current events or things you have heard about in the news with your family and friends?</p> <p>The second and the third meetings will concentrate on project building together and discussion in the group. The mentor will provide the participants with respective materials and they have to find together (negotiate) the problem and solve it – prepare project. Each session is conducted with two participants, to whom the mentor has given respective guidelines before.</p> <p>OUTCOME: improved collective decision making skills; one solved problem via project writing; raised self- esteem</p>					
Target groups	Setting	Who conducts it	Costs	What else is needed	Potentials	Challenges
The 2 nd generation migrant women	Different premises: rooms where people can talk without being interrupted.	Each session will be prepared and conducted by two participants under the supervision of the skilled moderator.	Time to be used. It's up to a moderator and available resources. Minimum costs and less variety or on wider range and with more variety.	Room and comfortable chairs. In order to create a comfortable environment: tea/ coffee and snacks.	Group discussions provide exposure to diverse viewpoints and populations These abilities can accelerate democratic outcomes and also Provides interaction with other citizens necessary to promote common interests.	Moderating – not everybody would like to conduct one session. The presence of the moderator may disturb open communication.



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Lifelong Learning Programme



FRANCE: PUPPET MAKING WORKSHOP

Name and Description		<p>PUPPET MAKING WORKSHOP</p> <p>The puppet-making workshop produces a considerable exchange among people and helps them to recognize their value individually and as part of the group. The exchange occurs regardless of cultural background, age, or gender. The individual and group work (each one undertaken and carried out a single product in the group) promotes a transcultural spirit, which does not remove the differences, but develops the faculties of understanding.</p> <p>Workshop puppetry enables and improves communication and individual learning processes.</p> <p>It requires creativity, memory, and helps to ensure that the stories of people's lives and their memories are vectors of communication and integration within the group and therefore individually rewarding.</p> <p>The intercultural exchange demonstrates to the people involved in the workshop that culture is the coming together of diverse experiences.</p>						
Target groups	Setting	Structure	Who conducts it	Duration	Costs	What else is needed	Potentials (for facilitators/target groups)	Challenges (for facilitators/target groups)
Migrant women	A room with chairs, a large desk on which all the hardware to be installed. People will use the common material to make their puppets individually.	Workshop	People who have taken a course in, or have experience in skilled manual labour, artisans, and who have experience in coaching groups.	2 months. (2 hours / week)	Depends on the duration	White paper, glue, paints, brushes of various sizes, wooden sticks, scissors, wool, f tissue varied and small elements for embellishments, (final adjustments).	Stimulating communication of mutual understanding/ raise individual self-estimation and self-awareness.	Alliance between adult education, creativity and therapy to promote social integration.



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Lifelong Learning Programme



GERMANY: FORUM THEATER

Name and Description	<p>FORUM THEATER Method developed by Augusto Boal. The Actors learn the basics of acting and developing a scene out of political, society or personal problems (Improvisation). They show the scene to the public, a moderator is explaining and asking the public for helping the actors to solve the problem. People can go to the stage and show their solutions to everybody. The public and the stage actors learn a lot of ways, how to find solutions and help each other to come out of oppressed and discriminating situations, without using violence.</p>					
Target groups	Setting	Who conducts it	Costs	What else is needed	Potentials	Challenges
Everybody, who is interested (in our case migrant women)	For the developing a room is needed, where the group can practice without disturbance from outside, big enough to play.	People, who learn the method and are able to moderate the group in front of public		Sometimes costumes or materials depending on the developed scene	Rising of self-esteem and presence of the actors, intercultural dialog, opening the mind of actors and public, that there is always more than one solution in life	Regarding the border between education and psychotherapy, The moderation must be professional



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Lifelong Learning Programme



ITALY: IMPROVEMENT OF ENTREPRENEURSHIP SKILLS

Name and Description	<p>IMPROVEMENT OF ENTREPRENEURSHIP SKILLS</p> <p>REASON: The entrepreneurship is a method to foster the integration of all foreigners, because it permits to have more contacts with the local people. Women, in particular, are the most discriminated and they are inclined to isolate themselves. The possibility to startup entrepreneurial activities can be useful for their integration.</p> <p>AIM: to foster the development of entrepreneurial skills That can offer a higher possibility of integration, women are divided into groups of 4 or 5 people and it is proposed themselves a path as follows:</p> <ul style="list-style-type: none"> -information Meeting on entrepreneurial activities; -Individual conversation about reasons on the entrepreneurial activity; -Filling in the form that help to verify the non-formal competences of the participants, the ambitions and the Real possibilities to use the owned competences and to satisfy their own expectations related to the possibilities offered by the area; -Evaluation of the possibilities of credit lines on new activities. <p>OUTCOME: presentation of entrepreneurial ideas of the participants and first steps to realise them.</p>					
Target groups	Setting	Who conducts it	Costs	What else is needed	Potentials	Challenges
The 1 st generation migrant women	Different premises: rooms where people can talk without being interrupted.	Each session will be prepared and conducted by one or two teacher/s/ orientator/s	Time to be used. It's up to a moderator and available resources. Minimum costs and less variety or on wider range and with more variety.	Room and comfortable chairs.	The exchange of information and ideas fosters the possibility of development of entrepreneurship even in relation of activities that can be done at home (e.g. use of the personal computer, cakes, etc.)	<ul style="list-style-type: none"> - The period of economical crisis, - Men could not easily accept the new role of entrepreneur of their wives





ROMANIA: TRANSCULTURAL EDUCATIONAL FIELD (TEF)

Name and Description		TRANSCULTURAL EDUCATIONAL FIELD (TEF)						
		It will study the concept of transcultural TEF using qualitative research methods to influence consciously but mostly subconsciously effect on the level of integration in education, research in the social and cultural field and professional performances obtained by students, researchers and professors in training mobility in universities in our country. It will study the causal relationship between the degree of their integration in the academic, social, and cultural (on different target groups, students, researchers, professors) depending on the country of origin, age, sex, religion, professional training, income level, etc.						
Target groups	Setting	Structure	Who conducts it	Duration	Costs	What else is needed	Potentials (for facilitators/ target groups)	Challenges (for facilitators/target groups)
Segment 1: graduate students, Segment 2: researchers (PhD and post-doctorate degree programmes) Segment 3: teachers, all are in the programme of mobilities in Romania	Focus group room equipped with a video camera to record all meetings of the Group	Focus group/sessions of projective techniques	Focus group sessions consist of 8-10 participants from each segment; Projective techniques sessions are organized in groups of 3-5 people in each segment; Each session is led by a psychological trained moderator	Focus Group 1,5-2hours x 6 session; Projective techniques 15 min x 6 sessions; organised in universities representatives for the university education in Romania	Depends on the minimum rates on the market for both moderators and participants at the time of their organization	Support materials will be developed for moderator type grid group interview and grid projective techniques using flipchart, pin wall, papers, type recording ...	It fosters getting the information that concerns the influence of culture with emphasis on focusing on the enhancement of archetypes to improve integration in the academic, social, cultural, host country for the three segments.	

