REMCREAD



CREATIVE EMPOWERMENT OF MIGRANT WOMEN • A PRACTICAL TOOLKIT FOR EDUCATORS AND ORGANIZATIONS

Co-funded by the European Union

REMCREAD
Empowering Refugee & Migrant Women through Creative Methods and Digital Literacy

CREATIVE EMPOWERMENT OF MIGRANT WOMEN

A PRACTICAL TOOLKIT

FOR EDUCATORS AND ORGANISATIONS

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- **FUNDACJA PCKK EDUKACJA I ROZWÓJ**
- **LE MONDE DES POSSIBLES ASBL**
- **CYPRUS THIRD AGE OBSERVATORY**
- **INTERAKTION - VEREIN FÜR EIN INTERKULTURELLES ZUSAMMENLEBEN**
- **CPIA NELSON MANDELA PALERMO**

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TABLE OF CONTENTS

EXECUTIVE summary 3

1. INTRODUCTION 5

2. NEEDS OF MIGRANT AND REFUGEE WOMEN FOCUS RESEARCH 12

2.1 Research methodology 12

2.1.1 Purpose and scope of the research 12

2.1.2 Description of focus groups as a research tool 13

2.2 Results of the project's research 17

2.2.1 Researching the needs of immigrant and refugee women in Poland (Warsaw) 17

2.2.2 Researching the needs of migrant and refugee women in Poland (Jelenia Góra) 21

2.2.3 Researching the needs of immigrant and refugee women in Italy 24

2.2.4 Researching the needs of immigrant and refugee women in Austria 25

2.2.5 Researching the needs of immigrant and refugee women in Belgium 27

2.2.6 Researching the needs of immigrant and refugee women in Cyprus 29

2.3 Comparative summary of focus groups research findings 30

3. METHODS AND PROGRAMMES DEVELOPED BY THE PARTNERS 33

3.1 Overview of the program developed by FDS (Poland) 33

3.2 Overview of the program developed by PCKK Foundation (Poland) 42

3.3 Overview of the program developed by Centro Provinciale per l'Instruzione Degli Adulti "Nelson Mandela" (Italy) 47

3.4 Overview of the program developed by Interaktion (Austria) 55

3.5 Overview of the program developed by MDP (Belgium) 59

3.6 Overview of the program developed by CTAO (Cyprus) 67

4. RECOMMENDATIONS FOR ORGANISATIONS AND TRAINERS 76

5. GOOD PRACTICES EXAMPLES 79

6. SUMMARY 94

EXECUTIVE SUMMARY

This publication was developed as part of the REMCREAD - Empowering Refugee & Migrant Women through Creative Methods and Digital Literacy project, implemented by six organisations from Austria, Belgium, Cyprus, Italy and Poland, under the Erasmus+ programme. The main aim of the project was to empower migrant and refugee women by developing their digital and creative competences, creating safe and supportive spaces for self-expression and implementing innovative, participatory methods of non-formal education.
The publication is a practical guide for institutions and individuals working in the field of adult education who are interested in implementing similar activities. It contains an analysis of the needs of women with migrant experience, based on focus studies carried out in five partner countries, as well as descriptions of local development programmes implemented within the REMCREAD project. In addition, the publication includes a set of recommendations for the design of inclusive educational activities and examples of good practice, adaptable to other institutional and cultural contexts.

Analysis of the results of the focus groups revealed a number of common needs of migrant and refugee women, regardless of their individual life situation or geographical context. Among the most frequently indicated aspects were the need to learn the language of the host country, support in the integration process and access to employment. Equally important were opportunities to develop digital and creative competences, perceived by participants as important tools in the process of strengthening their independence and agency. The vast majority of respondents also emphasised the importance of safe spaces where they could share experiences, build relationships and strengthen their self-confidence.

> Migrant and refugee women need language learning, support in integration, access to employment, and safe spaces that foster their skills and empowerment

The project developed six educational programmes aimed at women with migrant experience. During the pilot, more than forty workshops were implemented covering a variety of thematic

areas, such as handicrafts, sewing, make-up, photography, social media management, online self-presentation, storytelling, cooking, jewellery making. Among other things, work with the Women's Circles method and based on the Study Circles methodology was used. All activities were characterised by combining creative and digital components, strengthening the social competences of the participants and building their sense of empowerment.

Based on the project experience, a set of recommendations was formulated for individuals and institutions planning similar initiatives. It is crucial to diagnose the needs of female participants and to co-create the programme with their active participation. Combining creative activities with digital skills development is particularly successful. It is also essential to build a learning environment based on safety, trust and mutual support.

The publication is aimed at non-governmental organisations, institutions supporting migrant and refugee women, adult educators, trainers, cultural animators, representatives of public administration and all those interested in implementing integration activities in an empathetic, creative and inclusive way.

1. INTRODUCTION

This handbook is one of the main outputs of the European project REMCREAD, Empowering Refugee & Migrant Women through Creative Methods and Digital Literacy, funded and carried out within the framework of the Erasmus+ programme KA220 - Cooperation Partnerships in Adult Education.
It aims to inspire organisations and individuals working with women who have migrant and refugee experiences to implement effective methods to support their social integration. The activities developed by REMCREAD project partners demonstrate how creativity, the development of digital competencies, and the building of communication skills can significantly contribute to strengthening women's self-reliance and their active participation in social and working life.

The project and its articulation

Running from November 2023, it involved six organisations from Austria, Belgium, Cyprus, Italy, and Poland that are active in the fields of adult education (formal and non-formal), migrant support, and creative and digital training.
The project's primary focus was empowering refugee and migrant women through training, mentoring, and networking opportunities. All of this was aimed at facilitating their journey towards sustainability and self-fulfilment. The project was inspired by the unique challenges refugee women face in accessing education and employment opportunities. Refugee persons, particularly women, often face significant obstacles to integration in host countries, such as language barriers, limited access to education and training, and gender discrimination in employment.
The project was deeply consistent with the EU's commitment to promoting gender equality and the empowerment of women and girls, as outlined in the European Commission's Gender Equality Strategy. Furthermore, it followed EU guidelines in supporting the integration of refugees into host societies, as outlined in the EU Action Plan for Integration and Inclusion.

The project objectives included in Work Package No. 2 entitled Innovative Creative Workshop included the following activities:

- Local needs analysis: a survey to identify obstacles, prior skills and aspirations of the migrant women involved.

- Training for Trainers: a transnational training program for educators and social workers designed to share inclusive education methodologies, discuss the needs of the target group, and co-construct a standard training model.
- Collection of best practices: technical/practical activities, carried out with the involvement of peer educators, local operators and referents of the territories, consisting of experiences, methods, tools or approaches that have proved to be particularly effective and, therefore, replicable or adaptable in other contexts.
- Development of training programmes: design of educational paths focused on creative skills (photography, storytelling, artistic activities), digital skills (use of social media, graphics, digital tools) and soft skills (communication, teamwork, critical thinking), favouring the use of innovative methods of non-formal education.
- Implementation of local workshops: implementation by each partner of 6 workshops for 15 women, with a total of 90 beneficiaries. The courses combined theory and practice with collaborative activities that also fostered intercultural learning.

The Project Partners

Fundamental to the project's implementation were the various partners, each operating in a different social context and already carrying experiences, methodologies, and intervention strategies that were socialised and corroborated during the project's course.

FUNDACJA DLA MIGRANTÓW DOBRY START IM. A.G. FARAH[1], WARSAW (POLAND) - coordinator

The coordinating organisation of the project is the Polish foundation Fundacja dla Migrantów Dobry Start im. A.G. Farah, a non-governmental organisation founded in 2007 in Warsaw to promote intercultural dialogue and the exchange of cultural experiences. The Foundation works for the benefit of all foreigners and promotes the values of tolerance and respect for human rights. Established by migrants and Poles working together, it aims to foster the integration of all migrants into the host society.

The Foundation implements numerous initiatives targeting foreigners and, based on their needs, has developed a wide range of free services to support their integration into Polish society. These services include guidance on the principles and practical aspects of life in Poland,

[1] https://fds.org.pl/

with particular emphasis on preparing for employment through career counselling, Polish language courses, and legal and psychological support.

Foundation's mission is to promote the idea of tolerance and respect for human rights. It believes that everyone - regardless of origin, race, religion, or beliefs - deserves full acceptance in society. The Foundation acts as a bridge between migrants and Polish society, supporting the well-being of migrants and refugees in their new environment so that they can feel, and be recognised as, an integral part of Polish society.

FUNDACJA PCKK EDUKACJA I ROZWÓJ[2], JELENIA GÓRA (POLAND)

The PCKK Education and Development Foundation is a non-governmental organization. It was established in 2020 and focuses on supporting the personal, educational and social development of adults, youth and children. The main activities of the PCKK Foundation include: promoting social inclusion and stimulating the activity of people at risk of exclusion.

The PCKK Foundation conducts activities in the area of adult education and with children and youth. Since 2021, the foundation has also conducted educational activities aimed at immigrants, and since 2022, it has provided educational support to youth and adults with refugee experience.

The PCKK Foundation team believes that thanks to education and common learning, integration processes progress more easily and the lives of local communities can be better.

The Foundation creates and implements development programmes within the framework of the Erasmus+ programme, as well as obtaining grants for educational projects from national grantors.

INTERAKTION[3], TROFAIACH (AUSTRIA)

InterAktion is an organization committed to human rights, sustainability, and the inclusion of marginalized people. Founded during the refugee influx in Austria, it promotes integration through intercultural dialogue and skills development. Initially focused on youth, it has since expanded to support women, families, and other vulnerable groups through European-funded programs.

[2] https://www.fundacjapckk.org.pl/

[3] https://www.verein-interaktion.org/

Inclusion is at the core of its mission, a commitment recognized by the European Commission, which invited InterAktion to present its inclusion approach at the closing event of the 35th anniversary of Erasmus+ in 2022.

The organization raises awareness of global challenges and the interconnectedness of the economy, society, and the environment, helping individuals and communities contribute to more sustainable and inclusive societies.

InterAktion has extensive experience with Erasmus+ and other European programs (such as Europe for Citizens and AMIF), working with interdisciplinary and multicultural project teams. It operates in two Austrian cities: Trofaiach and Graz, with a multilingual team of 8 people (2 of whom are volunteers) and a broad local and international network.

LE MONDE DES POSSIBLES[4], LIÈGE (BELGIUM)

Founded in 2001, Le Monde des Possibles (MDP) is committed to the effective inclusion of migrants through a comprehensive range of services. These include literacy and ICT training, French as a second language courses, social and legal support, and opportunities for civic participation.

MDP actively promotes diversity and combats all forms of discrimination, prejudice, cyber hate, and social exclusion. Its core mission is to defend the rights of migrants and empower them through intercultural popular education. Moreover, MDP provides free legal assistance in asylum matters, community-based educational initiatives, and networking that foster meaningful integration into the host society.

MDP operates both on the frontlines and behind the scenes, combining grassroots engagement with European-level projects and advocacy. Its needs-based, participatory approach ensures that migrant empowerment is central to its work, aiming for sustainable social impact.

The organization employs 30 full-time staff and is supported by 3 dedicated volunteers. Every week, MDP welcomes around 250 trainees representing over 40 nationalities. Its primary beneficiaries include unemployed women, youth, and senior migrants, with gender and environmental concerns integrated as cross-cutting themes in all activities.

[4] https://www.possibles.org/

CYPRUS THIRD AGE OBSERVATORY[5], LIMASSOL (CYPRUS)

The CTAO promotes active, healthy, and dignified ageing. It emphasises the importance of enhancing the quality of life for older adults by developing policies to empower them, especially in the face of age-related challenges.

CTAO's aims include:

- Developing and monitoring policies to ensure equal opportunities for senior citizens, eliminating discrimination in areas like healthcare, employment, and public life.
- Safeguarding the rights of older people during policy design aimed at improving health and welfare.
- Ensuring that older people have a strong voice in matters affecting their well-being.
- Promoting intergenerational dialogue to recognise the contributions of seniors to society.
- Providing opportunities for seniors to be active citizens, tailored to their physical and mental abilities.
- Offering professional care based on an anthropocentric and social model from certified social carers.
- Training social carers for older people.
- Protecting older people from neglect, maltreatment, financial exploitation and abuse.

CENTRO PROVINCIALE PER L'ISTRUZIONE DEGLI ADULTI "NELSON MANDELA"[6], PALERMO (ITALY)

The *Centro Provinciale per l'Istruzione degli Adulti (CPIA) "Nelson Mandela"* is a public school in Palermo, Italy, active since 2015, and focused on raising the education level of adults. It serves a diverse population, including NEETs, school dropouts, migrants, and disadvantaged adults. Initially, 90% of its students were migrants, including unaccompanied minors. Recently, an increasing number of Italian adults have enrolled—mainly those who need to pass the first-cycle exam in order to qualify for state support under new legislation.

The CPIA promotes lifelong learning and guarantees access to education regardless of social or cultural background. It operates in the city of Palermo through 8 teaching centres located in different boroughs to deeply implement its educational mission, along with 3 school branches

[5] https://www.ctaobservatory.org

[6] https://www.cpianelsonmandela.edu.it/

inside local prisons. The CPIA also serves the western part of the Palermo province, with an additional teaching centre in Partinico.

Due to its nature and its educational and social goals, the CPIA works in a network with local stakeholders, including state and local administration, public and private schools, NGOs, and higher education institutions such as the University of Palermo. In 2020, the CPIA received top-scoring Erasmus+ KA120 accreditation (100/100) and now participates in various European projects.

The partnership

Each partner, through a reconnaissance of the needs encountered in its territory, the identification of a target group, and the collection of best practices, designed and implemented the training workshops, which were divided into WP2. In all cases, these activities, facilitated by continuous comparison between the various partners on the methodologies to be followed, were conducted to provide refugee and migrant women with the necessary skills to become active protagonists of the digital and creative economy and to facilitate their access to the labour market.

Thanks to the development of transversal skills, such as teamwork and the implementation of group dynamics, activities aimed at promoting social cohesion and integration, as well as overcoming barriers between host and refugee communities, foster a sense of mutual understanding. In particular, a sense of belonging to the new contexts of life was nurtured in the refugee and migrant women participating in the project through their knowledge of the European territories and local realities.

This publication presents the methodological reflection underlying the project, the analysis of the specific educational needs of the territories, and the presentation of best practices and workshops. The intention is not only to document the work done but also to provide a series of specimens to support those working in the field of inclusive education and women's empowerment in a migratory context.

The publication, as well as the project, is the result of teamwork to which the various partners contributed. This is undoubtedly its greatest strength: representing different realities within itself and, consequently, offering a range of intervention models that, although inspired by a common methodological reflection, are flexible and useful to those working in the varied mosaic of the European Union.

We encourage you to read and use the methods and tools described - both in their entirety and as inspiration to create original solutions to support the integration of women with a migration experience.








CERTIFICATE



2. NEEDS OF MIGRANT AND REFUGEE WOMEN FOCUS RESEARCH

2.1 RESEARCH METHODOLOGY

2.1.1 Purpose and scope of the research

The research presented in this report was designed to identify and analyse the development needs of refugee and migrant women in Europe, with a particular emphasis on enhancing their relational and digital competencies and fostering creativity through innovative and participatory methods. The core objective of this research is to inform the design and implementation of a tailored development program that reflects the authentic voices and lived experiences of the target group.

This initiative aims to empower women by supporting their artistic passions, improving their digital literacy, and building opportunities for self-expression and connection. Understanding their needs, challenges, and aspirations is critical to achieving these goals in a relevant and impactful way. In general, the development program aims to strengthen the skills of refugee and migrant women, with a primary focus on relational skills and digital competencies, while supporting the creativity of the women involved. This is achieved by utilising innovative tools to foster their creativity.

The research focused on identifying the overall needs of refugee and migrant women, rather than short-term, immediate requirements. These findings form the basis for designing flexible, adaptive programmes that are tailored to the developmental needs of women with migration experiences.

The scope of the study encompassed:

- Identifying specific challenges faced by migrant and refugee women in different European partner countries;
- Exploring the barriers they encounter in accessing services and using digital tools;
- Understanding their creative interests, skills, and the obstacles to developing them;
- Gathering suggestions for program design directly from the participants;
- Describing key demographic features (such as age, education level, migration status, and country of origin) to ensure a representative and inclusive sample.

By engaging directly with these women, the program aimed to promote active participation, co-creation, and empowerment through informed program development. Thanks for the involvement in the project, migrant and refugee women will be able to:

- Develop skills in a group with similar interests,
- Share experiences,
- Build a network of local and international contacts where they will be able to present their work, mainly in digital form,
- They will learn to use digital technologies, including social media, to present their works and creativity,
- Will prepare original works, photos and videos that will be collected on a specially prepared website, which at least 6 organizations will promote in at least five European countries.

2.1.2 Description of focus groups as a research tool

To ensure meaningful and participatory engagement with the target population, the research team chose to employ focus groups in safe spaces as the primary qualitative research method. Focus groups are structured group interviews involving a small number of participants who share key characteristics relevant to the study. This format enabled in-depth discussions, the sharing of experiences, and the collective generation of ideas.
Each participating organisation was tasked with organising three focus group sessions, engaging between 15 and 20 women in total. The discussions were designed to not only collect data on needs and barriers but also to inform participants about the broader project and create space for mutual learning and connection.
Focus groups offer several methodological advantages in this context:

- Direct engagement with the target audience, allowing researchers to hear first-hand from refugee and immigrant women about their unique experiences and challenges.
- Flexibility in exploring complex issues, particularly sensitive or nuanced topics that may not surface in individual interviews or surveys.
- Group dynamics that foster creativity and support which align with the goals of the development program.

To ensure practical and ethical data collection, the following guidelines were established for conducting focus groups:

- The scope of discussion topics should be carefully calibrated to match the allocated time (typically a maximum of 90 minutes), with a preference for fewer, more in-depth themes.
- Moderators should follow a prepared scenario, maintaining neutrality and facilitating the conversation rather than participating in it.
- An assistant should take notes, or, where appropriate, sessions may be recorded, allowing moderators to focus entirely on guiding the discussion.
- Pre-testing of questions is advised to ensure clarity and cultural relevance.
- The sequence of questions should follow a logical flow, beginning with personal background and moving into more specific needs, challenges, and aspirations.

A supportive, welcoming and safe atmosphere should be created to ensure participants feel safe and respected.
The research conducted for this project was grounded in a qualitative, participatory methodology designed to ensure that the perspectives of immigrant and refugee women directly shaped the program's structure and objectives. The primary research tool used was the focus group, which allowed for rich, in-depth discussions and collective exploration of shared experiences, needs, and aspirations.
A central component of this methodology was the guiding questionnaire, developed to elicit meaningful, narrative responses from participants. The questionnaire consisted of open-ended questions, carefully crafted to explore several key domains:

- Personal background and migration experiences
- Social and cultural challenges
- Barriers to access and participation
- Needs related to digital literacy and creative skills
- Aspirations for personal development
- Ideas for community-building and engagement through creativity

The questions were designed not only to gather information but also to encourage reflection, storytelling, and mutual understanding among participants. This narrative approach allowed

women to express their lived experiences in their own words, providing deeper insights into individual situations as well as broader community trends. In addition to collecting narrative data, we gathered basic demographic information -such as age, education, legal status, and country of origin - to contextualise the findings and support comparative analysis.

Suggested questions to be asked by the moderator:

Could you tell us a little about your background and journey as a refugee or migrant in Europe (in your partner country)?

a. Researching the needs:

1. What do you think are the most critical challenges facing refugee and immigrant women in Europe (partner country)?
2. How do these challenges affect your daily life and well-being?
3. What specific needs of refugee and immigrant women do you think are not adequately met in Europe (partner country)?
4. Are there cultural or language barriers to accessing support services or resources?
5. What challenges do you face in using digital technologies?
6. What digital skills would you like to develop?
7. What creative skills do you have, and how do you use them?
8. What barriers do you encounter in developing your creativity?
9. What activities or initiatives could help you use creativity for personal development?
10. How do you imagine creative workshops responding to some of these needs and challenges?
11. What are your ideas for using creativity to strengthen the sense of community among immigrant/refugee women?
12. What made you decide to participate in these creative workshops? What are your aspirations and goals for the future?

b. Statistical information: age, education, status (refugee/immigrant) and country of origin.

An introductory question—"Can you tell us a little about your background and journey as a refugee/immigrant in Europe?"—served to build rapport and provide important context for the participants' responses.

In addition to these open-ended prompts, demographic data (including age, education level, migration status, and country of origin) were also collected. This statistical information was crucial for contextualising the findings, ensuring diversity within the sample, and facilitating comparative analysis across different backgrounds and experiences.

The use of this structured yet flexible questionnaire facilitated a deeper understanding of the women's lived experiences and unmet needs. Moreover, the focus group format, paired with thoughtfully designed questions, offered a safe and inclusive space for dialogue, allowing participants to share openly and learn from one another.

This approach not only gathered the insights needed for program development but also reflected the project's participatory and empowering spirit. The discussions that took place during the focus groups helped foster a sense of community among the participants, providing immediate benefits through connection, validation and shared inspiration.













2.2 RESULTS OF THE PROJECT'S RESEARCH

2.2.1 Researching the needs of immigrant and refugee women in Poland (Warsaw)

Research purpose

The aim of the focus group meetings with migrant and refugee women was to discuss the matter of basic needs, both related to social and integrational status, as well as linked to creativity, interests and artistic skills. The meetings provided a platform to share experiences, challenges, and needs, as well as to inform and develop communication skills within a with similar interests.

Respondents and profiles

We gathered over 30 responses from a group of migrant and refugee women with diverse origins and statuses, including those from Ukraine, Ethiopia, Eritrea, Iran, and Uganda. Participants live in the reception centres for Ukrainians in Warsaw and refugee camps in Dębak. The age group was between 20 to 80. About 60% of participants were displaced people from Ukraine, and the rest were refugees in the process of legalising their stay.

Approach

We organised three focus group meetings in March and April 2024. The meetings included focus group discussions and individual interviews (when needed, for greater privacy) and were conducted in English, Polish, and Ukrainian. We have begun by gathering statistical information, including age, education, status (refugee or migrant), profession, languages used, and country of origin. Researching the needs, we gathered information on personal competencies related to life in a new country and creative skills. To achieve this, we used questionnaires that were adjusted to the specific group and translated into Ukrainian for our Ukrainian participants. Due to frequent meetings with the Ukrainian community, with whom we conducted workshops and sessions, we were constantly informed about their needs and the reception of our meetings. This will allow the following meetings and workshops to be tailored to the target group according to their interests.

Questions & answers – summary:

1. **Statistical Information:** age, education, status (refugee/migrant), profession, languages used, and country of origin.

   Women of various ages, from 20 to 80 years old.

   Origin: Ukraine, Iran, Uganda, Ethiopia, Eritrea, Colombia, Syria and others.

   Education: primary, secondary and higher, with a predominance of secondary education.

2. **Personal Development Needs**

A. Open focus group questions:

- Can you tell us a little about your background and journey as a refugee or migrant in Europe or Poland?
- What do you think are the most critical challenges facing refugee and migrant women in Europe/Poland?
- How do these challenges affect your daily life and well-being?
- What specific needs of refugee and migrant women do you think are not adequately met in Europe/Poland?
- Are there cultural or language barriers to accessing support services or resources?
- What challenges do you face in using digital technologies?
- What digital skills would you like to develop?
- What creative skills do you have, and how do you use them?
- What barriers do you encounter in developing your creativity?
- What activities or initiatives could help you use creativity for personal development?
- How do you imagine creative workshops responding to some of these needs and challenges?
- What are your ideas for using creativity to strengthen the sense of community among migrant/refugee women?
- What made you decide to participate in these creative workshops? What are your aspirations and goals for the future?

B. Questionnaire: Personal competencies related to life in a new country (on a Likert scale, I strongly disagree to I strongly agree):

1. I can quickly adapt to a new place and different customs
2. I feel confident when I talk to new people
3. I can make decisions on my own when I have a problem
4. I know how to cope when I have a lot of things on my mind and I feel stressed
5. I easily make new friends in a new place

6. I can communicate in everyday matters in the language of the country where I live.
7. I always try to do something myself, even when it is difficult
8. I can plan my time well to do everything I need to do
9. I understand the differences between people, and I can cooperate with them
10. I can talk and solve problems when something goes wrong

Findings:

The participants shared their personal stories about how they came to Poland. Some of the women crossed the border with Belarus illegally and were placed in the refugee camp in Dębak, which is a transit centre. A significant number of women of Ukrainian origin have been residing in reception centres since 2022.

The biggest challenges for women are issues related to everyday life - place of residence (in the case of a refugee camp, it is located in a forest, outside an urbanized area farther from Warsaw), access to food or lack of sufficient food on site, lack of work and means to life for themselves and their family with children, lack of a sense of security, language barriers and feeling of loneliness.

The most critical needs mentioned by women include health issues (medical care, medicines), work/money (employment opportunities, financial support), safety (protection from harm), everyday necessities (clothing, hygiene items), as well as education (access to schools, educational materials), information (updates on the situation, where/how to get support), housing (shelter, temporary accommodation), transport (public transport, means of mobility), food (nutritious dishes, foodstuff), communication and learning Polish language (phones, Internet access).

In the survey regarding individual development of competencies and needs, the majority of participants (75%) agreed with the statements. In several cases, the responses were mostly negative, "I disagree" or "I partially agree", e.g. in the case of the statements "I know how to cope when I have a lot of things on my mind, and I feel stressed" and "I can talk and solve problems when something goes wrong".

In terms of passion, creative activities, and past experiences, the prevailing answers were music, singing, handicrafts, sewing, makeup, painting, dancing, theatre, and visiting a museum. Participants also expressed interest in increasing their digital competencies.

3. Creativity Skills and Needs

A. What are your interests? (on a scale of 1-10).

B. What other ideas do you have for developing your creativity?

1. Painting with oil, acrylic, or watercolours.
2. Drawing with pencil, charcoal, pastels or markers.
3. Illustration and comics
4. Creating decorations, gifts and valuable items from various materials.
5. Decoupage techniques for decorating objects.
6. Weaving baskets, bracelets or mats from various materials.
7. Macrame techniques.
8. Shaping clay by hand and creating your ceramic works.
9. Painting and decorating pottery.
10. Scrapbooking - designing photo albums and creating creative layouts using papers, stickers, tape and other decorations.
11. Jewellery making - Using various materials such as beads, wires, and leather to design unique jewellery.
12. Jewellery-making techniques, such as soutache or wire wrapping.
13. Basics of photography and image composition.
14. Exploring different types of photography such as portrait, landscape and abstract photography.
15. Decorating cakes and preparing colourful desserts.
16. Creating artistic compositions from dishes
17. Designing and sewing your clothes.
18. Altering clothes and creating unique wardrobe items.
19. Learning different makeup techniques, from everyday to artistic.
20. Experiment with colours, shadows and makeup styles.
21. Running an art blog and sharing your creative projects.

Findings:

All of the proposals, as mentioned earlier, were considered favourite hobbies. Most participants indicated that they enjoy painting, creating decorations and DIY household items, jewellery making, makeup, and hairstyling.

2.2.2 Researching the needs of migrant and refugee women in Poland (Jelenia Góra)

Research Purpose

The purpose of this research is to identify and understand the generalised needs of refugee and immigrant women to design a tailored development program. This program aims to strengthen their relational and digital skills while fostering their creativity through innovative tools. By gathering insights from a representative group of women, the research seeks to ensure that the workshops effectively address the challenges and aspirations of this community, providing meaningful support and empowerment.

Respondents and profile

The study involved 16 women living in Jelenia Góra, 14 from Ukraine and two from Belarus. Four of them held refugee status, and most (60%) had higher education. The ladies varied in age: half were under 35 years old, three were in the 36-49 range, and five were over 50.

Approach of research

The study used focus group discussions(FGD) as the primary method for exploring the needs and perspectives of refugee and immigrant women. The focus groups provided a face-to-face, interactive environment in which participants shared their experiences, challenges and aspirations while learning about the project. Three focus group sessions were conducted, involving a total of 16 women.

The topics and questions were carefully selected and arranged in a logical sequence to facilitate in-depth discussions during the 1.5-hour session. The moderator led the discussions supported linguistically by an assistant from Ukraine. The assistant also recorded the contributions. A friendly and supportive atmosphere was created to encourage open dialogue.

Participants were selected to create a representative group of immigrant and refugee women in the local community, taking into account factors such as age, education, status and country of origin. The focus was on women who had experience in creative activities or artistic passions, in line with the program's goal of enhancing creativity, building skills and promoting social integration.

Questions posed and aggregated responses of female respondents

What problems do you face as a refugee/immigrant in Poland, in Jelenia Góra?
What causes you the greatest difficulty in your daily life?

- Financial difficulties included high fees and taxes, limited access to medical care, and the need to work long hours to support themselves.
- Lack of time for hobbies and development: work consumes most of their time, which prevents them from pursuing their passions.
- Language barrier: makes communication and dealing with official matters difficult.
- Lack of knowledge about the market and how to effectively sell their products: they are unaware of how to promote their handicrafts and reach potential customers.
- Low self-esteem: they feel undervalued (they are doing an under-qualified job).
- The difference in the standard of living: life in Poland is different from what they were used to in their country of origin.
- Missing home and loved ones: Leaving family and friends is a challenging experience for them.

What artistic talents and skills do you have?
How do you use your creativity in everyday life?

- Making handicrafts, such as stitching dolls, creating crochet toys, and crafting candle holders, they mentioned many different techniques.
- Painting pictures: they express themselves artistically through painting.
- Photography: They conduct photo shoots in the studio and outdoors.
- Artistic make-up, nails.
- Teaching others: they have experience teaching children and adults.

How well do you work with a computer and the Internet?
What digital skills would you like to develop?

- Participants at the meeting expressed varying levels of computer and Internet literacy. Some of them are already using the Internet for professional purposes, such as finding clients or promoting their businesses. Others are just beginning to learn basic digital skills.
- All the women expressed a desire to develop their digital skills. They would like to learn how to create websites, maintain social media profiles and use digital tools to promote their businesses, among other things.

Additional comments:

- Women feel undervalued in the new country.
- They lack opportunities to use their skills and experience.
- They would like to share their culture and traditions with others.
- They feel the need to build relationships with other women in similar situations and with the local community.

What activities or initiatives could help you develop your talents?
What creative workshops would be of interest to you?

In order to develop talents and foster creativity, participants in the discussion proposed several activities and initiatives:

1. **Digital Skills Development**
   Organizing digital workshops that will help women develop digital competencies and learn how to effectively use the Internet for various purposes, including professional and creative purposes.
2. **Marketing Training**
   Providing training on promoting handicrafts and other creative products both online and offline, equipping women with skills to reach broader audiences and establish a market presence.
3. **Language Support**
   Offering Polish language courses to improve communication and help women navigate daily life more effectively.
4. **Networking Opportunities**
   Hosting meetings and events to build connections among immigrant women and between them and local communities. These gatherings can foster collaboration, mutual support, and the exchange of ideas.
5. **Cultural Sharing Platform**
   Creating an online platform where women can share their culture, traditions, and creative works with others, promoting intercultural dialogue and showcasing their talents.
6. **Creative Workshops**
   Workshops focus on specific creative skills such as crafting, painting, photography, and other artistic activities that align with participants' interests. These workshops aim to inspire creativity and allow women to develop and showcase their creative passions.

2.2.3 Researching the needs of immigrant and refugee women in Italy

Research purpose

The study aimed to explore the skills, needs, challenges, and aspirations of women with migrant backgrounds residing in southern Italy, particularly in Palermo, Sicily. The focus was on understanding their self-perception, barriers to integration, and interest in creative and professional development opportunities.

Respondents and profiles

The study involved 14 women aged 18 to 35 from countries such as Bangladesh, Ghana, Gambia, Nigeria, and Burkina Faso. Their length of residence in Italy ranged from 1 to 10 years, with all but two immigrating directly from their countries of origin.

The group demonstrated diversity in educational levels, ranging from basic education to university degrees and language proficiency, with three native English speakers and generally limited elementary Italian skills. Two participants had specific qualifications in makeup artistry and agriculture. None held a driver's license, but all had legal residency status.

Participants identified their main skills as cooking, homemaking, childcare, creativity, drawing, and henna tattooing. Desired areas for skill development included learning the Italian language, driving, and digital literacy.

Approach

Data was collected online. The study relied on qualitative self-reporting from participants regarding their personal experiences, perceived skills and needs, and views on integration and employment.

Findings

Participants reported facing significant barriers, including limited language proficiency, cultural differences, and economic instability. Difficulties accessing support services were attributed to bureaucratic complexities and communication issues.

Unmet needs included job training, employment opportunities, and childcare services, followed by social integration initiatives, mental health support, and housing assistance.

There was a strong interest in creative workshops (e.g., drawing, jewellery making, blogging, photography, makeup, cake decoration, painting, upcycling crafts, decoupage, macramé, sewing, and ceramics). Although most had no prior work experience, many expressed interest in creative employment.

Half were actively job-seeking, mainly in childcare, retail, cooking, makeup artistry, and fashion. While generally satisfied with life in Italy, participants felt that institutional and social services did not sufficiently support their job search and economic needs. Perceived obstacles to career development included financial hardship, limited opportunities, language barriers, and a fear of failure.

2.2.4 Researching the needs of immigrant and refugee women in Austria

Research purpose

The research aimed to explore the experiences, needs, skills, and aspirations of women with migrant or refugee backgrounds living in southern Austria, specifically in the Steiermark region where InterAktion is based. The study focused on challenges related to integration, self-perception, digital and creative competencies, and motivation for participating in development activities.

Respondents and profiles

The study involved 15 women aged between 25 and 44 years. Data was collected online from 10 women with a migrant background and in person from 5 refugee women.

The two groups differed significantly in terms of education, language skills, and self-perception. All migrant women had university-level education. In contrast, refugee women had no formal education, only basic education or a high school background.

Among migrant women, English language proficiency was generally high, with two being native speakers and two others rating themselves at a native level. Their German proficiency was intermediate primarily, with one native speaker. Refugee women reported only basic to intermediate German skills, and only one had advanced English proficiency.

In terms of digital skills, migrant women generally rated their skills as high. Challenges were specific—such as a lack of Excel knowledge or access to advanced training in areas like programming, cybersecurity, digital marketing, AI, photo and video editing, and graphic design. Refugee women typically had basic digital skills and limited access to devices. One refugee woman expressed interest in learning programming.

Creativity was perceived positively across both groups. Some women were already engaged in visual arts, dance, writing, or performance. They proposed ideas for creative workshops,

including DIY, theatre, creative writing, storytelling, collage, drawing, furniture upcycling, graphic design, jewellery making, dance, poetry, photography, singing, and cooking.

Although the concept of "creativity" was less familiar to some refugee women, once examples were provided, they could identify with it and offer suggestions.

Approach

The data was collected using both online and in-person methods. Ten migrant women participated via online forms, while five refugee women were interviewed face-to-face. The study employed qualitative self-reporting to understand the participants' challenges, skill levels, and interests in personal and professional development.

Findings

Participants across both groups reported that language and cultural barriers, along with economic instability, were the main challenges affecting their daily lives and well-being.
The most commonly identified unmet needs in Austria were:

- Job training and employment opportunities
- Childcare services
- Social integration programs
- Mental health support and housing assistance

Many individuals found it challenging to access support services due to bureaucratic procedures and language barriers.

Despite differences in background, both groups expressed a shared interest in participating in creative workshops, motivated by the opportunity to gain skills, improve their employability, and build a sense of community.

Factors identified as motivating participation included: financial incentives, career prospects, social interaction and access to childcare. Some participants noted that the time of day and weather also affected their ability to participate in development activities.

Although the two groups differed in their educational and digital skills, all ladies said the hands-on workshop format was a potential way to overcome language barriers, foster collaboration and learn together.

2.2.5 Researching the needs of immigrant and refugee women in Belgium

Research Purpose

We aimed to meet with migrant women and discuss and understand their initial creativity and IT skills, as well as their challenges and needs, to propose tailor-made support for their well-being, inclusion, and thriving in the host society.

Approach

The focus was on migrant women who had either experience or a passion for art and creativity. For every participant to be heard, three small focus groups were organised on 18,19 and 29 April 2024. Each session took 2 hours.

Respondents and profile

In Liège, we gathered 22 women with significant differences in terms of administrative status (some are refugees, others are asylum seekers, while a few are undocumented migrants), creative skills, challenges, and needs.

Questions and answers - summary

What do you think are the most critical challenges facing refugee and immigrant women in Europe?

Discrimination and exclusion (in education, training, employment, housing, and financial resources), legal and administrative obstacles, gender-based violence, access to health services, and recognition of diplomas and qualifications.

How do these challenges affect your daily life and well-being?

Lack of opportunities, health issues, burnout, exclusion, precariousness and poverty.

What specific needs of refugee and immigrant women do you think are not adequately met in Europe?

Asylum, employment, health care, Day care, Information, IT training, IT equipment, education, language course, housing, economic empowerment, and legal protection.

Are there cultural or language barriers to accessing support services or resources?

Sure. You need to have a good language level to pursue further education, find a job, and access administrative and social services, including rare social interpretation services and an intercultural approach.

What challenges do you face in using digital technologies?
Lack of computers, no internet connection (asylum seekers living in centres), minimal digital skills, lack of digital-financial literacy, e.g. paying online.

What digital skills would you like to develop?
Digital financial literacy, e-banking, MS Office, collaborative tools, e-marketing, Illustrator, Photoshop, Canva, and web design.

What creative skills do you have, and how do you use them?
Sewing, photography, painting, cooking, web design, styling, model design, hairdressing, traditional music, and cultural dancing.
Some women engage in sewing in their associations, painting in small groups of artists, cooking at home, or as informal caterers at parties. Other women have no opportunities to utilise their creative skills.

What barriers do you encounter in developing your creativity?
Lack of supporting organisations/platforms for artisans and artists, legal and administrative barriers, no market, no entrepreneurial framework, lack of equipment.

What activities or initiatives could help you use creativity for personal development?
Thematic workshops, mentorship, networking, entrepreneurship training courses, intercultural events, exhibitions, festivals, and digital training.

How do you imagine creative workshops responding to some of these needs and challenges?
It would be an opportunity to meet other creative women and learn from each other.
That would boost our creativity. We could explore the market together.

What are your ideas for using creativity to strengthen the sense of community among immigrant/refugee women?
Thematic advocacy art can help achieve diversity, inclusion and social cohesion. An award would boost community creativity.

What made you decide to participate in these creative workshops? What are your aspirations and goals for the future?
It's always beneficial to meet others, gather information, network, and acquire new skills.
Some women aspire to develop creative and digital skills as a hobby, while others use them to secure a job or achieve financial independence.

2.2.6 Researching the needs of immigrant and refugee women in Cyprus

Information about the target group

As part of the REMCREAD project, a focus group was conducted with migrant women from Nepal, India, and Sri Lanka who have been living in Cyprus for periods ranging from 11 months to 9 years. Participants were aged between 26 and 50 and demonstrated varying levels of English proficiency, from basic to advanced. Their knowledge of Greek was limited to a few basic phrases. Only one woman held a Cypriot driving license, indicating challenges related to mobility and independence.

Challenges, needs, and barriers

Most of the women are employed in domestic roles, including elderly care, cooking, and housekeeping. Despite being employed, they expressed a strong desire for personal and professional growth. Their goals include improving English skills, learning Greek, developing digital literacy (including the use of computers and smartphones), understanding their rights as workers, obtaining a driving license, and exploring creative vocations such as nail art, hairdressing, and candle-making.
Key barriers include:

- Language and cultural differences,
- Insecurity related to employment and residency status,
- Restrictions imposed by employers, which negatively affect their mental well-being,
- Limited free time due to demanding work schedules,
- High living costs that make it difficult to invest in education and training.

A particularly significant issue raised by the participants is the difficulty in bringing their children to Cyprus. Long working hours leave little time for family life, leading to emotional distress and weakened family bonds, which in turn affect their mental health and daily functioning.

Educational needs and creative interests

Participants expressed dissatisfaction with the limited availability of initial educational support, particularly Greek language courses and vocational training, upon their arrival in Cyprus. Access to these resources would have significantly eased their integration and improved their employment prospects.
They showed great interest in hands-on, practical workshops in creative fields. They see these activities as opportunities for professional development. However, they face obstacles such as

language barriers, cultural adaptation challenges, a lack of job opportunities in their areas of interest, and financial limitations that restrict access to training.

Conclusions and recommendations

The insights from the focus group will inform the ongoing development of the REMCREAD project, particularly in designing tailored training programs. These programs aim to support the vocational development and social integration of migrant women in Cyprus. By addressing their actual needs, the project will be better positioned to empower participants to pursue their personal and professional goals successfully.

2.3 COMPARATIVE SUMMARY OF FOCUS GROUPS RESEARCH FINDINGS

1. Diversity of Participant Groups

The focus groups were attended by many migrant and refugee women invited by six organisations: in Poland (Warsaw and Jelenia Góra), Austria, Cyprus, Italy, and Belgium.

The diversity is evident in:

- **Countries of origin**: Participants came from Ukraine, Ethiopia, Eritrea, Iran, Uganda, Bangladesh, Ghana, Gambia, Nigeria, Burkina Faso, Nepal, India, Sri Lanka, Colombia, Syria, and Belarus.
- **Migration status**: The groups included refugees, asylum seekers, documented and undocumented migrants.
- **Length of stay**: From newly arrived women (11 months) to long-term residents (up to 10 years).
- **Age range**: Women from age 18 to 80 participated.
- **Education levels**: Ranged from no formal education to university-level qualifications.
- **Employment and housing situation**: Some women lived in refugee or reception centres (Warsaw, Belgium), while others were more settled or working in domestic care, often under restrictive conditions

2. Common Needs Identified Across All Groups

Despite contextual differences, participants consistently highlighted several shared needs:

- **Language acquisition**: Especially the host country's language (Polish, German, Greek, Italian); seen as a gateway to integration and autonomy.
- **Employment opportunities**: Access to jobs, recognition of qualifications, and vocational training were repeatedly mentioned.
- **Childcare services**: Lack of access to affordable childcare limits educational and employment possibilities.
- **Digital skills development**: Women want to learn basic and advanced digital competencies for personal, professional, and entrepreneurial use.
- **Safe housing and legal stability**: Women across countries emphasized the need for secure housing and legal support for their residency or asylum cases.
- **Mental health and emotional support**: Feelings of loneliness, stress, and emotional hardship—especially due to family separation—were widespread.

3. Creativity and its role in integration

All groups recognized creativity as a meaningful area for development. Interests and talents included:

- **Handicrafts, sewing, and jewellery-making** – typical in Poland, Belgium, Austria, Cyprus and Italy.
- **Make-up, hairstyling, nail art** – noted especially in Cyprus, Italy, and Jelenia Góra.
- **Painting, drawing, photography** – popular across all groups, often seen as a tool for self-expression.
- **Creative writing, storytelling, dance, and music** – highlighted in Austria and Belgium.

Barriers to creative development included lack of time (due to work), materials, equipment, knowledge of how to monetize skills, and legal or institutional support.

4. Participation, motivators and expectations

Women across countries shared similar motivations for joining creative or educational workshops:

- Gaining skills for employment or self-employment
- Creating a sense of belonging and peer support

- Having a safe space to express themselves
- Rebuilding self-esteem and visibility in the host society
- Overcoming language barriers through practical, hands-on formats

Practical factors, such as the time of day, availability of childcare, and transportation, also affected willingness and ability to participate.

5. Conclusion

The focus groups revealed that while migrant and refugee women encounter different challenges based on their legal status, backgrounds, and host countries, their fundamental needs and aspirations often overlap. All participants expressed a strong desire for:

- Recognition of their skills and rights
- Access to educational and employment opportunities
- Platforms to connect, share, and grow creatively

To effectively support their empowerment and integration, it is essential to design inclusive, flexible, and culturally sensitive programs tailored to the diverse experiences within and among these groups.

3. METHODS AND PROGRAMMES DEVELOPED BY THE PARTNERS

The research conducted by partner organisations revealed significant diversity among migrant and refugee women, especially regarding their educational backgrounds, language skills, life situations, and developmental needs. Consequently, each organisation designed its program to strengthen women's creative and digital competencies, tailoring it to the specific local context.

These programs aim to boost women's active participation in both social and professional spheres, improve their relational and digital skills, and support their independence and integration into local communities. A significant emphasis is placed on enhancing creativity through non-formal education methods. By developing and testing various approaches, the project seeks to create effective and innovative tools that can be shared and utilised by other organisations working with migrant and refugee women.

3.1 OVERVIEW OF THE PROGRAM DEVELOPED BY FDS (POLAND)

The set of workshops emphasises hands-on learning and cultural exploration through various creative mediums. Each session is designed to enhance participants' skills and creativity while encouraging collaboration and engagement with diverse cultural practices.

1. Creative Doll-Making Workshop: Participants immerse themselves in the art of doll-making, exploring sewing and crafting techniques to create unique, personalised dolls. With a focus on cultural significance, such as the Ukrainian 'motanka' doll, this workshop nurtures creativity and fine motor skills through hands-on crafting. Participants will create, decorate and embellish their dolls, culminating in a community feedback session that encourages communal learning and reflection.
2. Cooking a Story: Storytelling Through Recipes. This culinary workshop combines storytelling with cooking, enabling participants to create dishes inspired by folklore and narratives. By interpreting elements of a story into culinary creations, participants will learn cooking techniques while exploring the deep connections between food and culture. The collaborative cooking process fosters teamwork and enhances participants' creative thinking, culminating in a shared tasting experience that celebrates their culinary stories.

3. DIY Relaxation Sachets and Movement: The workshop creates a space for migrant women to explore simple self-care techniques using the senses. Through making DIY sachets and engaging in gentle movement and breathwork, participants learn how to connect with their bodies, express themselves and carry calming practices into daily life.
4. Bead Crafting Workshop: This workshop focuses on jewellery-making using beads, emphasising precision and design skills. Participants will learn basic techniques for stringing beads to create unique accessories and patterns. The session will include a presentation of finished pieces, allowing for feedback and discussion on the challenges encountered during the crafting process.
5. Snack & Share Workshop: Healthy snacks and stories that connect us. Participants will create healthy snacks, share their hobbies, and explore creative cooking ideas, all while developing their communication skills.
6. Make Your Bag Workshop: This practical workshop teaches participants to sew their bags, integrating painting and basic sewing techniques with personalised design. Participants will learn to read patterns, paint, cut fabric, and customise their bags with embellishments. The group reflection at the end allows participants to celebrate their craftsmanship and share insights from the sewing process.

Together, these workshops weave a rich tapestry of creativity, skill development, and cultural appreciation, providing participants with meaningful and engaging experiences.

Title of the Activity	**Creative Doll-Making Workshop**
Introduction	In this workshop, participants will learn how to design and create handmade dolls using a variety of materials, including fabric, thread, and stuffing. This activity encourages creativity and hands-on learning, offering a personalized experience.
Expected duration	4 hours
Learning objectives	• Develop sewing and crafting skills. • Foster creativity by designing unique dolls. • Improve fine motor skills through hand-stitching and assembly. • Learn about the cultural significance of doll-making, such as the Ukrainian ‘motanka’ doll.
Teaching methods	• Hands-on crafting with individual guidance. • Use of story-based inspiration to design dolls. • Peer feedback and collaborative design sharing.

Tools/materials	• Fabric scraps (cotton, felt) • Sewing needles and thread • Buttons, ribbons, beads for decoration • Stuffing material (cotton or synthetic) • Scissors, glue
Description of the activity	1. Introduction to basic doll-making techniques (sewing, stuffing, assembling). 2. Participants design their dolls by sketching ideas. 3. Choose fabric and materials for the doll's body and clothing. 4. Sew the doll's body and attach limbs. 5. Stuff the doll and close the seams. 6. Add facial features, hair, and accessories using various embellishments. 7. Share designs with the group for feedback.
Evaluation of the workshop activity	Questionnaire • Assessment based on creativity, craftsmanship, and effort. • Participant reflection on what they learned. • Group discussion on challenges and successes.
Further readings	Articles on the history of doll-making and cultural significance. Practical video: Motanka doll – How to make Ukrainian amulet Family keeper (youtube.com) The history of Motanka, a traditional Ukrainian guardian doll. – Ukieology Fashion and Decor

Title of the Activity	**Cooking a Story: Storytelling Through Recipes**
Introduction	Participants will create meals based on stories or cultural tales. Each dish will reflect an element of the chosen narrative, encouraging a blend of culinary arts and storytelling.
Expected duration	4 hours
Learning objectives	• Learn basic cooking techniques. • Understand the cultural connections between food and storytelling. • Foster creative thinking by turning narratives into edible forms.

Teaching methods	• Story-based meal creation: cooking based on specific plotlines. • Collaboration in pairs or small groups to create a dish inspired by a story.
Tools/materials	• Cooking utensils (knives, pots, pans) • Ingredients based on chosen stories • Recipe cards • Storybooks or scripts
Description of the activity	1. Choose a story or folktale to base the cooking on. 2. Break down the story and brainstorm how different elements can be represented through food (e.g., a dessert representing a happy ending). 3. Gather ingredients and plan the meal's structure. 4. Prepare the dish according to the guidance provided by the facilitators. 5. Present the dish and explain the connection to the story. 6. Group tasting and feedback.
Evaluation of the workshop activity	Questionnaire Participants will be evaluated based on their creativity, teamwork, and ability to integrate storytelling. A group discussion on how food can tell a story.
Further readings	Books or articles on food symbolism in different cultures. Food: How Cultures Eat And What It Means - Cultural Awareness International Food Culture: 36 Culinary Traditions Around the Globe (littera24.com)

Title of the Activity	**DIY Relaxation Sachets and Movement**
Introduction	The workshop creates a space for migrant women to explore simple self-care techniques using the senses. Through making DIY sachets and engaging in gentle movement and breathwork, participants learn how to connect with their bodies, express themselves and carry calming practices into daily life.
Expected duration	4 hours

Learning objectives	• Learn how to create a handmade floral sachet using calming scents like lavender, chamomile, or mint. • Understand the benefits of scent and touch in reducing anxiety and supporting emotional balance. • Use creative expression and sensory experience to strengthen connection.
Teaching methods	• Embodied practice of gentle stretching and breathwork to internalize self-care techniques physically. • Hands-on creativity, as seen in DIY crafts, enhances ownership, creativity, and empowerment. • Sensory-based learning as the touch, smell, and movement engage multiple senses to reinforce learning and well-being.
Tools/materials	• Small fabric squares (cotton or muslin) or pre-sewn pouches • Dried flower petals or herbs: lavender, chamomile, rose petals, mint, rosemary • Essential oils (optional for light scent enhancement) • Natural string or ribbon • Scissors, small spoons
Description of the activity	1. Introduction to calming herbs and scents. 2. DIY sachet making. 3. Choose herbs based on your preference or emotional connection. Mix and fill the sachet. 4. Add a personal touch — decorate with a symbol, name, or calming word. Tie and keep or gift it. 5. Encourage sharing stories about scents or traditions during the process. 6. Sense the smell of oils and start the body movement in a circle. Add simple seated or standing stretches, such as shoulder rolls, gentle neck stretches, and side bends. 7. Add breathing techniques: “4-4-4” breath (inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds). Reflect on the effects.
Evaluation of the workshop activity	• Evaluation based on creativity and technique. • Group reflection on the process and sachets created.
Further readings	Articles: The Healing Power of Scent: A beginner's guide to the power of essential oils: Rowland, Ellen: 9781446310595: Amazon.com: Books

Title of the Activity	**Bead Crafting Workshop**
Introduction	Participants will learn to create jewellery and accessories using beads. This hands-on activity encourages creativity and precision.
Expected duration	4 hours
Learning objectives	• Develop skills in beadwork and jewellery design. • Enhance precision and hand coordination. • Foster creativity through pattern creation.
Teaching methods	• Step-by-step bead crafting tutorials. • Use of cultural examples of beadwork for inspiration.
Tools/materials	• Beads of various sizes and colours • String, wire, and fasteners • Pliers, scissors
Description of the activity	1. Introduction to basic bead stringing techniques. 2. Choose beads and design a pattern. 3. Practice stringing beads and making knots. 4. Create a bracelet, necklace, or other accessory. 5. Present the finished product to the group for feedback.
Evaluation of the workshop activity	• Creativity and precision in design. • Group discussion on beadwork challenges.
Further readings	Books on the history of beadwork and its use in different cultures. A history of beads, and how they changed the world | THE WORLD OF INTERIORS

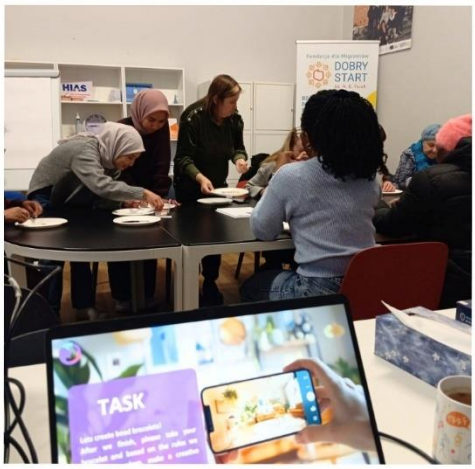
Title of the Activity	**Snack & Share Creativity**
Introduction	Participants will make healthy snacks and share their hobbies, creative cooking ideas and develop communication skills.
Expected duration	4 hours

Learning objectives	• Prepare 2–3 simple healthy snacks using accessible ingredients. • Understand the nutritional value of the snacks prepared. • Share personal or cultural food stories with confidence and creativity. • Practice basic communication skills in a supportive group setting. • Build social bonds and a sense of community through shared cooking and storytelling.
Teaching methods	• Hands-On Learning: Participants learn by doing, preparing the snacks together. • Peer-to-Peer Exchange: Women share traditional snack ideas from their cultures, encouraging knowledge exchange.
Tools/materials	• Cooking equipment: spoons, knives, cutting boards, bowls, utensils. • Ingredients for selected snacks (e.g. oats, oil, spices, honey, dried fruits). • Printed recipes. • Flip chart or whiteboard for group input. Hand sanitizer, gloves, aprons.
Description of the activity	1. Introduction to Healthy Snacking and Creative Cooking. 2. Explanation of recipe step by step. 3. Preparation of snacks and creative expression. 4. Sit in a circle and enjoy the snacks.
Evaluation of the workshop activity	• Evaluation based on creativity. • Peer review of finished snacks.
Further readings	Articles on the cooking, snacking and creativity: Smart Snacking – Nutrition Meets Food Science What Cooking Can Teach You About Innovation and Creativity - Harvard Business Publishing Creativity in the Kitchen: How Cooking Engages Your Creative Mind

Title of the Activity	**Make Your Own Bag Workshop**
Introduction	Participants will learn to sew personalized bags, from tote bags to small purses, using basic sewing techniques and patterns.
Expected Duration	4 hours
Learning objectives	• Learn basic sewing and pattern-following skills. • Develop fine motor skills and design thinking. • Foster creativity in customizing bags.
Teaching methods	• Use of beginner-friendly patterns. • Encourage customization with fabric paint or embellishments.
Tools/materials	• Fabric (cotton, canvas) • Needles, thread • Paint, brush • Sewing machines (optional) • Scissors, fabric markers, and embellishments
Description of the activity	1. Introduction to sewing techniques and pattern reading. 2. Choose fabric and design a bag. 3. Cut the fabric according to the pattern. 4. Sew the bag pieces together. 5. Customise with fabric paint or decorative elements. 6. Share the finished bags with the group.
Evaluation of the workshop activity	• Evaluation based on craftsmanship and creativity. • Group reflection on the sewing process.
Further readings	Sewing video and graphic guides and beginner patterns. https://youtu.be/IGITrkYdjJs?si=NkKSs2z8I-T9gKXB Beginners Sewing Course - Day 1 - The Basics






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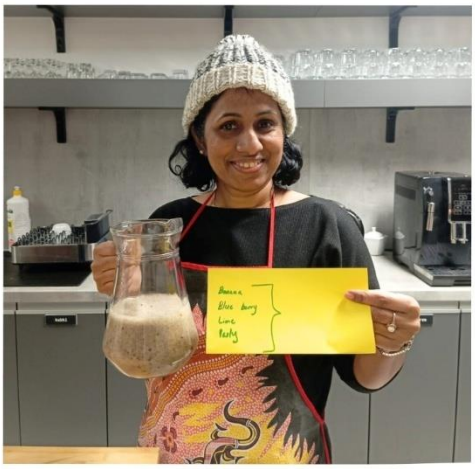



Fundacja dla Migrantów
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3.2 OVERVIEW OF THE PROGRAM DEVELOPED BY PCKK FOUNDATION (POLAND)

Title of the Activity	**Creativity and Digital Skills: Developing the competencies of Migrant and Refugee Women for independence and social inclusion**
Introduction	In order to achieve the main objective of the project: to strengthen women, immigrant and refugee women through creative activities and improvement of digital competencies, a series of workshops will be implemented combining creative activities and the use of digital technologies. These workshops will inspire female participants to further develop, improve their skills and provide an opportunity for knowledge sharing for those with experience in the areas covered by the workshops. The organization of the workshops will be based on the Study Circle methodology, and the final development topics and scopes will be identified by the participants. There will be 6 development workshops combining creative activities and the use of digital technologies, and one dedicated directly to digital competencies selected by the participants.
Expected duration	6 workshops of 4 h each
Learning objectives	**General Objective:** Strengthen the personal, digital, communication, and creative skills of female participants. **Specific Objectives:** • Enhance digital skills for safe and effective Internet and social media use. • Build practical skills useful for daily and professional life in a new country. • Boost self-esteem and confidence through creative activities like handicrafts, printmaking, or photography. • Promote social integration and networking, particularly for immigrant and refugee women. • Use creativity to express emotions and cope with stress and trauma. • Preserve cultural identity through artwork inspired by participants' traditions.

	• Foster autonomy and independence by developing new skills and self-reliance.
Teaching methods	The development workshop will be conducted in accordance with the Study Circles methodology. The main principles of the Study Circles method of work - learning circles: • Each person has some knowledge and experience to share with others. • Participants in Study Circles are both learners and teachers/coaches. • People who want to gain knowledge or skills in a certain area meet regularly in small groups (Study Circles) to explore a topic of interest together. • A Study Circle group works under the direction of a leader, chosen and approved by its participants. • The entire group jointly establishes the purpose of its meetings and the rules of cooperation in the group. • Each person is responsible for achieving the set goal. • The group is supported by a Facilitator, who is a representative of an institution that organizes education through the Study Circles method. Thanks to the Study Circle method, participants influence their development process, co-determine, and share their experience. This approach is conducive to achieving the goals set by the project. In addition, participants will benefit from mentoring support, which will allow them to individualize the learning process, develop Individual Action Plans and effectively achieve their goals. There will be 6 development workshops combining creative activities and the use of digital technologies, as well as one dedicated directly to the digital competencies selected by the participants. Duration of each meeting - 4 hours. Implementation period: October 2024 - February 2025. From the focus research, **3 creative development areas emerge:** • **handicrafts,** • **drawing, painting** • **photography**

	Digital skills indicated for development by focus group participants are: **social media activities and digital photography. Security is also a key issue for anyone using the network.** The final choices of issues will be made ultimately by the workshop participants (according to the Study Circle methodology).
Tools/materials	Depending on the workshop, e.g.: • **Soaps and photography** - glycerine bases, dyes, moulds, dryer, smartphones. • **Textile brooches** - fabrics, satin ribbons, needles, threads. • **Bracelets** - moulin, beads, clasps, scissors. • **Felting** - wool for felting, soap, foils. • **Acrylic painting and graphic applications** - canvases, acrylic paints, brushes,varnish, aprons, smartphones, graphic applications. • **Crochet** - yarn, crochet hooks, scissors. • **Photo day** - phones, decorations, lights, styling accessories.
Description of the activity	**Workshop 1:** Topic: **Creative activities and personal branding online - introduction** Objectives: Establish Study Circle, diagnose development needs of female participants, set goals and schedule group meetings. Step-by-step implementation: 1. Getting to know the participants and integrating the group. Presentation of creative interests of female participants. 2. Diagnosis of current digital skills of female participants and their experience in social media activities. 3. Building a personal brand - how to act online. Introduction 4. Establish the development goals of the participants (what they want to learn, what they want to improve, in the area of creative activities and in the area of digital competence), identify high-performers who are ready to share their knowledge in the selected areas. 5. Defining the goals of the group, setting the schedule and topics of future meetings, establishing communication channels. 6. Selecting people who will serve as leaders in the areas selected by the group.

	7. Summary - brief discussion of what was achieved and what are the conclusions for the future, evaluation and closing of the meeting Meeting conducted by a facilitator and mentor. After the meeting, participants will participate in individual sessions with the mentor to develop Individual Action Plans to help them achieve their goals. **Workshops 2-6:** Topics: **handicrafts, drawing, painting, photography** Objectives: To develop creative skills in the selected area, to improve the ability to photograph objects with a smartphone, Step-by-step implementation: 1. Mini exhibition - presentation of works of participants made with the technique that is the topic of the workshop (participants bring their previously made works). 2. Discussion about tools, materials, sources of knowledge and inspiration 3. Creative workshops in chosen topic 4. Digital workshop - photographing objects with a smartphone 5. Online activities - discussion and planning of activities for the period between meetings: What will I do online? What will I learn? 6. Summary - a brief discussion of what was achieved and what are the conclusions for the future, evaluation and closing of the meeting Meetings moderated by the facilitator. **Expanding knowledge** from tutorials suggested by the facilitator
Evaluation of the workshop activity	Evaluation questionnaire
Further readings	The Study Circles methodology in the education of seniors SenEd final ver EN.pdf How to start building a personal brand online with little digital competence? https://drive.google.com/file/d/1nA0mZbZKW5JwnTOhVSYC1M-zN083ZV1b/view?usp=sharing Test your digital skills! https://europa.eu/europass/digitalskills/screen/home?referrer=epass&route=%2Fpl DigComp 2.2 https://publications.jrc.ec.europa.eu/repository/handle/JRC128415 https://youtu.be/NK5wtYHziws?si=F5vEviEdtZsgS78o https://youtu.be/Xv3j9k_3930?si=nv-rN3ldj88-Qp2E https://youtu.be/kZNC6k5YVsc https://www.youtube.com/watch?v=TrSGCwN-CAc











3.3 Overview of the program developed by Centro Provinciale per l'Instruzione Degli Adulti "Nelson Mandela" (Italy)

In an increasingly interconnected world, fostering intercultural dialogue and understanding is essential for promoting harmony among diverse communities. This project aims to achieve this goal through a series of six engaging workshops focused on celebrating the Festa dei Morti (Day of the Dead) on November 2nd. The primary focus is on the Frutta Martorana: traditional sweets made from an almond and sugar paste (a type of marzipan), shaped and painted to resemble real fruits and sometimes vegetables. These sweets are both delicious and artistically crafted. Named after the Martorana Church in Palermo, where, according to tradition, it was first invented and produced by nuns, such sweets are especially associated with the Feast of November 2nd. Today, Frutta Martorana is a symbol of Sicilian pastry art, combining history, culture, and craftsmanship in every piece. Exploring the Festa dei Morti and the traditional Frutta Martorana is an occasion for participants to develop their creative and digital skills, including cooking, decorating, packaging, photo and video editing.

The objectives of this programme are:

- Enhance Creativity: Each workshop is designed to encourage creative expression through various artistic mediums. From digital poster creation to crafting traditional sweets, participants will explore their artistic potential.
- Build Digital Competence: In today's digital age, proficiency in technology is crucial. Participants gain hands-on experience with digital tools and platforms to create posters and videos documenting their experiences.
- Promote Intercultural Understanding: By engaging with Sicilian traditions and sharing their cultural backgrounds, participants foster a deeper appreciation for diversity and develop skills for effective communication across cultures.
- Develop Research Methodology: Participants learn how to conduct research, focusing on historical and contemporary practices related to the Festa dei Morti. This skill is beneficial not only for school purposes but also for personal growth.
- Gain a sense of belonging to the territory, exploring it and discovering its most significant monuments.

Conclusion

Through these workshops, participants not only gain practical skills but also develop a deep understanding of Sicilian traditions surrounding the Festa dei Morti. By fostering dialogue between cultures, this project aims to cultivate a more inclusive environment where diverse perspectives are valued and celebrated. Ultimately, we strive to inspire participants to carry forward these lessons into their communities, fostering ongoing intercultural exchange and collaboration.

Title of the Activity	**The Festa dei Morti: a digital poster**
Introduction	The activity deserves an introduction to the whole workshop. It includes a visit to the Martorana Church and an online search to find information on the Festa dei Morti in Palermo, Italy, as well as in other countries. The ultimate goal is to create a digital poster that showcases the information collected during the activity.
Expected Duration	4 hours
Learning objectives	• Basics of web research tools. • Basics of graphic design through mobile apps.
Teaching methods	• Cooperative learning • Peer education • Flipped Classroom
Tools/materials	• Participants' smartphones. • Computers (not compulsory) • Powerpoint presentation about the celebration of the Day of the Dead in Sicily and in the participants' home countries.
Description of the activity (step by step)	The activity firstly serves as a cultural enrichment for the topic, including a visit to the Martorana Church. During the visit, students learn about the history and tradition of the Festa dei Morti. After the visit, participants are invited to compare the cultural and culinary traditions related to the Festa dei Morti in our country with those in their countries of origin. This was also supported by the use of smartphones, which allowed for searching of information and images. Lastly, participants collaborate to design and produce a digital poster about the

	Festa dei Morti e the Frutta Martorana. This activity introduces them to web research and graphic design tools while encouraging teamwork and creativity.
Evaluation of the workshop activity	Self assessment questionnaires
Further readings	The cult of the dead in world traditions https://youtu.be/ArJZNwewBz0?feature=shared https://youtube.com/shorts/sN__ozG4qw0?feature=shared https://www.donnad.it/festa-dei-morti-mondo https://www.focusjunior.it/comportamento/feste/festa-dei-morti-le-tradizioni-in-italia-e-nel-mondo-per-il-2-novembre/

Title of the Activity	**The Frutta Martorana: a cooking workshop**
Introduction	The core of the first activity is learning how to prepare Frutta Martorana. To achieve this, participants attend a cooking workshop at the Dolce Carlino pastry lab in Palermo. During the workshop, a master pastry chef explains how to prepare Frutta Martorana, providing a list of the ingredients, an overview of traditional preparation methods and timing, as well as its historical significance.
Expected Duration	4 hours
Learning objectives	• New cooking techniques • Exchange of recipes from different cultural backgrounds. • History and significance of traditional food. • Cultural exchange and social connections among participants.
Innovative teaching methods	• Learning by doing • Cooperative learning • Peer education • Flipped classroom
Tools/materials	• Marzipan, gloves, masks, moulds

Description of the activity (step by step)	After a brief presentation of the recipe, facilitators guide participants in learning the traditional techniques for producing Frutta Martorana, namely how to prepare the almond and sugar paste and how to shape it into fruit-like forms using the appropriate moulds. At the end of the workshop, participants take with them the fruits they have made, still white and unpainted, to decorate them during the second activity.
Evaluation of the workshop activity	Self assessment questionnaires
Further readings	The Day of the Dead in Palermo https://youtu.be/q4O-upaDBnA?feature=shared https://youtu.be/rprL6N5Z_7w?feature=shared The 'Festa dei Morti' described by Andrea Camilleri https://youtu.be/-9Hc793Pw0o?feature=shared

Title of the Activity	**The Frutta Martorana: a decoration workshop**
Introduction	Building on the previous workshop, participants create their works of art using traditional techniques while also developing their unique styles. This activity is conducted at school under the supervision of the facilitators.
Expected Duration	4 hours
Learning objectives	• Food painting techniques. • Exchange of decoration techniques from different cultural backgrounds. • History and significance of traditional food. • Cultural exchange and social connections among participants.
Teaching methods	• Learning by doing • Cooperative learning • Peer education • Flipped classroom
Tools/materials	• Edible colours, brushes, gloves, masks • PowerPoint presentations about traditional decoration techniques

Description of the activity (step by step)	After a brief presentation of traditional decoration techniques, facilitators guide participants in decorating their creations by reproducing classic styles and developing their unique designs. The participants, using food colouring, painted the surface of the fruit with a fine-tipped brush to recreate as realistic an effect as possible.
Evaluation of the workshop activity	Self assessment questionnaires
Further readings	Frutta Martorana on Wikipedia https://it.wikipedia.org/wiki/Frutta_di_Martorana

Title of the Activity	**The Frutta Martorana: packaging workshop**
Introduction	Participants explore packaging design techniques to create attractive packaging for their sweets. This session emphasizes aesthetics and marketing strategies.
Expected Duration	4 hours
Learning objectives	• Basics of marketing • Basics of packaging design
Teaching methods	• Learning by doing • Cooperative learning • Peer education
Tools/materials	• Paper, Cardboard, Colour ribbons, Gloves, Masks, Scissors, Brushes
Description of the activity (step by step)	Facilitators guide participants in developing their packaging style according to the basic principles of marketing. Participants can develop their creativity by identifying an identity for their “products”. Most of them have chosen to create packaging that aligns with the design of the typical wooden fruit crate and the specific colours of Sicilian tradition.
Evaluation of the workshop activity	Self assessment questionnaires
Further readings	A Traditional Sicilian *Frutta Martorana* Recipe https://youtu.be/z_NcUAiw9wI?feature=shared

Title of the Activity	**A field research: the Festa dei Morti in Palermo**
Introduction	After visiting the Martorana Church during the first activity, participants will return to the city centre to explore the iconic locations associated with this traditional confectionery and take photographs. By creatively editing these images, participants will visually reinterpret key landmarks in Palermo's historic centre, including Piazza Bellini, the Church of La Martorana, the Church of San Cataldo, and the Monastery of Santa Caterina. The process of photographic redesign not only helps develop artistic and digital skills but also promotes a deeper understanding of the local cultural heritage. This personal elaboration of the images fosters a true sense of connection and belonging to these places, turning the educational experience into a meaningful journey of cultural integration and appreciation.
Expected Duration	4 hours
Learning objectives	• Basics of field research • Basics of digital photography • History and significance of the celebration of Festa dei Morti. • Cultural exchange and social connections among participants. • Developing artistic and digital skills through the creative reworking of photographs. • To gain a sense of belonging to the territory through its understanding.
Teaching methods	• Learning by doing • Cooperative learning • Peer education
Tools/materials	• Smartphones
Description of the activity (step by step)	Participants visit Palermo's city centre, where signs of the Festa dei Morti celebration can be found throughout the public space. They have the opportunity to interview both local inhabitants and professionals in the pastry-making field. They identify the most significant elements and take pictures and videos of them.
Evaluation of the workshop activity	Self assessment questionnaires

Further readings	The Church of Santa Maria dell'Ammiraglio (La Martorana) in Palermo https://www.loquis.com/it/loquis/1086590/LA+MARTORANA+DI+PALERMO?gad_source=2&gad_campaignid=22166600820&gclid=EAIaIQobChMI7P2O5IfijgMV0o1QBh0glQH2EAAYASAAEgJ38fD_BwE The legend of *Frutta Martorana* https://youtu.be/-AteMuggyj8?feature=shared

Title of the Activity	**Reflecting together and Documenting our experience using digital tools**
Introduction	The final activity involves a group reflection on the entire project and the creation of a short video to document the project's progress.
Expected duration	4 hours
Learning objectives	• Basics of video editing • History and significance of the celebration of Festa dei Morti. • Cultural exchange and social connections among participants.
Innovative teaching methods	• Learning by doing • Cooperative learning • Peer education • Circle time
Tools/materials	• Participants' smartphones. • Computers (not compulsory)
Description of the activity (step by step)	Throughout the activities, participants have documented their experiences using their smartphones primarily. To conclude, A circle time is proposed, during which all participants are invited to select the most meaningful photos and comment on them, reflecting on the various stages of the process. The participants themselves then assembled the chosen photos into a short video using the Canva app.
Evaluation of the workshop activity	Self assessment questionnaires
Further readings	https://www.facebook.com/share/p/162GUCXVFX/






BVS







3.4 Overview of the program developed by Interaktion (Austria)

Title of the Activity	**Creative circles for migrant women**
Introduction	The program consisted of a series of six workshops focused on handicrafts and drawing/painting, as well as a smartphone photography workshop. The creative workshops (handcrafts, such as clay, collage, crochet, botanical painting, marbling, and Zentangle) and one photography workshop, where the women learned how to photograph their creations using their smartphones. The workshops were open to all international women living in Graz and aimed to create a supportive and creative women's community where they could develop new skills, discover a new hobby or passion, relieve stress, and connect with their creativity.
Expected Duration	7 workshops of 4h each
Learning objectives	• Develop new handcrafting skills • Encourage personal empowerment • Develop a feeling of belonging • Foster creative expression • Enhance digital skills in using a smartphone for photography
Teaching methods	The workshops were based on the women's circle methodology, where one facilitator leads the sessions, making the participants feel seen and heard, and creating a safe space where women can come together and share their personal stories while crafting together. We looked into the skills and abilities of the participants. We invited them to share their skills with the rest of the group, thereby empowering them to take the initiative, feel they can do more with the knowledge they have, and further build on their capabilities, as well as gain facilitation skills when teaching the other women. Naturally, over the centuries, women have gathered around the fire to share their daily struggles and joys, as well as craft together and pass on

	knowledge and skills between generations. A women's circle is a powerful place where women learn from each other, teach each other, and, at the same time, create strong bonds.
Tools/materials	Depending on the workshop. These were the materials we needed for our workshops Clay - a modelling clay that air dries, water Collage - big white papers (A3), harder paper, magazines, photos, scissors, threads, needles, natural materials such as leaves, flowers etc Crochet - Crochet hooks, Scissors, Yarn Paper Marbling - oil colours, paper, oil and boxes that would fit the papers Botanical painting - papers, water colours, oil colours, various natural leaves Zentangle drawing - coloured pencils, normal pencils, stabilo pens, A4 or A5 paper Photography: Carton boxes, white papers, lamps (normal house lamps are ok), scissors and tape and smartphones.
Description of the activity (step by step)	The program consisted of 6 creative workshops and one photography workshop, where women could learn how to photograph their creations. • The first workshop, led by a facilitator from our organisation, provided an opportunity for participants to get to know each other and engage in team-building activities, while also introducing them to the REMCREAD project. At the same time, we explored working with air-drying clay. • For the second workshop, we asked the participants if they had a method or technique they would like to share with the others. As nobody offered any specific idea at this moment, we organised a collage workshop. • The third workshop was Crocheting, led by one person from our organisation. After this workshop, we had a person from the community, a lady from Pakistan, who wanted to show the others different artistic methods.

	• The 4th workshop was led by a lady from Pakistan on paper marbling, where women explored this ancient method of painting on water using oil colours. • The lady also led the 5th workshop from Pakistan; she suggested another workshop, this time using natural leaves to create imprints on paper with colours. Women explored this method and created various paintings using different leaves. • The 6th workshop was led by another lady from the group, from India, who suggested a workshop on mindfulness and pattern drawing, similar to Zentangle. Women learnt to create different patterns that help them relax and be in the present moment, and they also made a few drawings together as a group. • The last workshop was Photography with the Smartphone - the participants learnt how to make a light box from a carton box that can be further used for product photography. Then, they learnt a few tips for using their phones to take creative photos, such as how to better utilise their camera settings, composition, and light.
Evaluation of the workshop activity	Each workshop was evaluated individually through a Google Form. We used the same form, with a drop down menu for each workshop.
Further readings	https://www.sozialmarie.org/en/projects/8123 - **Craftistas – Women's Workshop** A community-driven project where refugee women collaborate to learn and exchange languages, culture, and handicrafts, promoting integration and mutual learning.











3.5 Overview of the program developed by MDP (Belgium)

The six workshops for migrant women will provide them with diverse opportunities for creative skill development, cultural expression, networking, and overall well-being. They may also be used as a means of inclusion.

These include: 1-Photography expression teaches storytelling through images, covering basics like framing and lighting, and culminates in a photo exhibition. 2-intercultural Cuisine fosters cultural sharing through traditional recipes, collaborative cooking, and shared meals.

3-Innovative Sewing covers essential skills for garment repair and simple projects, providing a practical tool for self-sufficiency. 4-Painting offers a creative outlet for self-expression, focusing on basic techniques and cultural storytelling through the art form.

Title of the Activity	**1 - Photographic expression**
Introduction	This photography workshop is designed to empower migrant women by teaching them how to capture images that reflect their skills, experiences, cultures, and perspectives. It will serve as a means of self-expression and storytelling and even as a potential pathway to new job opportunities in the creative field. The workshop aims to build a sense of community among participants, fostering connections and mutual support through a shared creative experience.
Expected Duration	4 hours
Learning objectives	Understand basic photography concepts, such as composition, lighting, and framing. • Learn to use a camera or smartphone effectively, including basic settings like focus, exposure, and editing tools. • Develop storytelling skills through photography by using images to convey personal narratives and cultural stories. • Build confidence in using photography as a form of self-expression

Teaching methods	Learning by doing: Story Circles, Peer Review Sessions, and Visual Storyboards. Participants will create a simple storyboard to plan their photo series, helping them think through the story they want to tell through images.
Tools/materials	• Cameras or Smartphones • Printed Photography Cheat Sheets: Summarizing key concepts like the rule of thirds, lighting tips, and camera settings. • Editing Apps (e.g., Snapseed, VSCO) for participants to enhance their photos.
Description of the activity	• Introduction & Icebreaker • Photography Basics & Techniques • Hands-on Practice • Review & Feedback • Wrap-up
Evaluation of the workshop activity	The workshop will focus on continuous assessment and quality assurance. At the end, participants will use a Google form to evaluate the logistical organisation, the methodology, their effective participation, as well as the products and works created.
Further readings	Smartphone photography workshop - 10 minutes version https://youtu.be/pCIzj-5VzWYttps://youtu.be/pCIzj-5VzWY

Title of the Activity	**2 - Intercultural cuisine**
Introduction	This workshop on exotic cuisine is designed to celebrate the rich culinary traditions of migrant women, offering them a space to share their recipes and cooking techniques while learning new dishes from other cultures. Participants will enhance their cooking skills and explore diverse ingredients, empowering them to share their culinary skills and heritage with others.
Expected duration	4 hours
Learning objectives	• Learn new cooking techniques and recipes from various cultural backgrounds.

	• Understand the history and significance of various exotic dishes by exploring the stories behind traditional recipes. • Promote cultural exchange and social connections among participants through a shared love of cooking and food.
Teaching methods	• Recipe Exchange Circles: Participants bring a favourite recipe from their culture and share its story with others, fostering mutual learning and appreciation of diverse cuisines. • Interactive Cooking: Participants work in small groups at cooking stations, each focusing on a different part of a recipe. This hands-on approach enables them to engage in the cooking process actively. • Visual Recipe Cards: Each participant receives a visual, step-by-step recipe card for the covered dishes, accompanied by pictures illustrating the cooking process.
Tools/materials	• Cooking Equipment: Portable stoves, pots, pans, cutting boards, knives, and mixing bowls. • Ingredients: A variety of ingredients for the selected dishes, including spices and unique products that represent the cuisines being prepared. • Visual Recipe Cards: Illustrated guides for each dish prepared, making it easier for participants to follow along and recreate the dishes at home.
Description of the activity (step by step)	• Cooking Demonstration & Techniques • Hands-on cooking activity • Tasting & Sharing • Wrap-up/lessons learnt
Evaluation of the workshop activity	The workshop will focus on continuous assessment and quality assurance. At the end, participants will use a Google form to evaluate the logistical organisation, the methodology, their effective participation, as well as the products and works created.
Further readings	Top 10 African meals: https://www.youtube.com/watch?v=0OWEqSbX1Us

Title of the Activity	**3 - Innovative Sewing**
Introduction	This sewing workshop is designed to empower migrant women by teaching them the skills needed to mend, alter, and create garments. Sewing is not only a valuable practical skill but also an opportunity for creativity and self-expression.
Expected duration	4 hours
Learning objectives	• Learn basic sewing techniques, such as threading a needle, basic stitches (running stitch, backstitch), and using a sewing machine. • Understand how to alter or mend garments: skills such as hemming, patching holes, and adjusting clothing to fit better. • Gain confidence in creating simple sewing projects, such as bags, pillow covers, or basic clothing items.
Teaching methods	• Demonstration Videos: Short videos showing different sewing techniques are played before hands-on practice, reinforcing the visual aspect of learning. • Project-Based Learning: Each participant works on a small project (e.g., making a simple bag or altering a garment they brought from home) during the workshop. • Collaborative Learning: Participants are encouraged to help each other and share tips as they practice, fostering a supportive learning environment.
Tools/materials	• Sewing Machines: Provided for participants to practice on, with an emphasis on basic usage and safety. • Sewing Kits: Including needles, threads of various colours, fabric scissors, and measuring tapes. • Fabrics & Notions: A variety of fabrics for practice and small projects, as well as buttons, zippers, and other embellishments.
Description of the activity (step by step)	• Basic sewing techniques demonstration • Hands-on sewing practice • Showcase & Feedback

Evaluation of the workshop activity	The workshop will focus on continuous assessment and quality assurance. At the end, participants will use a Google form to evaluate the logistical organisation, the methodology, their effective participation, as well as the products and works created.
Further readings	A beginner's guide to sewing: https://www.youtube.com/watch?v=oD_KpZm7OaM

Title of the Activity	**4 - Painting journey**
Introduction	This workshop aims to teach participants basic painting techniques and help them explore their artistic styles, using art as a means of expression, relaxation, and connection with others.
Expected Duration	4 hours
Learning objectives	• Learn basic painting techniques, including colour mixing, brush handling, and different styles such as abstract, impressionist, or realistic painting. • Understand the use of colour and composition to create expressive artworks that convey emotions or tell cultural stories. • Build confidence in experimenting with different painting styles and materials, such as acrylics, watercolours, or pastels. • Encourage cultural storytelling through art, enabling participants to express their identities and experiences visually.
Teaching methods	Story-Driven Painting Participants are encouraged to draw inspiration from a personal memory or cultural story that they will express through their painting.
Tools/materials	• Painting supplies: Including brushes, palettes, water containers, and cleaning cloths. • Paints: Acrylic and watercolour sets, providing a range of colours for different styles. • Canvas or Heavy Paper: For the main painting projects.
Description of the activity (step by step)	• Introduction • Painting techniques demonstration • Hands-on painting activity • Gallery Walk & Feedback

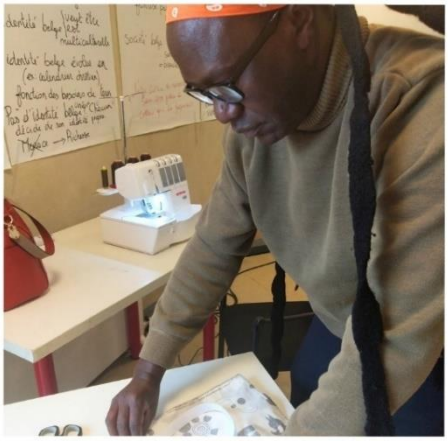
Evaluation of the workshop activity	The workshop will focus on continuous assessment and quality assurance. At the end, participants will use a Google form to evaluate the logistical organisation, the methodology, their effective participation, as well as the products and works created.
Further readings	Paint ANYTHING in just 4 Simple Steps! https://www.youtube.com/watch?v=rcfMSeilPkg

Title of the Activity	**5 - Redesign-reuse**
Introduction	This is a creative and empowering workshop focused on sustainable fashion and community building. Participants will learn how to redesign and repurpose clothing and textiles using simple, accessible techniques. The workshop develops skills in upcycling, promotes environmental awareness, and creates a supportive space for migrant women to connect, share stories, and build confidence through creative expression.
Expected duration	4 hours
Learning objectives	Develop practical upcycling and circular fashion skills Learn basic techniques for redesigning and repurposing clothing, textiles, and plastic, such as hand sewing, mending, cutting, and creative embellishment. Promote Environmental Awareness Understand the environmental impact of textile waste and the benefits of sustainable fashion practices. Encourage Creative Expression Use design and craft as a form of self-expression, exploring personal style and cultural identity through clothing.
Teaching methods	Hands-On, Experiential Learning Learning by doing—participants actively engage with materials to practice upcycling techniques in real-time, turning theory into practical skills. Peer-to-Peer Learning Encouraging participants to share their knowledge, cultural techniques, and creative ideas fosters mutual learning and respect across diverse backgrounds.
Tools/materials	Old cloths, plastic, paint, brushes, sewing tools

Description of the activity (step by step)	• Introduction & Icebreaker • Theory • Hands-on activity • Feedback
Evaluation of the workshop activity	Participant reflections on personal improvement through storytelling and group discussion.
Further readings	(Re)design surplus textiles and upcycle old clothing: https://www.close-the-loop.be/en/the-loop/tips-tricks/tips-tricks-detail/60/re-design-surplus-textiles-and-upcycle-old-clothing

Title of the Activity	**6 - Rare pearls**
Introduction	The workshop provides a creative space where women from migrant backgrounds come together to design and handcraft unique jewellery using pearls, beads, and other beautiful materials.
Expected duration	4 hours
Learning objectives	In this workshop, you will learn how to make bracelets, necklaces, and other accessories using elegant yet straightforward techniques. As we string pearls and beads, we'll also build confidence, share experiences, and connect across cultures in a warm, supportive environment.
Teaching methods	Storytelling Through Jewelry. Participants are encouraged to design pieces that reflect personal stories, cultural heritage, or meaningful symbols—turning each bracelet or necklace into a wearable narrative.
Tools/materials	Pearls, assorted Beads, elastic Cord, beading Wire, crimp Beads, jump Rings, beading Pliers, scissors.
Description of the activity	• Introduction & Icebreaker • Demonstration • Hands-on • Feedback
Evaluation of the workshop activity	The workshop will employ qualitative evaluation, asking questions such as: What did you enjoy most about the workshop? What new skills did you learn? Did you feel comfortable and supported during the sessions? What would you change or add in the future? Would you like to continue making jewellery or attend a similar workshop again?
Further readings	https://www.perlesandco.co.uk/tutorials/f231-diy-jewelry-ideas-tutos-bracelets.html


REMCREAD
AUTONOMISATION
DES FEMMES MIGRANTES
GRÂCE AU DÉVELOPPEMENT
DE LEUR CRÉATIVITÉ ARTISTIQUE
ET ARTISANALE, AINSI QUE DES
COMPÉTENCES NUMÉRIQUES



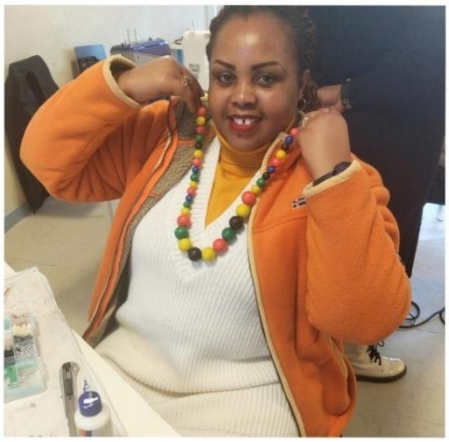







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3.6 OVERVIEW OF THE PROGRAM DEVELOPED BY CTAO (CYPRUS)

Title of the Activity	**Helping migrant women gain skills for independence and community Inclusion through Creativity and Digital Skills.**
Introduction	The project aims to empower women, particularly migrant and refugee women, by enhancing their skills through creative activities and digital competencies. To achieve this objective, a series of workshops were conducted, integrating creative endeavors with the use of digital technologies. These workshops were designed to provide participants with valuable skills and foster a supportive community. The workshops followed the Study Circle methodology, encouraging participants to identify the final development topics and scopes that interest them. A total of seven workshops were conducted, featuring a blend of creative activities, enhancing digital competencies and the integration of digital technologies.
Expected duration	7 workshops 4 hours each
Learning objectives	**General Objective:** Help migrant women improve their personal, digital, communication, and creative skills. **Specific Objectives:** • Develop digital skills to navigate the internet and social media safely and effectively. • Cultivate self-esteem and confidence through engaging creative activities like handicrafts, photography, makeup application, and nail art. • Encourage social integration and facilitate networking among participants. • Celebrate and preserve cultural identity by creating artwork that reflects participants' unique traditions. • Empower individuals to become more independent by fostering new skills and promoting self-reliance.

Teaching methods	We followed the Study Circles methodology inspired by the other partners of the programme. The main principles of the Study Circles method include: • Each participant shares knowledge and experience. • Participants are both learners and teachers. • Small groups meet regularly to explore topics of interest. • A group leader is chosen by the participants. • The group establishes the meeting's purpose and rules collaboratively. • Each member is responsible for achieving the group's goals. • A Facilitator supports the group, representing the organizing institution. We hosted a series of seven engaging development workshops designed to foster creativity while integrating digital technologies. Each workshop featured a variety of interactive activities that encouraged participants to think creatively and collaboratively. The topics of the workshops were based on the needs and interests of the participants, after organising the focus group. This approach ensured that everyone enhanced their skills in a way that was both meaningful and applicable in their personal or professional lives. Duration of each meeting: 4 hours. Implementation period: October 2024 - January 2025.
Tools/materials	Depending on the nature of each workshop: • Objects to decoupage (wooden boxes, trays, glass jars, etc.) / Paper cutouts, napkins, or fabric / Mod Podge or decoupage glue / Scissors, brushes, and varnish for finishing • Crochet hooks in various sizes / Yarn in different colours and textures / Stitch markers / Patterns or project ideas • Smartphones with camera capabilities / Tripods / Lighting equipment (for controlled indoor sessions) / Reflectors / Photography props (for portrait sessions) / Computers or tablets for reviewing and editing images

	• Foundation, concealer, and powder in a range of shades / Blush, bronzer, and highlighter palettes / Eyeshadow palettes with a variety of colors / Eyeliner pencils, liquid liner, and mascara / Lipsticks, lip liners, and gloss / Brushes, sponges, and other application tools / Cleansers, moisturizers, and primers for skincare prep / Make-up remover wipes • Nail polish (base coats, top coats, and various colors) / Nail art brushes, dotting tools, and striping tape / Nail stencils and stamps / Glitter, rhinestones, and other decorative elements / Nail files, buffers, and cuticle pushers / Nail polish remover and cotton pads / Hand moisturizer for post-application care • Laptops or tablets or smartphones for accessing social media platforms and content-creation tools / Access to free design tools such as Canva or Adobe Express / Examples of successful social media campaigns for analysis / Worksheets for planning and strategizing content ideas Macrame cords (cotton rope, jute, hemp, nylon cord) in various thicknesses and colors / fabric glue and adhesive / combs and brushes to create fringes or tassels / hooks and clips

Description of the activity (step by step)	**Workshop 1:** **Capturing Moments: Mastering the Art of Photography** **Objectives:** In this workshop, participants were guided through the fundamentals of photography. They learned about the technical aspects of using a camera on a smartphone and explore the artistic side of visual storytelling. Participants were taught how to manipulate lighting, composition, and camera settings to capture compelling images that convey emotion, tell a story, or document essential moments. By the end of the workshop, they had a collection of photos reflecting their new skills and artistic vision. **Step-by-step:** • Participants were given time to experiment with camera settings and learn by taking photos in various lighting conditions and environments.

	• The group worked outside for a practical session, were participants applied their skills in real-world settings. • Participants shared their work and received constructive feedback, promoting a collaborative spirit and engagement. • Participants encouraged to create a photo series based on a personal narrative or theme. **Workshop 2:** **Flawless Faces: Mastering the Art of Make-Up Application** **Objectives:** In this workshop, participants learned essential makeup application techniques, covering everything from skincare preparation to advanced makeup looks. They gained insights into different products and tools, how to select the right shades for their skin tone, and how to accentuate their natural beauty. Through hands-on experience, attendees were empowered to create versatile looks suitable for everyday wear or special occasions. **Step-by-step:** • The facilitator provided live demonstrations of various makeup techniques, breaking down each step. • Participants applied makeup following each step, gaining real-time experience and building confidence in their skills. • Participants received one-on-one advice to help them select the right shades and products for their skin type and tone. • Participants worked in pairs to practice their skills, providing feedback and encouragement to each other. **Workshop 3:** **Nail Art Mastery: Creating Beautiful Nail Designs** **Objectives:** In this workshop, participants learned the fundamentals of nail painting and nail art. They were guided through various techniques for creating beautiful and professional-looking designs. The session covered proper nail care, application techniques, and tools to create intricate designs. By the end of the workshop, participants developed nail art skills and

	were able to create simple and advanced styles suitable for any occasion. **Step-by-step:** • The instructor provided live demonstrations, breaking down each step of nail painting and art techniques. • Participants followed each step, practising on their nails or nail wheels to gain confidence and improve their skills. • Participants were encouraged to design their nail art based on seasonal themes, personal stories, or favourite colours. • Participants worked in pairs to practice designs and provided constructive feedback, promoting a collaborative and supportive learning environment. **Workshop 4:** **Social Media Mastery: Building an Engaging Online Presence** **Objectives:** In this workshop, participants were introduced to the basics of social media management and content creation. They learned the skills necessary to establish and maintain an engaging online presence. The workshop covered the effective use of various social media platforms, understanding content strategies, and exploring analytics tools. By the end of the workshop, participants gained the ability to create engaging posts, interact with their audience, and analyzed performance metrics to enhance their social media strategies. **Step-by-step:** • The instructor provided a live walkthrough of different social media platforms, highlighting key features and best practices. • Participants created sample social media posts using tools like Canva and experimented with storytelling techniques. • Participants analysed successful social media campaigns and discuss what made them effective, applying these insights to their own strategy. • Participants worked in teams to develop social media strategies, encouraging collaboration and sharing ideas.

	Workshop 5: **Creative Crochet Creations: Crafting with Yarn** **Objectives:** In this workshop, participants learned the art of crocheting, using yarn and hooks to create a variety of items such as scarves, coasters, or small bags. This hands-on activity encouraged creativity, patience, and skill development while introducing participants to the calming and rewarding craft of crocheting. **Step-by-step:** • Participants were introduced to basic crochet stitches: chain stitch, single and double crochet. • Participants choose their yarn and decide on a project, such as a scarf, coaster, or small accessory. • Participants started by making a foundation chain and then moved onto more advanced stitches based on the chosen project. • With guidance from the facilitator, they created their own designs. • After completing the projects, they shared them with the group for feedback. • During the process they engaged in discussions on how crochet can be used for relaxation and stress relief. **Workshop 6:** **Decoupage Creations: Personalizing Everyday Objects** **Objectives:** This workshop guided participants in mastering the art of decoupage, empowering them to turn everyday objects into personalized, one-of-a-kind creations using paper cutouts, fabric, and decorative embellishments. Through this hands-on activity, participants nurtured their creativity, hone their attention to detail, and explore artistic expression, all while producing both beautiful and functional pieces. **Step-by-step:** • Gained insight into decoupage and its rich history. • Handpicked an object for personalization and gathered an assortment of materials such as paper, napkins, or fabric. • Cutted out the desired designs and artfully arranged them on the chosen object.

	• Applied decoupage glue to the surface with precision and carefully affix the cutouts. • Eliminated any air bubbles and wrinkles, allowing the glue to dry seamlessly. • Applied a flawless layer of varnish to seal and safeguard the design. • Enhanced their creation with additional embellishments to truly make it your own. • Showcased their finished masterpiece to the group for insightful feedback and engaging discussions. **Workshop 7:** **Macrame creations** **Objectives:** This workshop empowered participants by developing practical handicraft skills through the traditional art of macrame. This workshop cultivated creativity and promoted artistic expression, and at the same time enhanced the participants' self-esteem and personal confidence through mastering new creative skills. Furthermore, it promoted socialization, effective communication, and collaboration in a supportive and engaging learning environment. **Step-by-step:** • Participants learned about the history and significance of macrame as both art and a craft. • The facilitator taught basic and advanced macrame knots. • Participants practiced knots and built confidence through guided activities. • They chose projects based on their skill levels and interests, like bracelets. • Facilitators provided support and ideas for adding cultural elements to their designs. • Participants worked individually or in small groups, offering support and feedback. • They discussed the personal importance of the craft and future uses of their skills.

	Participants finished their projects and shared them with the group, fostering a sense of achievement.
Evaluation of the workshop activity	Evaluation questionnaire for each workshop
Further readings	https://photographytips.com https://www.exposureguide.com https://www.youtube.com/watch?v=CD5GV8tbfJo https://www.youtube.com/watch?v=jnqVp8WNgRY https://www.ipsy.com/blog/makeup-for-beginners https://int.eucerin.com/about-skin/basic-skin-knowledge/skin-types https://www.youtube.com/watch?v=M77ylsZe-Eg https://www.youtube.com/watch?v=gkkmHizG2As https://www.wikihow.com/Care-for-Your-Nails https://www.masonanthony.com/mastering-nail-art-from-basics-to-advanced-techniques/ https://www.youtube.com/watch?v=Ne-bND7Igjo https://www.youtube.com/shorts/1lCw4byrIdk https://www.agorapulse.com/blog/social-media-marketing-101/ https://sachsmarketinggroup.com/how-to-create-engaging-posts-for-social-media/ https://www.youtube.com/watch?v=aEsWltLmPfc https://www.youtube.com/watch?v=iD1jJMz9zOs https://greatsenioryears.com/the-origins-of-knitting-and-crocheting-a-deep-dive-into-the-history-of-two-timeless-crafts/ https://lovableloops.com/history-of-crochet/ https://www.youtube.com/watch?v=dHgbptcqziM https://www.youtube.com/watch?v=yG3E44jsstY https://www.decoupage.org/home/history-of-decoupage https://store.homeschoolinthewoods.com/blogs/words-from-the-woods/the-history-of-decoupage https://www.youtube.com/watch?v=GFExHGTAwbM https://www.youtube.com/watch?v=rdZivg4b9k4 https://www.youtube.com/watch?v=eOczXVaVNtM https://www.youtube.com/watch?v=4T7ekKKVbKU https://www.youtube.com/watch?v=nwGeXiJK7sM https://www.youtube.com/watch?v=ihv8O1qLmMk











4. RECOMMENDATIONS FOR ORGANISATIONS AND TRAINERS

Based on the focus group research and tested development programs, the REMCREAD project partners formulated recommendations for organisations and trainers working with migrant and refugee women. These recommendations reflect effective methods for engaging participants, building their competencies, and supporting integration through creative expression and digital skills development.

1. Design activities based on the real needs of participants

Each partner organisation began with a needs assessment using focus groups. Key findings revealed that:

- The most urgent needs include safety, language learning, employment, and legal stability,
- Development-related needs include digital skills, local language proficiency, creativity, and social connection,
- Participants appreciated the opportunity to express themselves and share their stories.

Recommendation:
Before designing a development program, conduct a participatory needs assessment with your target group using focus groups, open questionnaires, or simple diagnostic games. Consider diversity within the group, including age, legal status, education, language skills, and previous experience.

2. Combine creative activities with digital skills development

All partner programs integrated artistic and hands-on activities with digital learning—such as mobile photography, blogging, promoting crafts online, or video editing.

Recommendation:
When planning creative workshops (e.g., sewing, cooking, crafts), include a digital component. Examples:

- Photographing and sharing creations online,
- Building a digital portfolio,
- Learning basic smartphone or app use (e.g., Canva, Instagram, WhatsApp),
- Introducing e-marketing and self-promotion tools.

3. Use peer-based and co-learning methodologies

Programs that utilised study circles or women's circles demonstrated that women learn best from one another. Joint crafting, cooking, or storytelling became a space for language practice, experience exchange, and emotional support.

Recommendation:
Create learning formats where:

- Participants take active roles as peer mentors or workshop leaders,
- The group co-decides on topics and methods,
- A safe and welcoming space for storytelling and experience sharing is ensured.

4. Empower participants and increase their visibility

Participation in workshops often helped women rebuild self-confidence and feel visible in society. This was supported by initiatives such as exhibitions, local events, online presentations, short videos, and digital storytelling.

Recommendation:
Include activities that produce visible outcomes, such as exhibitions, videos, websites, or events. Celebrate participants' achievements and provide them with an opportunity to showcase their work to the local community.

5. Adapt formats and pace to participants' realities

Many women face fatigue, emotional stress, family responsibilities, limited mobility, and lack of access to digital devices or the internet.

Recommendation:

- Schedule workshops at convenient times and accessible venues,
- Provide materials, internet access, and digital devices when possible,
- Use short, modular formats with simple language and visual instructions,
- Offer translation, childcare, mentoring, and transport support as needed.

6. Build cross-sectoral cooperation and support networks

The most effective programs not only offered workshops but also fostered connections—between participants and the broader community. This was made possible through collaboration with local institutions, artists, educators, and social services.

Recommendation:

- Involve external experts (e.g., artists, artisans, bloggers, teachers),
- Build support networks around participants—neighbourhood groups, local info points, cooperatives, etc.,
- Engage participants in community or intergenerational activities that build bridges with local society.

5. GOOD PRACTICES EXAMPLES

Name of organization reporting	**Fundacja dla Somalii (Foundation for Migrants Good Start in memory of A.G.Farah)**
Name of the good practice	**Art-therapy workshops and cultural and psycho-social support for migrant and refugee women**
Type of good practice	Ukrainian Response Project: art-therapy workshops, outdoor activities and cultural and psycho-social support. Funded by Amna organisation.
Description	During the 2023 project, we carried out two types of activities. These were Art Therapy Workshops and Cultural and Psycho-Social Support. They were conducted in a few selected centres for Ukrainian and non-Ukrainian refugees, including Dom Matki in the Białołęka district of Warsaw (Mothers' House), Reception Point Etoh in Warsaw, and the Refugee Centre in Dębak (near Warsaw). In addition to Ukrainians, citizens from Afghanistan, Ethiopia, Romania, Armenia, Iran, Iraq, Somalia, Turkey, Uganda, Russia, Bulgaria, Cameroon, Syria, Tajikistan, Belarus, and Pakistan participated in our programme. People, mainly women with children from various countries and diverse socio-religious backgrounds, participated in the workshops and sessions. The primary objective of the workshops was to offer long-term art and craft therapy sessions to individuals residing in Poland due to migration and displacement. Thanks to getting to know people during art therapy sessions, it was possible to provide further social support and multicultural assistance, e.g., psycho-social individual and group support; • Explaining the needs of workshop participants; • Carrying consultations on general social issues, including the legalisation of the stay of foreigners in Poland, their integration into society, and learning the Polish language; • Redirecting women to the necessary specialists (lawyers, psychologists, career advisors, etc.);

	• Assisting in translating documents or telephone calls, etc., in dealing with matters in offices, in writing or completing applications. All activities (e.g. handicraft and culinary workshops) included increasing the level and enabling integration into society were accompanied by conversations (both group and individual) and held with an approach : . Value-based approach . Identity-based approach . Group healing approach . Trauma-sensitive approach Cooking workshops, presentations playing instruments, as well as cultural and artistic games and shows, and reading fairy tales were crucial for creating a bond and building trust between trainers and beneficiaries, as well as within the group of participants. We also organised outdoor activities, such as planting basic vegetables and visiting a zoo in Warsaw. Since people from diverse countries and backgrounds participated in the workshops, our goal was to integrate and learn from one another. Showing them that we are there for them in this difficult time and provide support. This was important for improving mental health.
Benefits for people with fewer opportunities.	Direct and indirect benefits: • Improving the skills of refugee/ migrant women, girls and children, • Focusing on personal needs and mental health, • Increasing the level and enabling integration into society, • Supporting more vulnerable people, • Effectively organising free time. Our project involved young people with fewer opportunities, for example, people with disabilities: a child with spine problems, a child with vision problems, adults with diabetes, a teenager with a neurological condition, children and women with mental disorders, especially - with war trauma. Activities, workshops, and classes, as well as new methods of wise support, specific knowledge, and good practices, were promoted and replicated in other projects as well. We used, for instance, sample tasks at the beginning or end of workshops (check-in and check-out tasks), concepts and theoretical foundations that we learned during training or group meetings (using narrative and storytelling or stress management skills) or exercises to improve well-being (spiritual and body), which were extremely important. The trainers'

	approach to the beneficiaries was also noteworthy, characterised by cultural understanding, attentiveness, and empathy.
Field of Action	Humanitarian support
Additional links and resources	Projekt Ukrainian Response - AMNA - Fundacja Migrantów "Dobry Start" (fds.org.pl)

Name of organization reporting	**Fundacja dla Somalii (Foundation for Migrants Good Start in memory of A.G.Farah)**
Name of the good practice	**„Engage Us Locally: Community-led”** an initiative to strengthen policies and research-based activity on the issues affecting minority groups in Poland.
Type of good practice	Project for minority groups
Description	This project was designed as a community-led initiative that was implemented by targeted minority groups in Poland. Our organisation has, over the years, adopted a participatory development model that involves minority groups in various community projects in Poland. Target group: all minorities in Poland. Gender: an inclusive approach to all gender Project outcomes are the ultimate program goals: ● Awareness-raising Campaigns on Minority Groups and their Rights ● Social Media Awareness Campaign through Digital Storytelling ● Monthly Cultural-Awareness Training for Minority Groups ● Support for Minority-led Organisations and Initiatives ● Mini-Report on Policy Recommendations on Minority Rights in Poland Project duration: March 2023 to November 2023 The project was supported and funded by the Minority Rights Group and the European Union.
Benefits for people with fewer opportunities	Direct and indirect benefits: 1. To support minority-led organisations and initiatives that empower minority communities to initiate a public discourse at the grassroots level

	in Poland, e.g., through cultural initiatives such as cooking and musical performances. 2. To address the discrimination and marginalisation faced by minority groups in Poland by strengthening the capacity and the sense of identity of these ethnic communities to participate in civic activities within the Polish society through various strategies. 3. To raise awareness campaigns on minority groups and their rights in Poland through community-led initiatives in schools, this project educated the public about the history and experiences of minority groups in Poland, helping to challenge negative stereotypes and promote understanding and acceptance. This project focused on initiatives aimed at intercultural activities in schools and public awareness campaigns involving key stakeholders and other minority groups. By participating in the campaign activities, we were able to maintain our own identity, traditions, customs, culture, and language within our groups. 4. To promote positive communication messages about the rights of minority groups in Poland through social media awareness campaigns, addressing issues such as discrimination and social exclusion, and promoting diversity. This action also served to respect and protect the information status of persons belonging to minorities - the right to information, access to the media, and the freedom to create their narrative free of stereotypes.
Field of Action	Cultural initiatives, Digital literacy, Humanitarian support
Additional links and resources	‘Engage Us Locally: Community-led. - Fundacja dla Somalii

Name of organization reporting	**PCKK Education and Development Foundation**
Name of the good practice	**Polska dla początkujących i zaawansowanych – podaj dalej!** Conversations of people 60+ and those with migrant or refugee experience
Type of good practice	project

Description	The project "Poland for beginners and advanced - pass on" is an educational initiative aimed at integrating people 60+ with those with migrant and refugee experience. Through conversations in Polish, carried out in a one-on-one model, the project supports the adaptation processes of migrants and refugees, and socially activates seniors. It was carried out through the cooperation of the Society for Creative Initiatives "ę" and the Polish Migration Forum Foundation, and involved 11 organizations across Poland, including the PCKK Education and Development Foundation. To date, the project has brought together 121 conversation pairs, allowing participants not only to learn the language, but also to build intercultural relations, break stereotypes and develop empathy. The methodology involved extensive promotion, recruitment of volunteers and participants, introductory training, as well as ongoing support and evaluation. Thanks to the local cooperation developed, the project became an inspiration for other institutions that can implement similar activities in their areas.
Benefits for women with fewer opportunities.	For women with migrant and refugee experience, the project offers real support in the process of social integration. Conversations in Polish help them break down language barriers, which facilitates daily functioning, access to services, education, the job market and participation in the life of local communities. Through participation in the project, these women gain space to express themselves, develop their competencies and build self-esteem. Meetings with Polish-speaking volunteers provide an opportunity to learn about each other's cultures, which reduces prejudice and fosters an inclusive environment. Participation also has a therapeutic effect - it provides a sense of belonging, security and acceptance, which is especially important for women with difficult migration experiences.
Field of Action	Language and intercultural education, relationship building
Additional comments	The PCKK Foundation had 12 conversation duos working together, meeting regularly every week over a 10-month period.
Additional links and resources	https://e.org.pl/projekty/polska-dla-poczatkujacych-i-zaawansowanych/

Name of organization reporting	**PCKK Education and Development Foundation**
Name of the good practice	**Polish Conversation Club „Czeremcha”**
Type of good practice	project
Description	Polish Conversation Club „Czeremcha” operating at the Książnica Karkonoska in Jelenia Góra, is a volunteer initiative supporting Ukrainian refugee and migrant women in Polish language learning and social integration. The program ran from November 2022 to March 2024 and included weekly one-hour conversation classes in a relaxed, club-like atmosphere, held in the cozy interior of the library, with access to a kitchen, coffee, tea and snacks. Beginning in April 2024, the program was enhanced with guided walks every two weeks, allowing participants to explore local attractions and the beauty of the area. Three main educational techniques were used during the activities: 1. Storytelling - discussing legends and myths from Poland and Ukraine, which promotes reflection on values, hopes and fears. 2. Mantle of the Expert - a drama technique in which participants take on the roles of experts, which boosts their self-confidence. 3. Problem-posing - analysis of real life problems with elements of critical pedagogy, which inspires the search for solutions. The initiative also incorporated elements of celebration, such as birthdays and holiday gatherings, which fosters community building.
Benefits for women with fewer opportunities.	The Polish Conversation Club "Czeremcha" project offers Ukrainian refugee and migrant women support in a number of areas: ● Language development: Participants gain practical communication skills in Polish, which facilitates their daily life, work and social contacts. ● Social integration: Through joint activities and walks, they build a network of friendly relationships, which counteracts isolation and fosters a sense of belonging to the local community. ● Confidence boost: Educational techniques such as storytelling and Mantle of the Expert highlight their competencies and potential, building confidence in themselves and their abilities.

	• Culture and Values: Classes enable cross-cultural exchange, helping participants better understand Polish culture while sharing their own traditions and experiences.
Field of Action	Language and intercultural education, relationship building

Name of organization reporting	**CPIA Nelson Mandela Palermo**
Name of the good practice	**Sartoria SOCIALE (Social Tailoring)** Palermo, Via Alfredo Casella 22.
Type of good practice	Shop, second-hand clothing shop and workspace managed by a cooperative, which from the beginning involved migrant women. Since 2017, the cooperative's headquarters and warehouse have been located in a warehouse previously confiscated from the mafia. The confiscation took place in 1998. The warehouse had been closed for more than 15 years before it became the head office of a mobile store, which was likely a money laundering business.
Description	Sartoria Sociale produces sustainable clothing and accessories in Palermo. It integrates a critical shop of used and vintage garments and a textile laboratory based on recycling, where people from different social, ethnic and professional backgrounds work together.
Benefits for people with fewer opportunities.	The working group provides a stable core of sewing professionals, social workers, and communication experts. There is also a network of volunteers with different backgrounds: former prisoners, women who are victims of human trafficking, disabled people, immigrants and people with mental health problems. In addition to our core staff, the social group Sartoria Sociale also includes the women of Pagliarelli Lab, a female sewing workshop located within the Pagliarelli prison in Palermo.
Field of Action	Tailoring and shop, handcraft products, vintage, creative accessories, packaging

Additional comments	It's a multidimensional company within the Al Revès Cooperative, which, since 2012, has promoted the craft knowledge and the professional inclusion of people with personal, relational or existential problems.
Additional links and resources	https://sartoriasociale.com/?lang=en https://www.facebook.com/sartoriasociale

Name of organization reporting	**CPIA Nelson Mandela Palermo**
Name of the good practice	**Centro PENC** – Via Malaspina, 27 PALERMO **WGSS (Women&Girls Safe Space)** - Istituto Keynes, via March. Ugo PALERMO
Type of good practice	Centro Penc is a non-profit organisation founded in 2015 that advocates for effective mental health care policies and accessible services for vulnerable individuals. The approach combines psychology and anthropology to understand the needs of migrant populations better. The WGSS is a project of the Centro Penc. It was inaugurated in 2020 and is a facility dedicated solely to migrant girls, women, and their children, aimed at protecting and promoting their psychological well-being. WGSS is a community centre that hosts workshops specifically for refugee women and girls, as well as for migrant women with fewer opportunities. Migrant women manage the activities. The WGSS activities are hosted in the spaces of Istituto Keynes, an educational institution that has provided the opportunity to utilise a portion of its extensive facilities; UNICEF also supports the project.
Description	Within the WGSS, women can attend dance or sewing classes, learn Italian, have fun with their sisters or take a nap. There is a children's area equipped with games and reading. The team is composed of a psychologist, four cultural mediators, three educators, and one case worker. The overall objective is to ensure the well-being of the women who attend the activities.
Benefits for people with fewer opportunities.	WGSS allows girls and women to feel at home; it promotes empowerment through peer-to-peer discussion and mutual support, enabling girls and women to feel safe and discuss their experiences of domestic violence or the risks of human trafficking. It also supports girls and women in improving their self-esteem. It's a space where women and girls are supported through a process of empowerment.

Field of Action	Dance, sewing and hairdressing courses; gymnastics activities; cooking classes: computer courses
Additional comments	The PENC Centre and the WGSS are closely linked, as the WGSS was established as a project of the PENC Centre. As explained above, the activities of the WGSS are exclusively aimed at women; instead, the activities that Centro Penc provide (psychological support, ..) are directed at all migrant people.
Additional links and resources	https://www.centropenc.org/ https://en.centropenc.org/ https://www.infomigrants.net/en/post/43779/aunties-helping-to-create-a-safe-space-for-women-and-girls-in-palermo https://www.unicef.it/media/spazi-sicuri-per-ragazze-e-donne-compie-un-anno-la-community-of-practice/ https://www.facebook.com/watch/?v=1041839776350599 https://www.facebook.com/watch/?v=1429097061320797

Name of organization reporting	**Verein InterAktion**
Name of the good practice	**stoff.werk.graz**
Type of good practice	Long term Project, social business
Description	This is a Caritas Austria project for women from disadvantaged backgrounds, including those with migrant or refugee backgrounds, who have been out of the job market for some time. It enables them to re-enter the job market slowly. The women are working in the whole process of creating clothes and accessories using natural materials. The goal is to strengthen women's self-esteem, allow them to act independently and regain their footing in everyday working life. At the same time, support them financially until they are ready for full-time employment. The first collection featured women's shirts with screen-printed motifs that showcased typical features of Graz in 2020 when the project began. Nowadays, they also create children's clothes and accessories. All products are sold in Graz at the shop of the sister project Tag-Werk, a youth employment project run by Caritas Steiermark, as well as online.

Benefits for women with fewer opportunities (migrant or refugee background)	Women who have been excluded from the reality of work for a long time often no longer have much confidence in themselves and cannot cope with the stresses and strains of a typical working day - or even believe that this is the case, so with this project, they are offered low-threshold access to the job market which helps them gather experience. At the same time, fulfilling everyday tasks and assignments, creating something new by themselves, working in a team, and having a product finalised from A to B is increasing their confidence and self-esteem, as well as the soft and hard skills that might be used in the future for obtaining another job.
Field of Action	Design and Sewing
Additional links and resources	https://www.caritas-steiermark.at/hilfe-angebote/menschen-in-not/arbeit-beschaeftigung/stoffwerkgraz https://www.stoffwerk.co.at/projekt https://www.caritas-steiermark.at/ueber-uns/news-presse/news-detailansicht/news/86174-naehprojekt-stoffwerkgraz-mit-starken-motiven-ins-arbeitsleben/

Name of organization reporting	**Verein InterAktion**
Name of the good practice	**Base Graz - Seddwell Center**
Type of good practice	social business
Description	The group is mostly formed of migrant women, mostly highly educated from all over the world, they are artists, entrepreneurs, yoga teachers or other eastern practices. They organize workshops every month, delivered by the community, most of them are donation based so anyone could participate, even though they could not usually afford it. They also always try to help the members of the community that have fewer opportunities, such as supporting them with workshops, connecting them to German classes or collecting money for their public transport tickets etc. The centre also has a small shop where women from the community work, selling products created by local artists, as well as second-hand clothes and accessories.

Benefits for women with fewer opportunities (migrant or refugee background)	As most of the people in the community are women, the activities and workshops they organise directly benefit women, especially those with fewer opportunities. The activities empower women to take initiative and lead workshops for the rest of the community while also fostering a sense of community and sisterhood. They also offer great benefits for mental health, thanks to being part of a supportive community. They are also becoming more resilient.
Field of Action	All types from visual arts, DIY to knitting and photography

Name of organization reporting	**Le Monde des Possibles - MDP**
Name of the good practice	**ATEMOS association - Ateliers pour un monde solidaire-Workshops for a world of solidarity**.
Type of good practice	The ATEMOS association was created on April 29, 2021. This non-profit association organises collaborative workshops and exhibitions to bring together disadvantaged migrant women who are excluded from the labour market and want to help themselves by developing their sewing, cooking, and other creative skills to improve their quality of life.
Description	It's all about exchanging and boosting knowledge and creative skills acquired from home or the host country. The Sewing Workshop is seen as an opportunity to strengthen women's skills, to socialise and to promote individual and collective work, but also as a political tool to defend the cause of migrants and to think about new ways of regularising their situation through work. The Intercultural Cuisine workshop is designed as a space for training and knowledge-sharing on healthy, local, sustainable, and inclusive food. ATEMOS Cuisine Métissée is a tool for integration via a cooperative culinary activity.
Benefits for people with fewer opportunities.	The association provides vital aid to vulnerable and excluded migrant women. It boosts their creativity, soft skills, and social capital. It aims at their well-being and inclusion through action. ATEMOS adopts a holistic approach, combining workshops, exhibitions, and political advocacy for real impact and structural changes.

Field of Action	Sewing, cooking, social capital building, advocacy
Additional comments	ATEMOS is supported by Le Monde des Possibles ASBL.
Additional links and resources	https://atemos19118559.wordpress.com/ https://www.facebook.com/p/Atemos-ASBL-100057362143319/

Name of organization reporting	**Le Monde des Possibles - MDP**
Name of the good practice	**Liège African Market (LAM)** is a festival featuring a market and an original exhibition sale that showcases the creativity of migrants. A bridge between continents. A new way of coming together, consuming and celebrating.
Type of good practice	It's a huge festival that gathers around 4,000 people each year, including artists and artisans from all over.
Description	LAM is a modern agora where wax meets urban minimalism, where slow cosmetics blend with Afrofuturism, where each stand is a statement of identity. And of the future. More than 3,000 visitors took part in this pop-up event celebrating Afro-European culture. A crossroads where creators from Africa, the Caribbean and across Europe converge to show that Afro-descendants are not a marginalised group but a global cultural force.
Benefits for people with fewer opportunities.	• Migrant women organise it to promote young migrants' creativity. • It boosts migrant entrepreneurship as a means of inclusion. • LAM provides an excellent opportunity for dissemination and exchange of good practices. • LAM is the place for networking and partnership development among entrepreneurs.
Field of Action	Exhibition, festival, sales, networking, partnership

Additional comments	LAM promotes creativity, green practices and circular fashion. In 2025, Le Monde des Possibles (and ATEMOS) had a stand at LAM for wider dissemination of projects such as REMCREAD.
Additional links and resources	https://www.lofficiel.be/mode/liege-african-market-2025-manifeste-vibrant-de-culture-et-de-style-au-coeur-de-l-europe

Name of organization reporting	**Cyprus Third Age Observatory (CTAO)**
Name of the good practice	Building bridges of belonging
Type of good practice	Project
Description	As an active partner in the European initiative Mentoring Across Borders (MAB), the Cyprus Third Age Observatory, in the context of MAB, developed and implemented a programme which connects older adults in Cyprus with individuals from migrant and refugee backgrounds as well as young people through a dynamic and inclusive mentoring model. The initiative promotes meaningful one-on-one interactions between older Cypriot citizens and newcomers to the island, facilitating intercultural dialogue, mutual learning, and emotional support. This mentoring process not only supports the integration journey of migrants and young people with trouble background—particularly women—but also enhances social participation and a sense of purpose among older people.
Benefits for women with fewer opportunities.	Participants engage in language practice, cultural exchange, and mutual storytelling through meetings and conversations in Greek or English. Migrants and young people gain valuable insights into local customs, improve their language skills, develop confidence to navigate daily life and access services. Meanwhile, older mentors rediscover their active societal role, share their life experiences, and expand their perspectives through intercultural interaction.
Field of Action	Mentoring and relationship building

Additional comments	The programme has formed over 20 mentoring pairs, with remarkable impact: building empathy, breaking down stereotypes, and cultivating a more profound sense of community belonging. The initiative particularly supports women with migrant and refugee backgrounds, offering them a safe space for expression, skill-building, and psychosocial healing. Participants frequently report increased self-esteem, reduced isolation, and greater participation in community life.
Additional links and resources	https://eumentoring.eu

Name of Organization Reporting	**Cyprus Third Age Observatory**
Name of the Good Practice	**"From Asia Minor to Cyprus: Heyday – Catastrophe – Displacement – Rebirth"**
Type of the Good Practice (project, workshop, festival…)	Caritas Cyprus beneficiaries have had the opportunity to engage in art therapy workshops at the A. G. Leventis Gallery. As part of each session, participants channel their experiences into mixed-media art, exploring themes of identity and resilience.
Description and Supporting Evidence	The literature on story art as a therapeutic tool highlights its effectiveness in facilitating emotional healing through creative expression. Engaging with historical issues allows participants to deepen their understanding and reflect on social challenges. This process fosters resilience and empowerment while building community through shared empathy.
Benefits for people with a fewer opportunities (Focus group of people with fewer opportunities IF REVELANT)	Participants had the experience mixed-media art that channel and their personal experiences, exploring themes of identity and resilience. By combining various materials—like paint, fabric, and found objects—they reflect the complexity of their identities, with each layer symbolizing different life aspects. The art also tells stories of overcoming challenges, using materials that represent survival and strength. This creative process fosters a sense of community and shared experience, empowering participants while inviting viewers to connect with their narratives. Also, their work becomes a powerful expression of personal growth and the collective journey of resilience.
Field of Art	Storytelling through Art Therapy
Additional comments	Caritas Cyprus promote integral human development, social justice, and sustainable social systems
Additional links and resources	https://caritascyprus.org/storytelling-through-art-therapy/ https://www.facebook.com/CaritasCyprus/posts/pfbid0z3CXazqCkCW8zHUmSbaWdWU4Ks5XDwUn2yS9eUS8fiL3dVvmEn5A3hCPnv2BYHqul



Project
„Engage Us Locally: Community-led”



Polish Conversation Club „Czeremcha”



Project "Poland for beginners and advanced - pass on"



Project Ukrainian Response



Project "Poland for beginners and advanced - pass on"

6. SUMMARY

Key findings from the project:

The REMCREAD project revealed that women with migration and refugee experiences—regardless of their country of origin, age, or legal status—face similar challenges. The most critical needs identified include access to language learning in the host country, legal and housing stability, employment opportunities, psychological and social support, and the development of digital skills. These digital skills are essential for functioning effectively in today's world, both in daily life and in professional or social contexts.

Project participants expressed a strong interest in acquiring skills related to the safe use of smartphones and social media, creating digital content, mobile photography, and promoting their activities online. The activities carried out throughout the project also confirmed that creativity is a vital tool for building identity, fostering agency, and facilitating integration.

Adaptability of methods in different environments:

Project partners hailing from Poland, Italy, Austria, Belgium, and Cyprus collaborated to create a range of localized programs aimed at enhancing creativity and digital competencies among participants. These programs were carefully designed to reflect the unique cultural, social, and practical contexts of the diverse groups involved.

Despite varying backgrounds and approaches, all partners adhered to a unified methodology that emphasized co-creation and incorporated non-formal education techniques. This included the use of Study Circles, which foster peer learning and inclusive dialogue, allowing participants to share experiences and ideas in a supportive environment.

The programs are particularly noted for their practicality and flexibility. By integrating artistic activities with digital education, they provide a dynamic learning experience that resonates with the interests and needs of the participants. This innovative blend not only enhances digital skills but also encourages creative expression, making the programs highly adaptable for implementation in different countries and settings, whether in urban areas or local communities. The success of these initiatives serves as a model for other regions looking to cultivate similar competencies and foster a culture of creativity.

Inspiration for other organizations:

REMCREAD provides a comprehensive suite of ready-to-use tools and tailored recommendations specifically designed for organizations focused on supporting migrant and refugee women. This publication includes a variety of workshop program examples that showcase successful initiatives, offering a wealth of best practices derived from real-world applications.

Within its pages, REMCREAD details specific guidelines aimed at creating nurturing and supportive environments for these women. It emphasizes the importance of integrating creative activities—such as art, handicrafts, and storytelling—with digital education to enhance engagement and learning. These creative approaches not only facilitate skill development but also empower women to express themselves and share their unique experiences.

Furthermore, REMCREAD highlights strategies for fostering social and intercultural connections among participants. By promoting interaction and collaboration, organizations can help build a sense of community and belonging, which is essential for the well-being of migrant and refugee women.

Organizations that seek to develop more inclusive, empathetic, and practical support programs will find ample inspiration in the REMCREAD methods. This resource serves as a valuable guide for anyone looking to make a meaningful impact in the lives of women with migration experiences, equipping them with the tools necessary to implement effective and compassionate support initiatives.