



BUILDING INTERCULTURAL COMPETENCES

To facilitate migrants' integration



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A FEW QUESTIONS TO START WITH..

How, as interculturalists, can we contribute to migrants' integration, particularly of third-country nationals (TCNs)?

How can we support the building of large society's intercultural competences so as to facilitate migrants' integration process?

How can the building of intercultural competences support the embracement of an intercultural lens in migrants' integration policy?

WHO AM I



MAURA DI MAURO

- Intercultural Trainer, Diversity and Inclusion & Sustainability Specialist
- Past President of SIETAR ITALIA.
- Qualified Global Diversity, Equality Inclusion Benchmark (GDEIB®) & ISO:30,415 Assessor Practitioner
- European Intercultural Cities Network (ICC) Consultant
- Lecturer of Intercultural Management at Università Cattolica del Sacro Cuore
- Author of several publications, among which "Cittadini Globali. Strumenti per la formazione interculturali" (2023, La Meridiana); "Building Intercultural Competences. A handbook for regions and stakeholders (2023, AER); "Women 4: Superare le disparità di genere" (2022, Fondazione GiGroup); "Diversity Management. Riconoscere e Valorizzare le Competenze dei Migranti" (2021, Fondazione ISMU)

SESSION OUTPUTS

- Better understanding of how to include an intercultural perspective into migrants' integration policy and practices
- Sharing practices and experiences among participants
- Extending practitioners' intercultural training toolkit with new or alternatives practices



AGENDA



Understanding participants' involvement with migrants' integration practices/work

Migrants...

Why does the EU focus particularly on TCNs Integration?

What Integration is...

What is an "Intercultural Lens" applied to Integration

Understanding participants' work regarding migrants' integration

The Intercultural Cities Index (ICC)

The EU Belong project

Training Targets

Q&A

Keep in contact

Understanding participants' involvement with migrant's integration practices/work

Do you work in the field of migrants' integration practices?



MIGRANTS...

**AREN'T ALL
THE SAME**



European migrants

- Enjoying European rights
- Legal access to public services
- Free mobility within EU countries
- Fight for “talents”



Extra-EU migrants or Third-Country Nationals (TCNs)

- If with no local residence or local citizenship not enjoying the rights or the local access to public services
- First and second migrant generations are often less fully integrated, at risk of exclusion and more vulnerable

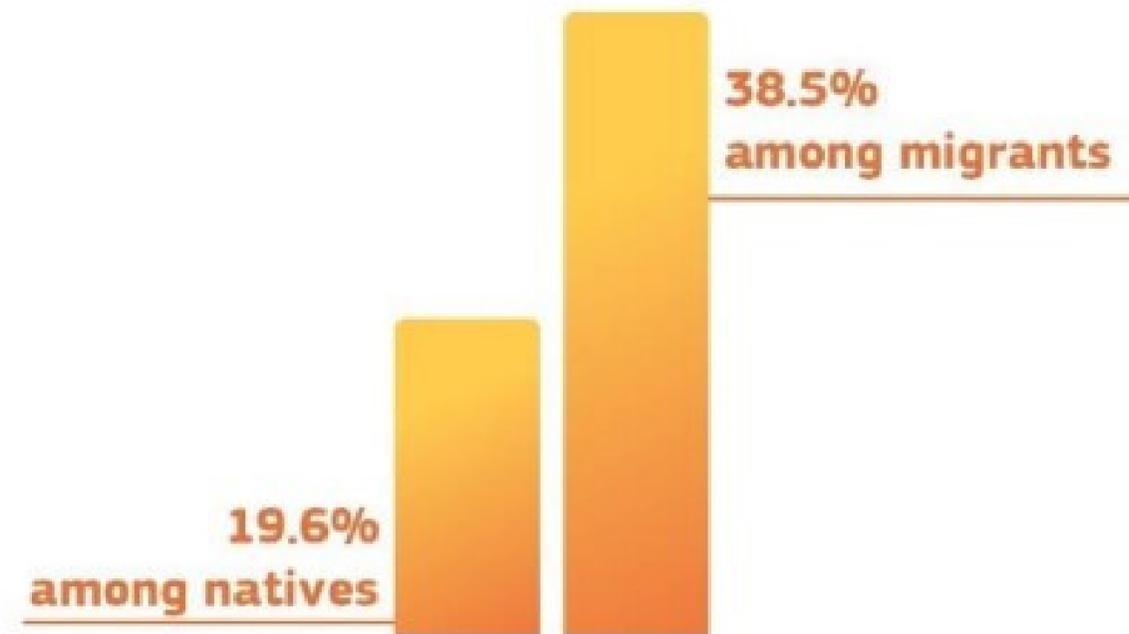
MIGRANTS...



Share of dropping out among young people (18-24) (without upper secondary education)



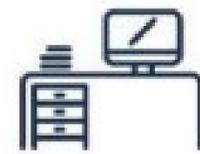
share of adults (25-64) with low level of education



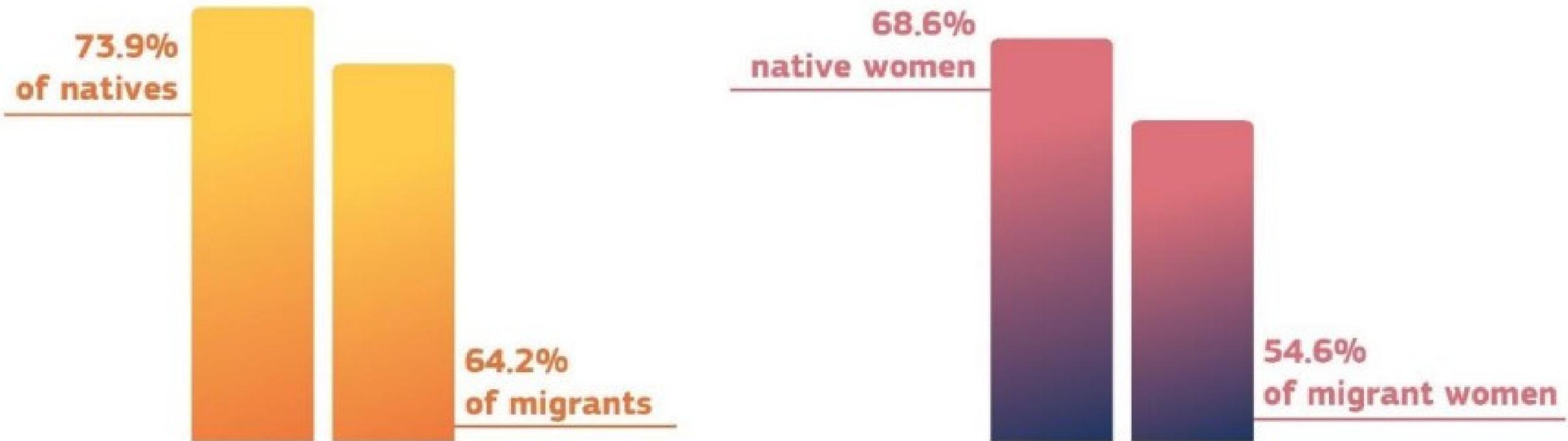
Young migrants (18-24) born outside the EU were much more likely (21%) than natives (12.5%) to be NEET, especially migrant girls and young women (25.9%)

Source: Eurostat 2019 data

MIGRANTS...

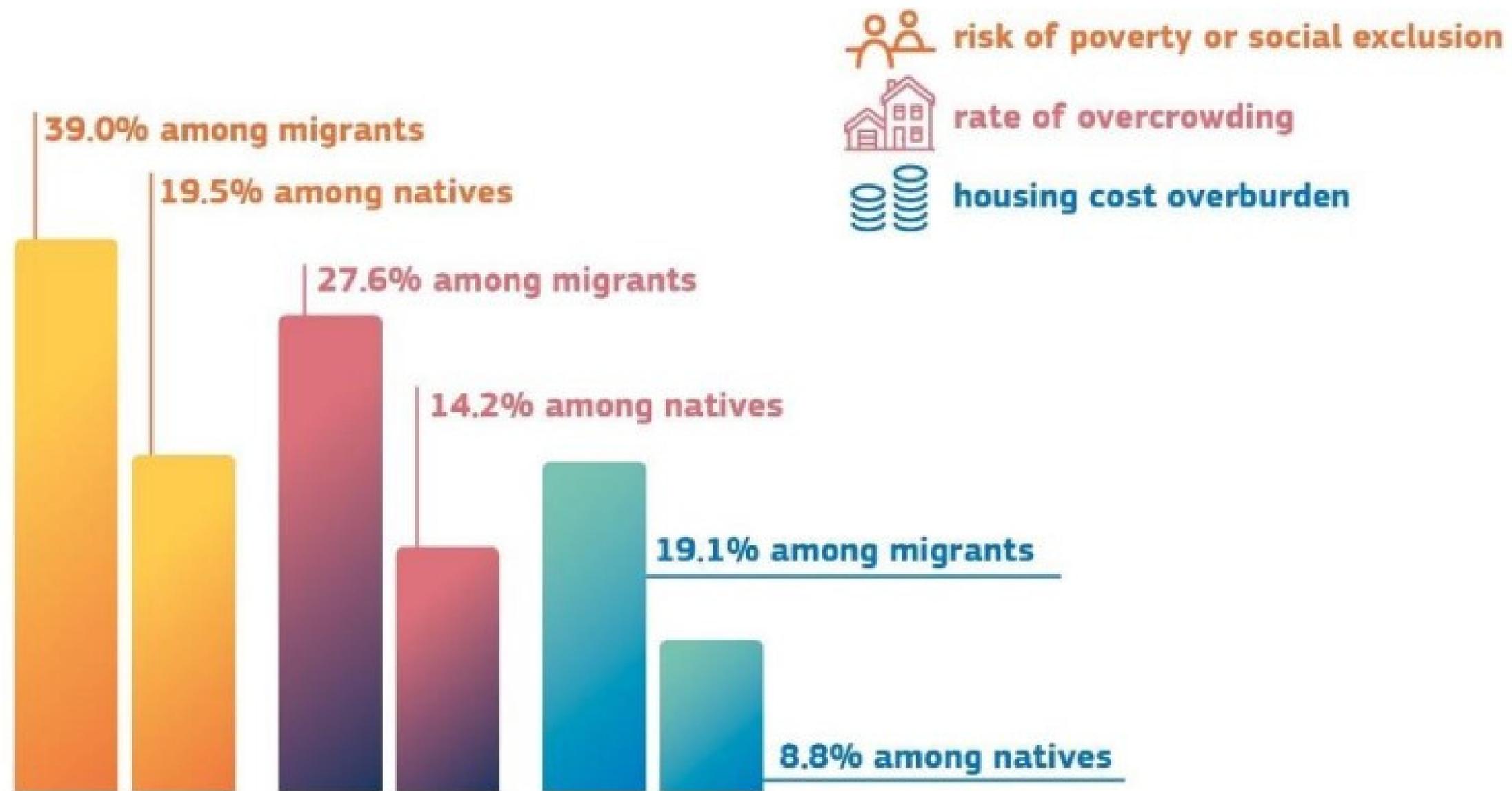


Share of population in employment among those of working-age (20-64)



Source: Eurostat 2019 data

MIGRANTS...



Source: Eurostat 2019 data

WHY EU FOCUS PARTICULARLY ON TCNS' INTEGRATION?

AROUND **34 MILLION INHABITANTS**
WERE **BORN OUTSIDE THE EU**
Around 8% of the EU population

10% OF YOUNG PEOPLE (15-34 YEARS)
BORN IN THE EU **HAVE AT LEAST ONE**
FOREIGN BORN PARENT

THE PROPORTION OF **INHABITANTS BORN OUTSIDE THE EU**
HAS OVERALL **INCREASED**
Varies between 3-10% across countries

MIGRANTS REPRESENT ABOUT 17% OF EU WORKFORCE

ALMOST 1/5 OF TCNS HAVE ONLY PRIMARY SCHOOL EDUCATION
And they need further support

ABOVE 1/4 OF TCNS ARE HIGHLY EDUCATED
About 39% of TCNs employees are overqualified. They face difficulties in qualification recognition, skills valuation, finding jobs that reflect their skills

Source: Eurostat 2019 data

WHAT INTEGRATION IS...



EU Commission “Action plan on Integration and Inclusion 2021-2027”

Integration and inclusion can and should be a **win-win process, benefiting the entire society.**

But if integration and inclusion are to be successful, it must also be a **two-way process** whereby **migrants and EU citizens with migrant background are offered help to integrate and they in turn make an active effort to become integrated.**

The integration process involves **the host society**, which **should create the opportunities for the migrants' full economic, social, cultural, and political participation.** It also **involves adaptation by migrants who all have rights and responsibilities in relation to their new country of residence.**

WHAT AN “INTERCULTURAL LENS” APPLIED TO INTEGRATION IS...



Interculturalism is a policy model related to migration and integration.

It builds on the strengths and provides **an alternative to** the previous approaches, that for several years dominated the policy-makers' perspectives in managing diversity: **the assimilationist and the multiculturalism approaches.**

Interculturalism is a policy model for **ensuring equality** and **social cohesion** in culturally diverse societies.

It is a model applicable to **different dimensions of diversity**, such as gender, sexual identity, age, ethnicity, socioeconomic status, etc.

It **encourages mixing and interaction among people of different origins and cultural backgrounds** to **build a wider collective identity** that embraces **values** such as **cultural pluralism, human rights, democracy, gender equality** and **non-discrimination.**

Understanding on which areas of migrants' integration participants work

Migrants' Labour Inclusion

- Migrants' career counseling
- Migrants' skills evaluation
- Corporate intercultural training thus that managers develop intercultural skills and learn D&I practices
-

Address Hosts/Majority members

- change the perspective to that both sides may culturally change - thus majority members (e.g., home students, local workforce) need awareness and intercultural training (for their own integration - rather than 'just' to promote/allow TCN people to integrate)

Helping with paperwork/understand local practices

Connecting migrants with local charities
Help them satisfy their basic needs

Welcoming upon arrival and beyond

Any actions which foster inclusion in the workplace. For example, mentoring, the locals get to know the migrants and understanding what resources and perspectives the migrants and host country members bring to the table. Mutual coaching. (Laurette, Natalia, Melanie, Catherine, Adrian and Jillaine)

Linguistic consultations

Especially with written language

Support in finding work

paperwork, language, CV Training

Cultural Mediation

Create shared understanding of the interest of diversity. Help both parties understand each other better and work or spend time together (at work and perhaps socially). support their creation of professional networks

The Intercultural Cities Index (ICC)



Source: © Council of Europe 2016 Intercultural Cities Index Indicators.

THE EU-BELONG PROJECT

EU-BELONG was a project **co-founded by the Asylum, Migration and Integration Fund of the European Union** (AMIF-2020-AG-CALL).

It has been coordinated by the **Assembly of European Regions (AER)** in the framework of its **Intercultural Regions Network (IRN)**, and implemented in partnership with **ten regional authorities** from **nine European countries**

AN
INTERCULTURAL
& MULTI-
STAKEHOLDER
APPROACH



DEVELOPING INTERCULTURAL COMPETENCE

UNDERSTANDING MIGRATIONS

CONSIDERING CULTURAL IDENTITY & DIVERSITY

EMBRACING DIVERSITY & INCLUSION THROUGH
ANTI-DISCRIMINATION

LANGUAGE SKILLS & INTERCULTURAL
COMMUNICATION

CREATING ALTERNATIVE NARRATIVES

ACCESSING PUBLIC AND HEALTHCARE SERVICES

SUPPORTING MIGRANTS' LABOUR INTEGRATION

TAKING OVER AN INTERCULTURAL EDUCATION
PERSPECTIVE

ENHANCING SPORT & CULTURAL
PARTICIPATION

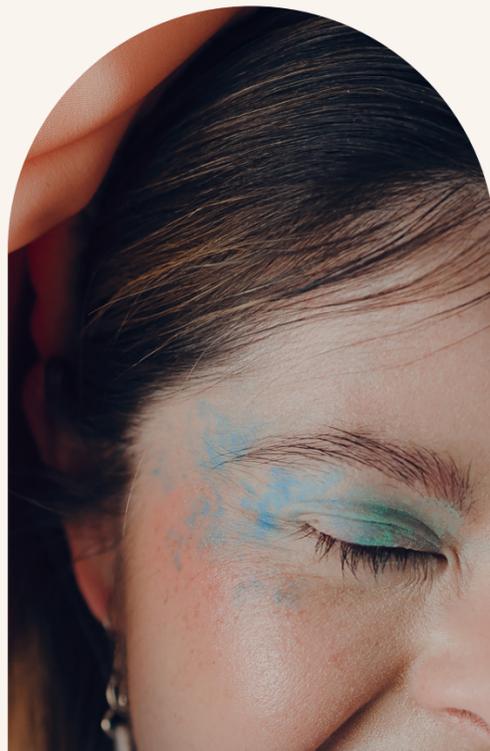
PLANNING URBAN POLICIES

DEFINING A COMPREHENSIVE INTERCULTURAL
INTEGRATION STRATEGY



TRAINING TARGETS

- Social workers, civil servants
- Representatives of local NGOs in charge of migrants' welcoming services
- Policy and decision makers of local and regional authorities
- Local and regional public authorities' technical official and staff
- Public sectors' employees
- Health professionals and welfare services' employees
- Newcomers/migrants
- Career counsellors, employment recruiters and selectors of employment agencies
- Active policies and training centres' trainers
- Language teachers, schools' teachers and staff
- Local and migrant students at different levels of education
- Entrepreneurs, managers, HR personnel of local businesses and companies
- Business institutions (e.g., Chamber of Commerce)
- Leaders, opinion makers, journalists
- Medias' and communication departments' managers and staff



SOME RECOMMENDATIONS

CREATE INCLUSIVE LEARNING ENVIRONMENTS

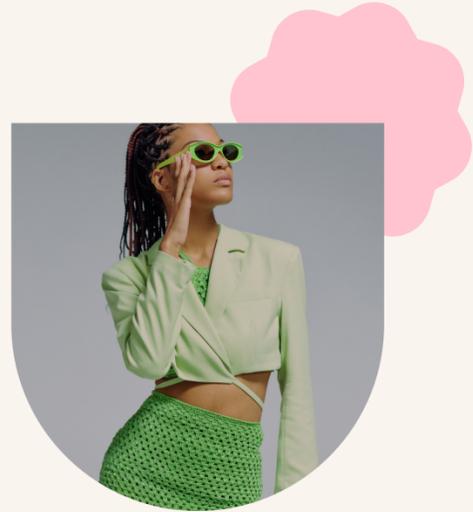
DEFINE WHICH STAKEHOLDERS AND TRAINING TARGET/S TO INVOLVE

DEFINE WHICH THEMATIC INTEGRATION AREAS YOU WILL WORK ON

DEFINE TRAINING GOALS

USE EXPERIENTIAL TRAINING METHODOLOGIES AND PLAN TRAINING ACTIVITY CAREFULLY

EVALUATE THE ACHIEVEMENT OF GOALS



Q&A



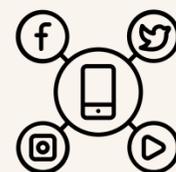
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