



# LEARNING FROM PEER REVIEW

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## 1. Introduction

Within the framework of the Arrival Regions project, a series of 9 peer evaluations were carried out between May and June 2021 through an online meeting system. The intention of the activity was to evaluate the implementation of the pilot activities in Croatia, Czech Republic, Germany, Slovenia, Italy and Poland and thus to raise the standard of integration services for third-country nationals in Central Europe that will be carried out in the future.

For this purpose, the Arrival Regions project planned the following process methodology:

- training for project partners and stakeholders
- assignment of partners for peer reviews
- organisation of 9 peer reviews,
- preparation of a scenario for the organisation of such an event,
- a survey for peers and critical friends.

This document has been prepared using the content of the peer review reports and the results of the conducted on-line survey. It is intended for partners of the Arrival Regions project and interested stakeholders - public administration employees, representatives of non-governmental organizations, universities and volunteers working for third-country nationals. It is intended to be a practical help for these people in everyday work and planning further activities for the integration of immigrants.

## 2. The Peer Review Process

During nine online meetings, project partners and stakeholders with different backgrounds from all over Central Europe were invited to present their point of view about the implemented pilot action and to listen to the opinions of experts from different fields about the activities.

A peer review was an opportunity to get a fresh and impartial view from the outside on the activities carried out as part of the pilot action. It's a friendly (yet critical) evaluation carried out by professionals working in the same field, but in other EU countries. It did not follow a specific scientific approach but rather encourages mutual learning. The participants of each peer review were selected in such a way as to best support the entity carrying out the pilot action in the assessment of the undertaken activities. In the framework of the Arrival Regions project, each pilot action was subject to a peer-review carried out by 4-5 persons

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representing at least 2 project partners and project leaders. Peer review team members were recruited among both project partners and their stakeholders. They assessed pilot action, led to insights, and prepared them self to transfer of successfully tested approaches.

Each peer review was organized in three phases:

- the preparation phase, when the partners received background information about the pilot action and identified their stakeholders, background information, which contained: pilot action description, budget, goals, time frame, and communication materials,
- the online meeting (due to the pandemic, the peer review visits were organized in the online version),
- formal follow-up after the visit - filling in survey and preparing a peer review report.

Each event involved three main categories of actors. These categories are briefly described below:

Participants representing project partner/s which pilot action was under peer review as followed: PP2, PP3+PP4, PP5, PP7, PP8, PP9, PP10+PP11, PP12, PP13. Project partners were responsible for presenting the pilot action and involving the co-authors, subcontractors, and beneficiaries.

Peers/Peer review leader - project partners and stakeholders who assessed the implementation of the pilot action and prepared the peer review report.

Critical friends - project partners and stakeholders who offered their expert advice and helped to assess the pilot action.

Table 1: Categories of actors participating in the peer review

Pilot action/host	Peer review hosted in week	Format	Peer review leader - PP	
			PP Number	PP Number
P2: HOME - NON-EU NATIONALS AND INTEGRATION THROUGH ACCESSIBLE SERVICES	08/06/2021	online	PP3 PP4	PP7

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P3 + P4: LIVING WITH US	10/06/2021	online	PP5 PP6	PP13
P5: HUMANITARIAN CORRIDORS MEET PUBLIC CAS	15/06/2021	online	PP2	PP12
P7: CENTRE FOR COORDINATION OF INTEGRATIONAL ACTIVITIES IN BOR	14/5/2021	online	PP13	PP9
P8: COMBATING DISCRIMINATION AGAINST MIGRANT WOMEN AND CHILDREN	02/06/2021	online	P10 P11	PP5 PP6
P9: STARTING POINT POSTOJNA	02/06/2021	online	PP12	PP2
P10+P11: EACH OF US IS UNIQUE AND IMPORTANT - MULTICULTURAL EDUCATION IN THE CLASSROOM	16/06/2021	online	PP8	PP3
				PP4
P12: EMI BLK - EMPOWERING MIGRANTS' INTEGRATION	23/06/2021	online	PP9	P10 P11
P13: LEGAL SUPPORT AND BETTER COMMUNICATION - HOW TO MAKE UKRAINIAN CITIZENS FEEL BETTER AND SAFER IN THE LODZKIE REGION?	19/05/2021	online	PP7	PP8

### 3. Peer Review Survey

To obtain input from the wide range of project partners and stakeholders who attended the meetings, a survey was distributed after each peer review. The survey included questions such as: the most useful/important part of the meeting, most useful insights into the implementation of the pilot activity, reflections after the peer review, solutions that need to be implemented to improve the pilot activity.

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Special attention should be paid to the suggestions related to the improvement of the pilot activities, as they can be used not only by the targeted partners, but also by the entities that want to implement similar projects and in the process of preparing the toolkit ( T.2).

The quantitative research was carried out using the CAWI (Computer-Assisted Web Interview) method. Entities from all partner countries took part in the survey. More than 50 responses were collected. The results provided helped to systematize the participants' opinions about the peer review and their impressions, but also about the pilots themselves, how they evaluate them and whether they see an opportunity to implement the solutions in their regions.

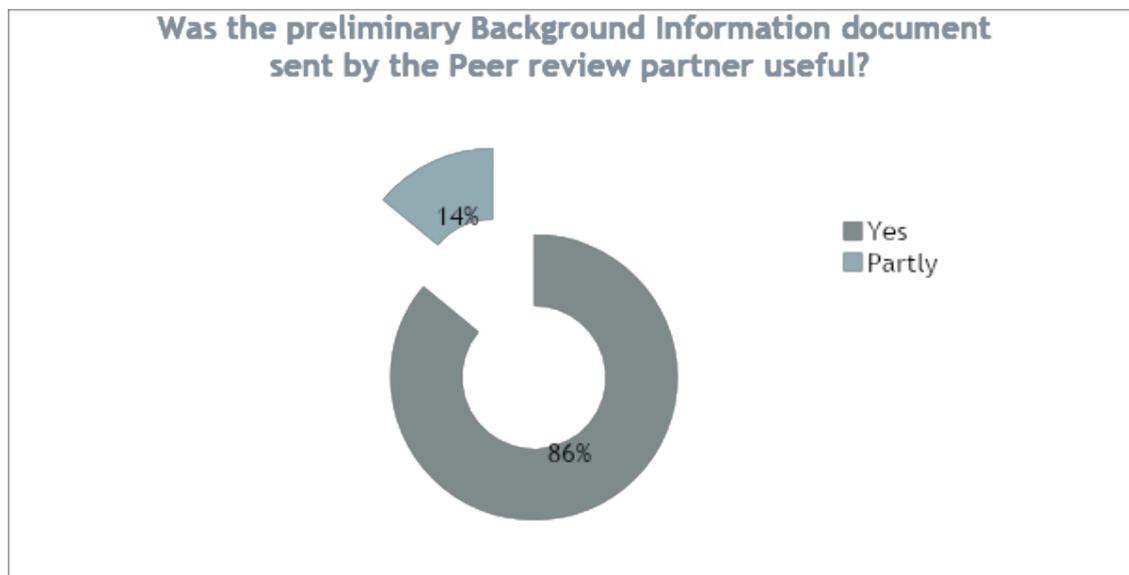


Figure 1 Usefulness of information submitted before peer review

Source: Westpomeranian Region own elaboration based on the online survey

Overall, 86 % of respondents said that the background information document has provided a good overview of the pilot action concept and current results of the pilot action.

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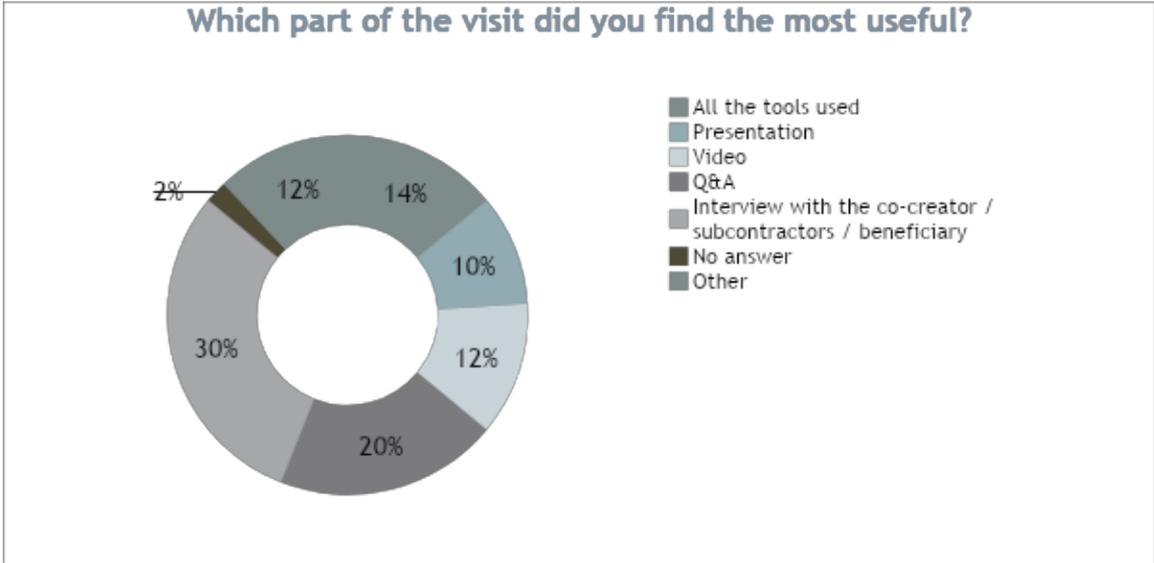


Figure 2 Assessment of parts of the peer review

Source: Westpomeranian Region own elaboration based on the online survey



Figure 3 Interviews that gave peers the most insight into the implementation of the pilot action

Source: Westpomeranian Region own elaboration based on the online survey

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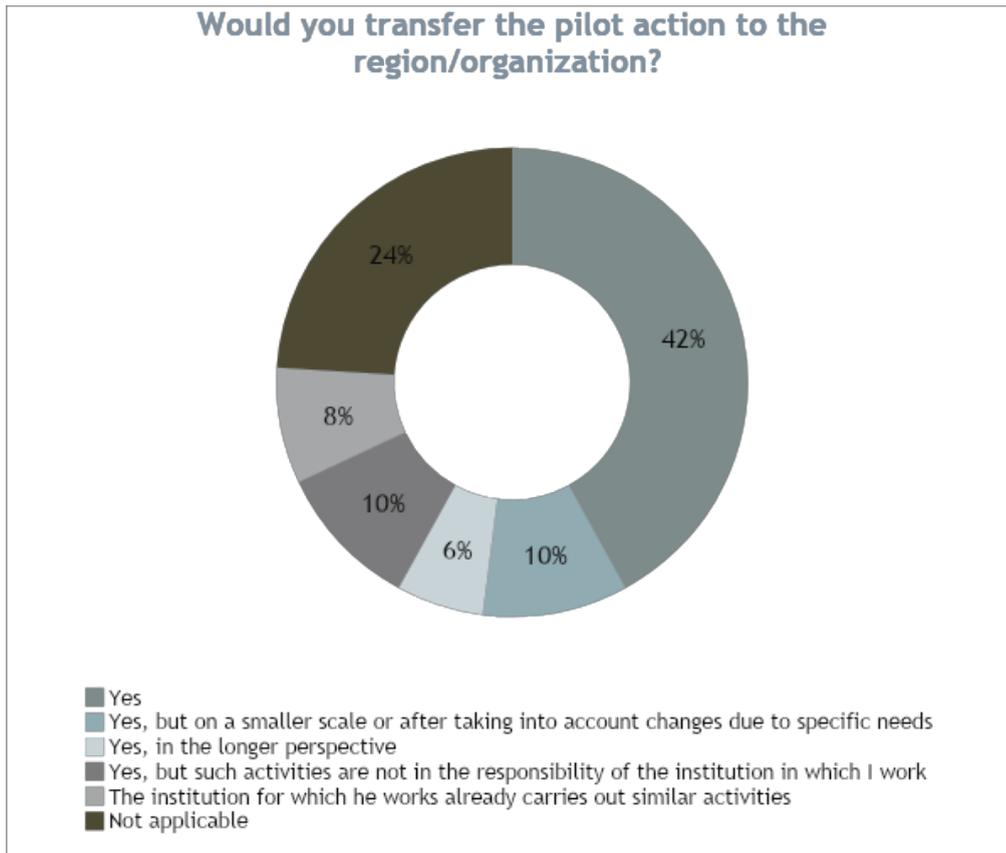


Figure 4 Transferability of the pilot action

Source: Westpomeranian Region own elaboration based on the online survey

Peers were also asked how the Peer Review was useful for them. Many of them emphasized that it was an opportunity to learn something new:

*“I learned that employers could also make profit from better integration of foreign workers”*

*“To hear the detail information and all the background information I now fully understand the problem they address and why. I was very valuable to get the information about the managing of the “office” and the good communication with the local administration.”*

*“Peer review was interesting because I came across with a pilot performance from a different cultural background, especially from the perspective of a larger region. Peer would probably be even more interesting if it could be made live and not online. I was also interested in the experience of how the public sector-region, which is usually a bureaucratic structure, can use such innovative pilots to respond to the problems that arise.”*

*“I learned that even small action could bring significant result”*

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*“It was very useful for me, especially the part regarding target groups of the language courses (how to organize it and motivate participants from the public sphere).”*

*“I could learn how that kind of project activities can be implemented, what obstacles there are and how they can be overcome.”*

*“I like to see different approaches to social integration coming from the partners because we can all be inspired by other and collect a bunch of possible action to implement in our own region.”*

*“I have learnt some strategic in order to involve more both civil society and stakeholders in programmes about integration of non-EU migrants.”*

Partners have repeatedly emphasized that the most effective way to reach stakeholders is by using personal contacts.

*“I’ve learnt that Bor used the same principle as we use it in Postojna - that is, using personal connections to reach the key person. That is possible in small cities, such as Bor or Postojna - where lots of people simply know each other.”*

*“It was very useful, because I got an idea of how to approach implementing an important social topic into school curriculum.”*

*“From my point of view, the peer review was very useful to understand the role of humanitarian corridors.”*

*“It was useful to be introduced in the functioning of humanitarian corridors. I think this meeting has been a useful opportunity to reflect on the potential implementation of humanitarian corridors in our territories.”*

*“Peers could learn what are positive and negative aspects of implementing very similar project idea from one local environment to another. Furthermore, we could learn what good practices were identified in two different forms of activities: offline (camp) and online (online training and courses).”*

*“As peer I have understood about the need for a multidisciplinary welfare model based on a common psychosocial support for vulnerable groups.”*

What was inspiring for everyone was the cooperation with local stakeholders. Stakeholder involvement had a direct impact on the level of success of the pilot action.

*“I was impressed by several organizations (working with migrants) being active in Bor - that is much more than in Postojna. I think they took the right way as acting as a middleman. We in Postojna do the same, but we are performing lots of activities by ourselves - which was very valuable in time of Corona-19, as there are more than 30 migrants living in the same building that Starting Point Postojna is located.”*

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Peer also emphasized that the topics addressed in the pilot activities were properly selected and are important for immigrants. However, many times the activities focused on a narrow group of beneficiaries, which, in the opinion of the peers, should be changed.

*“An important issue, in addition to supporting children at school and preschool age, is the support of mothers raising children and in some way naturally excluded from the local society (they do not work, meet in a limited group of people). By supporting the development of multicultural children, it is possible to support mothers or entire families.”*

*“Actions to support immigrants and multiculturalism are very important and necessary not only for people of working age but also for children who come to a given country with their parents.”*

Peer review participants found in the presented pilots activities similar to theirs so, that they could be inspired how to implement other projects for the integration of immigrants not directly related to the Arrival Regions project.

## 4. Peer Review Participants

More than 50 experts/peers participated in the evaluation of 9 pilot actions. Experts represented the project partners, the project leader, and stakeholders from all partner countries. Peer represented various types of institutions: public administration (municipal, local, regional), universities, primary and secondary schools, and NGOs working for immigrants’ integration or planning to implement such actions. Apart from peers, the meetings were also attended by co-authors, subcontractors, and beneficiaries (direct and indirect).

## 5. Peer Review Documentation

The output is based on the following deliverables:

- D.T1.4.1 - Peer review methodology
- D.T1.4.2 - Peer review teams
- D.T1.4.3 - Peer review reports (9)

## 6. Peer Review Observations

### 6.1. HOME - NON-EU NATIONALS AND INTEGRATION THROUGH ACCESSIBLE SERVICES

Peer review team general impression:

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The LAG Escartons and Waldensians Valleys and their stakeholders have done a very good job of adopting a new approach to originally planned pilot action in which it was envisaged that an office would be opened where people would come personally. Additionally, all other activities, such as tutoring, mediation, etc. were planned to be implemented in person. However, due to pandemics, majority of activities envisaged in the pilot action were implemented by adopting different methods relying on online tools. Although in the beginning the Italian colleagues said that they struggled with the changed concept, they have successfully succeeded in turning it to their benefit and in reaching more different people through their pilot action. This will additionally make the pilot action more sustainable in the future because people have become accustomed to using these tools and to working online.

All action taken reduce social unease of non-EU nationals and approaching two different worlds, which results in improved integration by creating a welcoming environment for non-EU nationals.

Registry office employees testified to the benefits of the pilot action since through their work they have met the foreigners who did not speak Italian which complicated their communication to great extent. Flyers translated into different languages and mediation translation services provided by the pilot action helped them in dealing with the foreigners who did not speak Italian.

The pilot action has successfully exploited the services already operational in the territory and has helped to successfully carry out activities that otherwise take a long time and are very complicated, especially the ones dealing with cumbersome bureaucracy (i.e. status issues, residence and marriage permits).

The excessive Italian bureaucracy represents one of the barriers for integration of immigrants as pointed out by several stakeholders, including the mayor of Torre Pellice. He added that “one stop shops” are much needed in Italy not only for migrants, but also for general population.

Another barrier could be the diversified network of local stakeholders that provides different services to migrants and that is not always motivated for the long-term functioning, especially since it depends on interpersonal relationships. Therefore, continuous work with community offices is required in order to improve the communication between officials and non-EU citizens.

### Peer review team recommendation:

Peer emphasized that it is important to continue to build new networks and to establish cooperation between all offices.

It is also necessary to look for new/additional funding in order to secure financial sustainability.

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Adopted approach that needs of the local population are similar to the needs of non-EU nationals should lead to institutional sustainability.

There should be lobbying efforts among national/regional/local authorities to open “one stop shop” in order to provide more effective access to different services and I.D. documents.

### 6.2. LIVING WITH US

#### Peer review team general impression:

The dialogue with the representatives of the Croatian partner was very suggestive, because it strengthened peers conviction about the need for psycho-social practices that bring the human dimension of non-EU migrant citizens back to the center. The peer review team understood the urgency of promoting a multi-stakeholders dialogue with civil society institutions and organizations, in order to explore new integrated metrics between welfare policies and development aid programs. Explorations whose results will also need to be represented in a European framework, within the broader process of the New European Consensus on Development.

#### Peer review team recommendation:

Peers’ suggestion concerns the hypothesis of being able to start targeted training courses with the operators and volunteers enrolled in the pilot action, in the perspective of transcultural psychology, to further strengthen their role as caregivers towards citizens characterized by psycho-social fragility.

In peers’ opinion, it could be interesting to deepen the experiences of the Nepalese community, given the origin of a context characterized by the persistence of elements of trauma due to the lack of reconstruction after the earthquake of 2015. It would also be stimulating to be able to analyse the ethno-cultural constellations of this community in relation to the match with local society, to better understand the cultural dynamics underlying the processes of social inclusion.

### 6.3. HUMANITARIAN CORRIDORS MEET PUBLIC CAS

#### Peer review team general impression:

The basic idea of the pilot action was very interesting for peer review team members. It proposes an innovative vision of migratory flows and of the system of reception and issuing of papers and documents. The pilot action intends to enlarge

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the application of “humanitarian corridors” to people involved in a migratory flow. These people could be intercepted in a transit country (Lebanon, Niger, etc.) and allowed to reach Italy through a legal and safe route, avoiding that they try to reach Europe through dangerous routes. Priority would be given to people with particularly difficult situations (disabilities, families with children).

The action entailed a preparatory phase of networking, successfully leading to an agreement with churches promoting humanitarian corridors. Unfortunately, due to the pandemic, the humanitarian corridors will only come into operation during the summer, so it was not possible to test the second part of the pilot action concerning the functioning of public CAS in the reception of migrants arrived with the humanitarian corridors, even if a public CAS is already working in the municipality of Priero.

The actors involved in the territory are mainly public, the mountain union and the 4 municipalities involved in the action, which have decided to commit themselves to a shared management of the first reception of people arriving with the humanitarian corridors. At a larger level, however, the implementation of the action was made possible thanks to the collaboration of private bodies from the Catholic Church and the Evangelical Churches.

Apparently, there are two barriers to the integration of migrants. The first concerns state laws that do not favour migrants' access to documents (but in this case humanitarian corridors would solve the issue). The second relates to the job opportunities and social integration of newcomers. The region offers many job opportunities but not in the area of the municipalities of first reception. A plan will probably be needed to ensure that newcomers find a good environment to settle in the area and find new job opportunities in the area.

### Peer review team recommendation:

Recognizing that the pilot action is innovative and that it is an important alternative to the current management of migration flows, the peer review team believes that more work could be done on post reception and on creating opportunities for migrants to stay and live in the rural area (increase preparational work with local inhabitants, higher involvement of organizations, associations, enterprises, employers).

## 6.4. CENTRE FOR COORDINATION OF INTEGRATIONAL ACTIVITIES IN BOR

### Peer review team general impression:

The social innovation concerns a smoothly functioning system of cooperation between municipality, NGOs and entrepreneurs that play crucial role in the whole

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process as the driving forces. The result is to support foreign workers in overcoming barriers - legal and language problems. The system is deeply rooted in the specificity and nuances of functioning of a small Bor community.

The pilot action refers to problems with functioning in daily life such as for example visiting doctors, who need to deal with many non-EU patients and high administrative burden. It might be connected with the issues like e.g. lack of trust of the Czech society towards migrants, lack of understanding of foreigners and their social behaviour by local community.

Barriers are related to everyday life issues.

Language. Although the Czech, Ukrainian and Russian languages are closely related and in principle it is possible to understand each other. Unfortunately, interference of the native language, differences in accent and “false friends” can make the process of acquiring Czech language difficult.

Legal differences. Foreign employees are not familiar with the details of how the legal system of the Czech Republic works. A very important element is legal counselling, which helps migrants to find themselves in a new difficult situation, when they are far from home, when they may experience alienation. They can be supported and assisted in clarifying day-to-day issues related to renting an apartment, finding new accommodation, but also minor issues related to prices in stores and shopping possibilities.

### Peer review team recommendation:

In the peers’ opinion, the activities of the Center should focus more on solving the problems of immigrants and refugees.

The peer team also suggests preparation and publishing educational materials/tools (vocabulary, models of dialogues, recordings of pronunciation, etc.) that could be helpful for immigrants both during self-learning at home or during the unexpected life situations. Online tools and resources can deliver the information immigrants need without having to call or visit a Centre. In order to disseminate educational material, all available media sources should be used.

## 6.5. COMBATING DISCRIMINATION AGAINST MIGRANT WOMEN AND CHILDREN

### Peer review team general impression:

Within the pilot activities, Center Rotunda raise awareness on migration in schools and explored in detail educational practices in the local area. Children who are well-integrated into the education system both educationally and socially have more chances of reaching their potential. Children from migrant

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backgrounds, however, face a number of challenges in this respect that can affect their learning and development. The activity carried out by Center Rotunda helped students better understand the situation they find themselves in and help them adapt to the new environment. Among the challenges faced by immigrant children, one can notice: those related to the migration process (e.g. leaving the home country, having to acquire a new language, adapting to new rules and routines in schools, etc.) and those related to student participation in education ((e.g. language provision that is not adapted to the needs of students with a different mother tongue, insufficient learning support and a lack of social and emotional support, teachers who are not trained or supported to deal with diversity in the classroom, insufficient home-school cooperation). The pilot activities were intended not only to help students face the challenges, but also to support teachers in the process, as one of the problems is also the availability of resources to education systems and schools for promoting integration. Migrant students are lagging behind their native-born colleagues in most European education systems, not only in Slovenia.

The integration of students from migrant backgrounds into schools and kindergartens is a complex process, that is why stakeholders network was created as a part of pilot action. The implemented activities aimed to give children access to quality education and to provide any necessary language, learning and social-emotional support. It also helps them to adapt to their new school or kindergarten environment and ensured that they make good progress in their learning. Native-born children, on the other hand, had the opportunity to learn about a different culture and create together with teachers welcoming environment for students from diverse backgrounds and with different needs, and guaranteeing a safe space where all feel secure, valued and can learn.

Stakeholders showed great interest, mainly due to the existing needs of immigrants defined at the stage of analysing the situation in the region and the innovative nature of the pilot action. Therefore, the Center Rotunda initiative could be implemented efficiently and differentiated activities could be undertaken. The needs of migrants in the area are not met in the appropriate way, therefore, this pilot action was important to raise awareness among local inhabitants and also provide direct aid to the beneficiaries

### Peer review team recommendation:

In peers' opinion, it is important to support not only children at school and preschool age but also the support of mothers raising children who are in some way naturally excluded from the local society (they do not work, meet in a limited

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group of people). By supporting children in integration and psycho-social development, it is possible to support mothers or entire families.

Off-site training for teachers would be an added value during which they will be able to improve their multicultural competence. It is worth increasing the scale of operations, better planning support for women's entrepreneurship, preparing work tools for teachers, building a promotional campaign around the activity and expanding the network of stakeholders.

Peers also suggest that the Center Rotunda could contact local/regional/national authorities to present the results of the action and offer cooperation in the further implementation of the similar project on a larger scale.

Actions to support immigrants and multiculturalism are very important and necessary not only for people at working age but also for children who come to the given country with their parents. However, it should be emphasized that activities carried out at the local level may bring greater benefits, therefore peer suggested that many smaller projects should be implemented at the communes level. Local authorities can play an important role in supporting students from migrant backgrounds by providing the necessary policies and measures to encourage schools to meet students' needs. In addition to support for learning languages and other subjects, this approach means helping students with their social and emotional development.

## 6.6. STARTING POINT POSTOJNA

### Peer review team general impression:

Nowadays, unfortunately, most of integration measures only cover language and labour integration. This pilot action is therefore very innovative, as it managed to cover many different sides regarding social integration under “one roof”. Municipality of Postojna didn't just thought about language courses, but also about covering other aspects like creativity, teamwork, legal assistance, school assistance, Slovenian culture, career guidance, etc. “Starting Point Postojna” also gave participants the possibility to feel safe and free in its facilities.

A very important aspect to promote integration in such a small city as Postojna is how action leader involve local inhabitants into the different activities the pilot action offers, like the foreign language courses given by migrants. This way all parts involved can interact with each other, overcoming cultural barriers and fulfilling the integration process from both sides. These volunteers from the host society are both males and females, mainly students and between 18-25 years of age. Most of them are Slovenian, although some of them have a migration background and French.

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In peers opinion, the fact that Postojna is a small city enables a better and more active co-working with local stakeholders and entrepreneurs, in order to cover all sides of the integration progress.

Peers believe that success of this Pilot Action consists in the daily connection that pilot action leader have to the local population and migrants, building on people´s strengths. Each month you can find an article on immigrants in newspaper, which promotes the access to individual migrants and their own experiences and lives, and not only referring to them as an abstract group no one knows. That local people´s acceptance makes the whole integration process easier.

“Starting Point Postojna” spread its activities and projects not only on social media but also through a great local network stakeholder have and through word-of-mouth.

### Peer review team recommendation:

In peers’ opinion, the partners from Postojna were able to engage the target group in the project, as well as to establish trust and credibility with stakeholders. A small suggestion could be to keep including more and more young local people in its workshops and activities, in order to interact even more with each other.

Another suggestion to improve the pilot action could be to headhunt the target group as leaders and offer them customized courses in presentation techniques, leadership, conflict management and project management, as well as to get them involved in all aspects of the project such as planning and implementation, evaluation, administration and marketing. These skills can be used by immigrants in the future and increase the quality of their CV.

All in all, the peer team could learn some new strategies about how to involve more both civil society and stakeholders in pro-integration initiatives.

## 6.7. EACH OF US IS UNIQUE AND IMPORTANT - MULTICULTURAL EDUCATION IN THE CLASSROOM

### Peer review team general impression:

General impressions of the peer review team regarding pilot action were positive on the content and presentation. Other than technical issues during presentation no other problems were recognized, and the team evaluated this pilot action as overall successful. The online workshops for children were organized with care and well prepared. The educational material has been prepared for each age group and is a model lesson plan, on the basis of which teachers can conduct lessons in the field of multiculturalism, integration and development of intercultural competences. Lesson scenarios (for students in grades 4-6 of primary school/grades

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7-8 of primary school/for secondary school students) were the basis for the implementation of support in the implementation of social innovations for the social and economic integration of non-EU citizens and were presented in a coherent and comprehensive manner innovative methodological solutions in the field of teaching. The implementation of the competition for the “Ambassador of Multiculturalism” was aimed at school-age children and adolescents from the Westpomeranian Region. The aim of the competition was, among others selecting the most interesting projects, related to the subject of multiculturalism at school, at home or in a housing estate, developing intercultural sensitivity and competencies, counteracting cultural discrimination, and introducing schoolchildren and teenagers to knowledge about various minority groups (national, ethnic) living in West Pomerania and introducing Competition winners receive the titles of the MULTICULTURAL AMBASSADOR, vouchers, the opportunity to participate in further activities of the Westpomeranian Region.

Through the implementation of the pilot action in the field of education, the Westpomeranian Region helped children and youth to understand the process of multicultural living, to become more open to adults and children from other culture and countries. The peer review team received the know-how to implement pilot action with the aim of strengthening students coping mechanisms with cultural shock. Teachers who have taken part in workshops have now learned and have sufficient knowledge to conduct their own workshop in the future. The pilot action product and knowledge obtained during the workshops (demonstration lessons) will stay not only in the school now but will also be the part of everyday thought process of the peer team.

### Peer review team recommendation:

In the West Pomerania, more importance should be attached to finding a way to increase awareness among professional society and citizens in local communities. It will be possible thanks to the use of a wide range of communication tools, including social networking sites.

An important task for the public administration and other organizations supporting the integration of immigrants is also to continue the process of exchanging experiences with other European regions and establishment of the international network of educational facilities.

The peer team suggests further promotion of the Multicultural Ambassador selected as part of the pilot action. These ambassadors may be the best way to reach different social groups, even if they are of a similar age, they come from different communities and areas.

## 6.8. EMI BLK - EMPOWERING MIGRANTS' INTEGRATION

### Peer review team general impression:

The wished result of the pilot action was to support or create a safe environment (weekend camps) where the local youth can meet and get to know the young working immigrants that live in the same district.

The idea of implementing the organization of guided weekend camps was brought from Sweden, where this kind of innovative social integration was first implemented and co-funded from a CLLD project. The organization of the camping trips is based on volunteers who are been trained for team leaders. The target group were young migrants and German young adults age from 18 to 25. The concept of the camping trips is to create a safe space where young participant can interact and get to know each other. This kind of activities help the participants get new friends and spread their local social network.

It is a very good idea to organize such an informal gathering within young people to get know each other in a relax jet guided environment.

The concept of spreading the social network of the immigrants is based on pleasure activities like sports and workshops that create a safe space to get know the new environment, customs, and values.

The content of the camps is related to everyday life problems/challenges; because the participants were in the same age range they give each other the self-confidence to speak of the everyday challenges, exchange experience and spread/improve their social network.

### Peer review team recommendation:

In peers' opinion, pilot action leader should find solutions that enable greater involvement young male immigrants. Another issue is the loss of some achievable results due to COVID-19 limitations. Peer suggests to search for the additional funds, which will allow Burgenland District to organize a couple of additional camps and improve/evolve their original idea.

## 6.9. LEGAL SUPPORT AND BETTER COMMUNICATION - HOW TO MAKE UKRAINIAN CITIZENS FEEL BETTER AND SAFER IN THE LODZKIE REGION?

### Peer review team general impression:

Peers enjoyed the opportunity to be introduced to know-how developed by the Lodzkie Region. The aspect that peers appreciated the most was the innovative

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response to the needs of the public administration (i.e. a bureaucratic structure) in the field of international migration by implementing the adapted language course.

Also, the successful utilisation of social networks was appreciated. Not only were the provided activities promoted by the intensive on-line campaign, the collection of applications for the legal consultations was also made as simple as possible due to the option to apply via IM. The pilot action successfully proved that there is definitely a significant demand for such activities (the maximum expected number of participants in language courses was easily reached) and, in the case of sufficient financial resources, there is potential to collaborate with the governmental institutions of neighbouring regions and expand the activity by providing other desired services, e.g. the provision of psychological help needed as a consequence of stressful situations and misunderstandings in the working and integration process.

Peers found the know-how that the pilot action provided to be very inspiring and positively evaluated the transferability of certain aspects and particularities of the pilot action into their regions (e.g. focus on the public sector). Meanwhile, the pilot action was not predominantly considered transferable as a whole due to specific contexts in respective countries (e.g. more diverse compositions of migrant's nationalities contrary to the homogenous group of Ukrainian migrants in Poland).

### Peer review team recommendation:

In peers opinion, the online language course seemed excessively focused on vocabulary while omitting conversation practice. Therefore, it is recommended that more focus should be placed on the active use of the language, which is crucial for the participants.

Language courses should be carried out in a less formal or school-like manner. Peers believe that participants did not have enough space to practice their conversational skills, and a more inclusive and friendly atmosphere could be created by introducing the obligation to switch on cameras during the lesson and using a first name basis.

It could be useful to divide participants into groups based on their professional background, which would stimulate communication between participants and focus on specific topics, which would be especially useful for specific groups of participants.

Peers also suggest expanding target group of language course to include employers, managers, or teachers if additional funding would be secured.

## Arrival Regions

Another peers' recommendation is to add supplementary activities focused directly on the creation of links between the host society and migrants that would boost intensive contacts, e.g. an open-air cultural event.

## 7. LOOKING AT BIGGER PICTURE - what changes are peer review bringing to the pilot actions

The nature of the pilot activities carried out by the partners was very broad and the identified local needs reflected the activities undertaken in the project. Therefore, the opinions and suggestions for individual activities were also very wide. However, we can distinguish:

1. **Networking:** continue to build new networks and to establish cooperation between all entities involved in the subject.
2. **Creating opportunities** for migrants to stay and live in the rural area (increase preparational work with local inhabitants, higher involvement of organizations, associations, enterprises, employers).
3. **Funding opportunities** to secure financial sustainability.
4. **Simplifying processes:** "one stop shop" to provide more effective access to different services and I.D. documents.
5. **Holistic support:** not only children at school and preschool age but also the support of mothers naturally excluded from the local society or even entire families. By supporting children in integration and psycho-social development, it is possible to support mothers or.
6. **Training for teachers** - during which they will be able to improve their multicultural competence.
7. **Leaders among migrants** - offer them customized courses in presentation techniques, leadership, conflict management and project management, as well as to get them involved in all aspects of the project such as planning and implementation, evaluation, administration and marketing
8. **Multicultural Ambassador** as best way to reach different social groups, even if they are of a similar age, they come from different communities and areas.
9. **Courses of language** - active use of the language, friendly atmosphere, also for employers, managers, or teachers if additional funding would be secured.