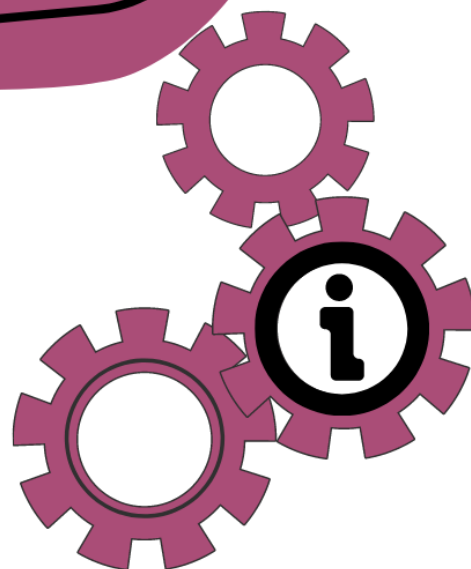


# Informative Material Guide Design

IO3 - A2



szubjektív  
értékek  
alapítvány

Co-funded by the  
Erasmus+ Programme  
of the European Union



anefore



<b>Introduction</b>	2
<b>Methodology</b>	4
<b>Informative Material Design</b>	4
<b>Content Design</b>	4
<b>A2 Guide Purpose</b>	5
<b>A2 Guide Content</b>	5
<b>Culture in the host Country</b>	6
<b>Cross-cultural competence tips and suggestions</b>	7
<b>Migrant's culture</b>	8
<b>Healthcare, Education, and employment in Host Country</b>	8
<b>A2 Guide Data Collection</b>	8
<b>A2 Guide Format</b>	11
<b>A2 Guide Template</b>	11
<b>Cover page and Table of Content</b>	11
<b>Visuals and References</b>	12
<b>Evaluation</b>	13
<b>Outcome</b>	13



## - Introduction

The WomInCreativePower (WICP) is a project co-funded by the Erasmus+ of the European Union that aims to support the labor and social integration of migrant women in the EU hosting societies and their labor markets. WICP is focused on addressing gaps in the social and economic integration process of migrant and refugee women. In its earlier stages (IO2), WICP has focused on the development of the mentorship program for migrant women to contribute to the development of their economic integration into the labor market with the focus on entrepreneurship and self-employment in the creative sector.

To further promote the contact and cooperative interaction of migrant women within their host society, IO3 is summarized on the development of a tandem training program that focuses on the creative skills training and peer-to-peer exchange of skills; and socio-cultural and linguistic orientation. Another purpose is to promote the social integration of migrant and refugee women through skills development and empowerment through women-to-women networks.

## - IO3 Objectives

IO3 consists of the development of the guiding material of the tandem training programme, development of a guiding material for linguistic and socio-cultural orientation for migrant and refugee women, and in the testing of the tandem training in the countries of the partner organizations.



Fulfilling these tasks is guided by the following objectives:

- 1) To deepen migrant and refugee women social and economic integration by increasing their network through the promotion of contact and cooperative interaction with other women
- 2) To enable migrant and refugee women learning from each other while exercising the skills they have and how to utilize them for their social and economic inclusion and integration
- 3) To explore migrant and refugee women potential through fostering an opportunity to exchange ideas and promote intercultural dialogue

#### - Task Objectives

This material serves to fulfill A2 of the output; where a guide will be created on how to design an information material for linguistic and socio-cultural orientation for migrant and refugee women. The document will act as a template for the development of the guide and will include the methodology, modules, and topics for the implementation.

- Develop a methodology for the design of the guide
- Suggest modules and topics concerning migrant and refugee women
- Design an informative material for new migrant and refugee women as first steps to their linguistic and socio-cultural orientation



## - Methodology

### Informative Material Design

An informative material would refer to all means of information communicated and presented as facts. In general, communication of information can be either verbal communication that requires listening or written communication which requires reading. The choice of communication depends on more than one factor but mainly the capabilities of the producers as well as the purpose and audience of the guide.<sup>1</sup>

Communication in writing is not just affordable and easier to distribute but for an audience with limited time, written content can be skimmed by readers who can get engaged with catchy titles of their interest. Videos for example as a form of verbal communication cannot be skimmed and might be skipped if the audience was not attracted and engaged properly, However, informative videos as a form of verbal communication are preferred nowadays and can be effective especially if short and engaging.<sup>2</sup>

### Content Design

After deciding on the general topic for the informative material, there are several questions to consider for the design of the informative material to make the final choice of the format and to help in brainstorming<sup>3</sup>.

- What is the goal/ purpose? Who is the audience and in which context?

---

<sup>1</sup> Principles of Management (v.1.1)

<https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2013/06/Principles%20of%20ManagementNEW.pdf>

<sup>2</sup> Prachi Juneja, Written Communication - Meaning, Advantages and Disadvantages

<https://www.managementstudyguide.com/written-communication.htm>

<sup>3</sup> Principles of Management (v.1.1)



- What is the content and information to be communicated to fulfill the goals/purpose? What are the modules?
- What is the format?

## A2 Guide Purpose

The audience of the informative material to be created are migrant and refugee women. Knowing the audience, the informative material should be presented in a simple and clear format to accommodate the different backgrounds and levels of education. The purpose of the material is the linguistic and socio-cultural orientation to set footsteps for the social and economic integration of women in the host society.

## A2 Guide Content

The purpose of this guide is to offer linguistics and sociocultural orientation for migrant women. Sociocultural orientation refers to the introduction of the host country's social and cultural factors, such as lifestyle, habits, traditions, and beliefs. With the goal of the WICP to enhance the social and economic integration of migrant women, it is important to introduce the readers to the concept of **cross-cultural competence** that leads to the development of the understanding of one's own culture and host country's culture which results in enhanced motivation and knowledge as well as improved personality traits and skills. **Therefore, three modules will focus on the host country culture, cross-cultural competence, and migrants' culture. The last module will fulfill migrant linguistic orientation.** All in all, SVF suggests the four modules and sub-topics to fulfill the purpose of the A2 Guide.



## 1. Culture in the host Country

Knowledge and participation in cultural and social life in the host country is one of the important aspects of integration. Therefore, this module will include the following suggested topics to improve audience knowledge of the host country as well as recommendations on how they can take part in experiencing the host culture. This information does not only enhance cross-cultural competence but allows new migrant and refugee women to get involved in the society while growing their network and their knowledge about the country, its labor market, and gaps for entrepreneurial activities. Sharing relevant online platforms and web pages are recommended to support women in need of more information. The following subtopics are suggested but can be fulfilled by partners depending on the host country context and relevance.

- **Host country introduction-** Offering a brief introduction to the host country offers an introduction to the host country relevant to the guide.
- **Beliefs, traditions, habits, and art-** Covering these topics and recommending migrants on how they can learn more or get involved within the culture of the host country is important for cross-cultural competence enhancement as migrant women will be able to connect host culture with their own culture. In this section, recommendations are presented to migrant women to learn more about the host culture through art and suggestions to how they can take part in relevant activities such as volunteering to widen their network as it could be an essential part of their socio-economic integration. In addition, new migrant and refugee women exposure to the host country will allow for



a better identification of the gaps in the market that will allow them to base their business development

- **Education and employment in Host Country** - Coming to a new country, understanding the education and employment system is a top priority for migrants and refugee women. This section will offer migrant women a summary of relevant information, resources, and tips for understanding the host country system. For example, the necessary education and degree naturalization for entering the labor market as well as degrees necessary for establishing a specific type of business. The healthcare and social security system in some countries is connected to employment and in this case guidance on this topic is necessary.

## 2. Cross-cultural competence tips and suggestions

After introducing the host culture for knowledge and participation, it is important to introduce migrant women to the value of developing intercultural relationships to develop cross-cultural competence. Further tips are relevant in the context of the host country and how they can take part in learning about the host culture while interacting with the locals. In this section, recommendations and experiences of other local or integrated migrant and refugee women are necessary to pave the way for new women to start their intercultural journey.





### 3. Migrant's culture

As part of developing cross-cultural competence, knowledge of one's own culture is crucial. Therefore, this part of the module will focus on connecting migrant and refugee women with their own culture by providing them with contacts to non-profit organizations that work with migrants and who organize intercultural events. Also, as part of this section, different cultural centers, spaces, and places of worship can be listed.

### 4. Language

Language fluency is one of the main obstacles for migrants and refugee women as it is a necessary requirement when applying for jobs, accessing information, and understanding public services. Therefore, it is recommended to introduce migrant and refugee women to the official language of the host country. Also, recommendations can be shared in terms of how they can access linguistic skills development and language courses offered by the host country, official language schools, and nongovernmental organizations that offer language courses. Furthermore, this part of the guide can include resources that can introduce the audience to the language, basic conversation, and common terms and vocabulary for specific interactions in the host language such as introducing themselves while meeting new people or clients and introducing their business idea or background.

## A2 Guide Data Collection

For the development of the guide, SVF has decided to suggest a mixed methodology approach for data collection.



## **Two types of data to be collected:**

The method of data collection should be evaluated among the organization staff based on already existing data from previous project activities and similar activities as well as their experience and capacity for further data collection methods they confirm necessary. Partners should take into consideration the necessity of collecting feedback from local and migrant women who have been longer in the country in addition to new migrant and refugee women.

### **a. Questions and concerns to migrants and newcomers to the host country**

For fulfilling the modules and topics suggested, partners will be taking into consideration commonly asked questions/comments received while implementing previous stages of this project as well as relevant projects and the WICP previous needs assessment of migrant entrepreneurs.

Moreover, collecting questions and concerns from refugee and migrant women can be done through the partner organization list of contacts or through their social media platform. This data can be collected in the form of interviews, or surveys by drafting questions of Migrant and refugee women that fall within the modules suggested. Interviews are recommended to offer to follow up questions to respondents. The questions within the interview or survey can be open ended questions with suggestions of already existing data the partner has that can be confirmed by migrants answering these questions. Below are guiding questions below can be in the format of open questions about the modules and topics



- What information are you unable to access relevant to the host country that hinders your self-development?
- What information do you believe is necessary to enhance your social competence and network with the local community?
- Is there any conflicting information you have received and are unable to comprehend in relevance to the country's culture, system, or labor market?
- Questions can also be drafted in respect to the information offered by third country nationals, migrant, or refugee women who have been in the host country for at least 4 years. This is in respect to the data collection method suggested in the following section "I wish I knew" titled focus groups, interviews, or surveys.

## **b. Information and answers**

The answers to the modules will require the collection of two types of data; facts and recommendations. First, research for concrete information to clear questions that are available on official websites that identify certain procedures. As the guide is based on sharing the experiences of migrant and local women, the second part would focus on gathering this data through online/offline Focus groups, interviews, or surveys under the title "I wish I knew". Participants can be any third-country national migrant or refugee woman who has been in the host country for at least 4 years. The purpose of this method is to understand migrants' experiences in the social, linguistic, and cultural aspects.



## A2 Guide Format

**For the purpose of migrant orientation**, written informative material such as brochures, leaflets and presentations can be considered to accommodate the language of the reader. The inclusion of visuals and graphics can help readers engage and linking videos as a form of oral communication can be effective such as a series of short videos that the written content. The informative material should be presented in a simple and clear format to accommodate for the different backgrounds and levels of education. The purpose of the material is the linguistic and socio-cultural orientation of migrant and refugee women.

To fulfill this purpose the format would take the form of a **4-6 pages guidebook without the cover page and the final page**. The document will be shared online in the format of a pdf book with portrait orientation. The detailed guide will be shared on the partners' platforms and webpages. With this format, the partners' can share their guide with their contacts of migrant and refugee women. Also, partners can send the guide to other local organizations that work with migrants and refugees to reach out to a larger audience.

## A2 Guide Template

### Cover page

The guidebook cover page will include the title of the guide **"Women In Creative Power in [Host country]"**. The subtitle is **"A guidebook created by women like you to get to know [Host country]"**. The cover page will have the WICP project and the creating partner logo.



The second page will include the title and subtitle again. The logos of the project sponsor and partners. An introduction to the WICP and the purpose of this guidebook to be available. A template will be provided for the partners for the cover page and first page to have a harmonic design.



## Visuals and References

For involving the readers, photos and graphics inclusion is recommended if partner sees manageable. Moreover, for the easier access to information provided, linking of web pages is necessary. If literature references are used, to be cited and provided in the last page in the format of APA 7. The full links should be provided at the bottom of the page for the reader to access it easily and in the case of printing out the document. At the end of the document, the partner organization should provide their contact information for the reader and a summary of their past and ongoing activities



in relation to the topic of migrant women integration. Providing a landing page or an email to collect subscriptions is recommended for the evaluation of the handbook

## Evaluation

For the evaluation of the handbook, it is recommended to conduct a focus group composed of the target audience, in the case of the A2 Guide migrant/refugee women as well as the local or experienced migrant women who have been in the host country for a long period of 4-5 years. This will allow for the audience to add their comments on the language used and the information provided and further suggestions can be given by the migrant group.

Provision of a landing page link or an email specific to the collection of readers' emails will allow for the constant evaluation of the guidebook as most of those subscribing would be happy with the handbook's content and presentation.

### - Outcome

With the use of this informative Material Guide Template, each partner will design a guidebook for transferring relevant knowledge for the target group of migrant and refugee women concerning social, linguistic, and cultural aspects of the hosting community.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Project Partners



The project is financed by the Erasmus+ Programme, Luxembourgish National Agency -  
Anefore

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the  
Erasmus+ Programme  
of the European Union

