



InCommon

Cultural and Educational Interventions
for the Exercise of the Active Citizenship
of Migrant Women

Cultural Citizenship Scale

Active citizenship for participation in cultural life

Deliverable 1.3



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General introduction

InCommon is a European project approved and co-funded by the Asylum, Migration and Integration Fund. The main aim is to implement an individual guidance pathway for 400 migrant women for the full exercise of active citizenship through participation in culture of the host community. The underlying concepts of the project are case management, reinforcement of Key Competences and the systemic intervention at 3 levels: individual (personal development of migrant women), professional (providing tools for counselling) and community (creation of local stakeholder networks).

The paper presented here seeks to be a contribution that completes the analysis, selection of good practices and methodologies for the exercise of active citizenship by third national women carried out in the first stage of the project.

Thus, the InCommon project consortium has delivered a set with 40 Good Practices on Social Integration and Civic Participation of Migrant Women at European Level (deliverable 1.1), a working paper presenting results of the European Research to Remove Barriers for the Exercise of Cultural Citizenship of Third Nationals Women (deliverable 1.2) and this working paper that presents the Cultural Citizenship Scale (deliverable 1.3).

The CCS is intended as an individual guidance methodology for counsellors and practitioners that works with migrant women on integration issues that helps them to provide personal assessment and effective methods to support women in their pathway to the full exercise of active citizenship. This scale will be applied along the project to assist beneficiaries of the project and design activities according to their needs.

The CCS is a combination of the Active Citizenship Scale, firstly introduced in the framework of the EMKit project, with the Key Competences of the European Reference Framework. The following pages explain in detail the fundamentals of the Cultural Citizenship Scale.

Introduction to the Cultural Citizenship Scale

The concept of the Cultural Citizenship Scale (CCS) comes from the Active Citizenship Scale (ACS) developed by the Upsala Folkuniversitetet in collaboration with Revalento in the European project EM-Kit (Empowerment Kit for Immigrant Women with Low Educational Background) of the Lifelong Learning Grundtvig program. The scale¹ is the result of the experience of the project partners in relation to the individualized guidance methodologies for groups at risk of exclusion and the implementation of activities for labour market integration of migrant women with low qualifications or little work experience.

The Active Citizenship Scale is intended as a tool to support counsellors and social workers, responsible for a better integration of migrant women with low educational level in society. It depicts some stages or levels that characterize the vital situation of women at a specific moment in their path to labour insertion and social participation and, consequently, proposes specific activities for each stage of the scale that will allow these women a participation adapted to their circumstances and a progress towards the full exercise of active citizenship. The ACS of EM-kit project provided a flexible and adaptable model to different contexts and target groups.

It should be noted that in ACS, the realization of active citizenship is understood through employment or education. Regarding cultural citizenship, we will adapt this model to social inclusion through participation in culture.

The Active Citizenship Scale of EMkit consisted on 6 stages. In each of them the concept of active citizenship is explained in examples of behaviour that lead to results. Examples of actions are offered, as well as tools and methods to carry out activities targeted to migrant women. The ACS also provides guidelines for motivation to trainers/counsellors.

The scale does not mean a progression, from one level to the next, but a tool of measurement and evaluation in order to offer the resources that the user really need and provide them at the right time, which will result in the effectiveness of the process and in the motivation of the beneficiary. Likewise, the fact that there are six phases does not imply that the progress of all participants is fixed or everyone needs the same measures or equal deadlines. The scale simply describes the different phases of activity.

As a comparative example with the Cultural Citizenship Scale we will describe below, these are the stages of the EMkit scale in a nutshell.

Stage	Behavioural examples	Challenges for the coach
1. Living in isolation	People who hardly have any contacts outside their living quarter or are purely restrictive to functional contact (health, welfare).	Building trust. Establish relationships with trustees with the same cultural background of the migrant women.
2. Going outside	Women who have rather infrequent social contacts outside their living quarters (visiting friends or family, go to the church or mosque, take care of relatives, etc.).	To be able to increase the active citizenship of migrant women by facilitating them to participate in more organize activities with a higher frequency.

¹ The active citizenship scale was originally created and developed by S.R. Arnstein (1969). Many others have been derived from the original, one of them the "Participatieladder" initiated by the VNG in the Netherlands Association of Municipalities, which supports the stages defined in the EM Kit.

3. Joining in	It refers to migrant women who are already social active in their living quarters however, their activities are not yet linked to a future orientation and such perspective or ambition is not developed.	The main challenge is to create circumstances for developing a new future perspective and raise the motivation for personal development and learning.
4. Unpaid work	Migrant women who have become more active in work without getting a paid for it or having an official contract. They could be active in voluntary work.	Involving the women in some non formal training that helps them to reinforce their Key Competences.
5. Working on qualifications	This level of the active citizenship refers to those low educated migrant women who are participating in vocational education in combination with a training which leads to basic qualification.	To focus on the needs of personal development of the women, providing work opportunities for them and gradually lowering the amount of support. To develop a career guidance plan taking into account the empowerment of the women and the possible reactions of their change of role in their environment.
6. Active citizenship	Migrant women who have a paid job with a contract, self employed or entrepreneurs without any additional support or women who are following VET education as their major activity. Also the women themselves are capable of making active usage of a variety of offers the host society provides.	To overcome set backs or frustration.

Within the framework of the InCommon project, our purpose is to adapt the methodology of the Active Citizenship Scale in order to develop a Cultural Citizenship Scale that allows the social integration of migrant women through participation in culture.

For this aim, the InCommon project partners held a workshop in their first meeting (March 2018) to analyse the ACS and adapt it to the objectives of the project. The aim was twofold:

- to establish the different levels or stages according to cultural participation and to offer mentors/coaches advice and activities for migrant women according to the new stages,
- to link each stage with the Key Competences of the European Reference Framework (ERF). The link to Key Competences provides advice to the counsellor on the type of training or activities that can support the social insertion of migrant women and strengthen the exercise of active citizenship.

As a result of the workshop, partners defined 4 stages for the Cultural Citizenship Scale:

- Stage 1. Connecting with the culture of the host country.

- Stage 2. Exploration and realisation of common grounds between cultures.
- Stage 3. Participation to activities involving national and EU cultural heritage.
- Stage 4. Self expression and participation in culture life – expression of creative skills.

And the scale contains for each stage, namely:

- Description of the stage.
- Advice for the coach/mentor/tutor.
- Supporting actions.
- Outcomes (changes in the life of migrant women).
- Key Competences related.
- Support training activities.
- Activities suggested.

With the Cultural Citizenship Scale, InCommon partners intend that social and cultural organisations, social workers, counsellors and all those responsible for social inclusion can apply the concept of culture and citizenship in the inclusion processes in a practical way and with measurable results.

Active citizenship, culture and participation are concepts with a wide meaning and for that reason and before introducing the Active Citizenship Scale we would like to outline how we understand from InCommon these concepts.

Core concepts of the CCS

Active Citizenship and Key Competences of ERF

Active citizenship is a concept applied to all those people who make up a community and who display a behaviour that is committed to everything that happens in it. That is, the active citizen is absolutely involved in all matters that concern the community in which he/she lives and participates accordingly.

A very general definition that incorporates a wide range of participation activities that include political action, democratic and civic participation as well as community support. Something that goes beyond the actions themselves and incorporates democratic values, mutual respect and human rights.

According to the Council of Europe, Active Citizenship is also a form of literacy²: coping with what happens in public life, developing knowledge, understanding, critical thinking and independent judgement of local, national, European, global levels. It implies action and empowerment, i.e. acquiring knowledge, skills and attitudes, being able and willing to use them, make decisions, take action individually and collectively.

To this, we can add that citizenship also refers to the personal feeling of belonging to a community that the individual can shape and influence directly in it.

It will help us to deepen in this concept to distinguish the four dimensions that can be given in the individual / society relationship (Ruud Veldhuis, 2003) and are essential for its existence³:

- The political dimension which refers to political rights and duties and it means a knowledge of the political systems and the promotion of democratic attitudes and participatory skills.
- The social dimension of citizenship that has to do with the behaviour between individuals and in close relation with the development of social and interpersonal skills.
- The cultural dimension refers to the awareness of a common cultural heritage. The knowledge of cultural heritage, the development of skills that help to appreciate and enjoy works of art on a broad definition of culture and the ability to express oneself creatively are the keys for the fulfilment of this dimension.
- Finally, the economic dimension of citizenship implies the right to work and to get a minimum subsistence level. Education/vocational training and economic skills are part of the economic dimension.

The active citizenship is attained through the balance and equal exercise of each one of these dimensions. Something that can be achieved through a process of socialization and the development of the key skills related.

Likewise, the European Commission established in 2006 -revised in May 2018 by the Council of the European Union, the Key Competences of the European Reference Framework⁴. These competences are a tool for “inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market”.

The European Reference Framework sets out eight key competences:

1. Literacy competence.
2. Multilingual competence.
3. Mathematical competence and competence in science, technology and engineering.
4. Digital competence.

² Council of Europe, Education for Democratic Citizenship, Dec 2004. (Retrieved from <http://jcimarina.com/news/council-of-europe-definition-of-active-citizenship>)

³ Retrieve from: <https://www.coe.int/en/web/compass/citizenship-and-participation>

⁴ https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9009_2018_INIT&from=EN

5. Personal, social and learning to learn competence.
6. Citizenship competence.
7. Entrepreneurship competence.
8. Cultural awareness and expression competence.

In short, it is about "to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as means to experience European identity in all its diversity".

In the context of the InCommon project, to fulfil the active citizenship only through the process of socialization and training might be a mission impossible. Migrant women should have to overcome numerous and diverse barriers, starting with language, cultural norms, the emotional implications of migration and adaptation to change, even in some cases racism and discrimination, precariousness, economical issues etc. But similarly, this theoretical framework helps us to define what the ultimate goal of the citizenship is and to lay the foundations of those competences and skills that can equip migrant women to overcome these barriers.

The relationship between the dimension in which citizenship develops and key competences is clear and useful for our purpose:

- Thus, the political dimension is close to Citizenship competence (KC6): "the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability".
- Social dimension coincides with KC5, Personal, social and learning to learn competence: "the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context".
- And cultural dimension correlates with KC8, Cultural awareness and expression competence: "involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts".

The Key Competences are a core concept of the project and for that reason are included in the Cultural Citizenship Scale and are the main subject of the training curriculum and material for migrant women that will be part of InCommon Toolbox final result.

Towards the concept of cultural citizenship

In the InCommon project, we understand culture in a sense that goes beyond the cultural dimension of citizenship:

"Culture is the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs".
World Conference on Cultural Policies, Mexico City, 06 August 1982

Accordingly to this concept, it means:

- The recognition of the intrinsic value of each culture and the cultural identity of each community / person, which means adopting cultural diversity and pluralism as essential elements of social construction.
- The awareness of culture as a common value. Culture emerges from the community and must return to it, this leads to the idea of *cultural democracy* and the participation of individuals and society in the creation of cultural goods and in making decisions regarding cultural life.

On the other hand, culture must be understood as a dynamic process. Distinctive features, values or modes of conduct do not remain static over time and they evolve according to social agreements, influences of other cultures or social/historical circumstances.

We speak of a process, in constant review and co-construction, which takes into account the awareness of a heritage and a common cultural history but progresses towards the present and future with the contributions of the different members of the community regardless of their origin.

The consequence of these ideas in the guidance methodology of the Cultural Citizenship Scale means:

- The guidance process involves the development of a critical thinking and reflection in migrant women about the cultural processes of their own culture and that of the host community. That will have different incidence according to the stage of the scale in which they are located.
- Cultural participation should never assume for immigrant women assimilation or isolation, but rather the awareness of what different cultures contribute to the construction of a plural and diverse common society, and specifically of their personal contribution.
- The activities and training of the social inclusion process, beyond the acquisition of skills, must lead to the objectives outlined above.

As a result, the guidance pathway must lead to migrant women feeling safe and enable to participate and interact independently in the cultural life of the host community. They should feel that are part of the community, which means being able to influence and participate in their development.

Cultural citizenship can be understood as a practice, which of playing an active role in the cultural construction of the community that means also participating in social construction.

Cultural Citizenship Scale (CCS)

Stage 1. Connecting with the culture of the host country

Stage 1	Connecting with the culture of the host country
Description	This stage is characterized by the isolation and absence of contact of the migrant woman with the social and cultural environment of the host community. Women have few contacts outside of their homes or their community of origin. This situation is worse when there is a lack of skills in the host language. Another factor to take into consideration is the personal / emotional situation of the woman, whether she is a newly arrived or if the case, a refugee women. The life circumstances surrounding the situation of "refugee" and the possible tough experiences on the way to the host country can create a perception of danger and need for isolation in women. In many cases, interaction with women at this stage requires the presence of cultural interpreters or mediators, formal o non formal.
Coach advice	The main challenges of this stage are: • To gain the trust of the woman and her environment. • To rise awareness of the value of woman's own cultural background. • To make women understand the benefits of breaking the isolation and progressively participating in the social and cultural environment of the host community. • To get in contact with trusted people in the migrant community that are recognized and respected. • To stablish activities that are comfortable for women, low demanding, and with a clear time limit.
Supporting actions	Actions for the motivation and raise of self-esteem/empowerment of migrant women. If necessary, provide emotional support through art therapy that use artistic means to help the woman to explore her thoughts and feelings. Try to contact women and introduce activities that fit to their daily routine of women.
Outcomes	• A positive change in the life patterns of the women themselves. • Women participate in some type of course / training related to any of their immediate needs, for example: language, cooking, writing, etc. • Women's involvement in some group / collective activity of expression of feelings through creativity.
Key Competences related	KC2. Multilingual competence KC5. Personal, social and learning to learn competence
Support training activities	Language courses Literacy courses

Activities suggested	Therapy through the arts. Self-support groups with other women. Liberating activities such as casual gatherings as cultural walks, a book club and movie nights.
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Stage 2. Exploration and realisation of common grounds between cultures

Stage 2	Exploration and realisation of common grounds between cultures
Description	In this stage, migrant women have social and cultural contacts both inside and outside their immediate living quarter. They are active in their neighbourhood. However, these contacts are not directly related to the expression of their own needs or do not respond to an explicit cultural awareness. It is usually a passive participation in which the initiative does not arise from the woman and the culture of the host community can be perceived as strange or distant to their personal interests. Culture and cultural participation are not perceived as a priority by women. To participate in cultural activities related to their children, celebrations of their own community or go to a religious service may be some of the activities women usually do in this stage. During this stage women have the necessary languages skills to interact with the local community and may explore further.
Coach advice	The main challenge at this stage is to increase the cultural awareness and involvement of migrant women, by showing them the resources of the host community at their disposal. For this it will be important • To address existing patterns of functioning, expectations and family structures and build on those. • To organise activities that increase cultural interaction with the host community in a comfortable way. • Increase motivation for personal development and learning through culture. • Find the similarities between two cultures and start there in order to make them feel more comfortable.
Supporting actions	Organise more frequent activities, but in a realistic way, taking into account the potential limitations that may arise to these women. Use attractive and motivating forms of learning. Involve the family and / or partners in the activities. Relate the activities of women with the cultural resources of the community (civic and cultural centres, libraries, etc). Provide activities that encourage free expression through the arts.
Outcomes	• Migrant women participate in regular activities such as: being members of a cultural association or joining activities on a regular basis. • Women participate in citizenship courses (learning the language, social skills, training in new technologies, etc.) or in adult education courses. • They increase their self-confidence and appreciate the value of social contacts.

Key Competences related	KC2. Multilingual competence KC4. Digital competences KC5. Personal, social and learning to learn competence KC6. Citizenship competence KC8. Cultural awareness and expression competence
Support training activities	Foreign language courses. Training in digital skills: web management, registration in platforms and social networks, basic knowledge of digital video editing and photography with mobile devices. Training in social and interpersonal competences.
Activities suggested	Visit to cultural facilities and associations to know how they work and what services they provide. Organisation of guided visits to exhibitions, conferences, etc. Registration and access to cultural services such as public libraries. Participation in courses that promote creativity and relationships (cooking courses, reading clubs, narrative activities, contests, etc.). Introduce them to the popular cultural events of your region and their activities.

Stage 3. Participation to activities involving national and EU cultural heritage

Stage 3	Participation to activities involving national and EU cultural heritage
Description	This stage refers to migrant women who have become more active in the different domains of citizenship -social, political, economic and cultural. They could be enrolled and participate in a VET program or have working experience and/or work on a temporary basis. At some point they can also play an active role in citizenship (participation in local pools, political advocacy through associations, etc.). Women have the capacity to access local cultural resources although they may not attend them on a regular basis.
Coach advice	At this stage, activities should be carried out on a regular basis to help women to go deeper and to know the local and European heritage and culture as well as connect with it, promoting a critical and reflective spirit in women that allows them to relate to the culture of the host community and as well as their own. A challenge of this stage is to make women aware of the benefits of cultural participation in their personal development and overcome self-imposed barriers such as lack of time or interest. Women must acquire independence regarding the initiative in carrying out activities. The role of counsellor and / or mediator is replaced with that of a guide and facilitator.
Supporting actions	Have a guide of cultural resources available to women for planning activities according to their needs. Organise peer support. Organise shared activities with members of the host community.
Outcomes	Migrant women have the capacity to manage their cultural activities. Women are more active in the areas where they live and their social network is broader. Women are more prompt to search for and participate to cultural activities on their own.
Key Competences related	KC2. Multilingual competence KC4. Digital competences KC5. Personal, social and learning to learn competence KC6. Citizenship competence KC7. Entrepreneurship competence KC8. Cultural awareness and expression competence
Support training activities	Training in digital skills: web management, registration in platforms and social networks, basic knowledge of digital video editing and photography with mobile devices. Training in social and civic competences.

	Specific courses of artistic subjects. Specific courses of local and European history and heritage.
Activities suggested	Visits and excursions to the local cultural heritage. Attendance at conferences on dissemination and round tables on topics of cultural and social interest. Access to open cultural resources. Participation in courses that promote creativity and human relations.

Stage 4. Self expression and participation in culture life

Stage 4	Self expression and participation in culture life – expression of creative skills
Description	At this stage, women are active: they can have a paid job with a contract, be self-employed or be an entrepreneur, who does not have any additional help from social services or PES. Women themselves make an active use of the services offered by society. The focus at this stage is on the empowerment of women and the cultural awareness. To support women's initiative and active participation in the cultural life of the community, which means, in addition to making use of cultural resources (libraries, museums, conservatories, etc.), the free creative expression and the ability to build a cultural narrative shared with the host community.
Coach advice	To empower the women and support their leadership role in order they become volunteers or mentors to other women in their community.
Supporting actions	Create opportunities to keep contact. Establish invitations to share experiences with other groups of migrant and refugee women and/or ONGs. Involve them in the planning of cultural events.
Outcomes	Women are able to organise and participate independently in cultural activities. Women have a cultural narrative that they are able to share with other members of the community. Women can be models/mentor for other women in their journey towards social inclusion through culture. Women can plan and manage their own cultural activities.
Key Competences related	KC4. Digital competences KC5. Personal, social and learning to learn competence KC6. Citizenship competence KC7. Entrepreneurship competence KC8. Cultural awareness and expression competence
Support training activities	Leadership training Intercultural education Reinforcement of social and civic competences
Activities suggested	Mentoring. Migrant women involvement in cultural organisations. Creation of visual boards concerning their cultural expression. Design of small cultural events such as movie nights, book clubs, dance events.

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Key Competences

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