



Migration is Here

Training Manual



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Migration is Here

Training Manual

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Introduction

The Migration is Here Training Manual was developed within the framework of the Erasmus+ funded project Migration is Here, a European partnership coordinated by the Fundacja Leszno dla Ukrainy in collaboration with Rostó Solidário - Associação de Desenvolvimento Social e Humano and Studio Progetto Soc. Coop. Soc.. The project brings together organizations and public institutions from Poland, Italy, and Portugal with the shared goal of improving migrant integration through cooperation, capacity building, and the exchange of good practices.

This manual was created as a practical training resource for professionals who work directly or indirectly with migrants, including public service technicians, staff from information points, social workers, educators, NGO professionals, community mediators, and local authorities. Its main purpose is to **strengthen the competencies** of professionals working in multicultural and intercultural contexts, while **promoting more inclusive, accessible, and non-discriminatory services**.

The manual provides a structured set of participatory activities, methodologies, and practical tools designed to support the delivery of training sessions focused on intercultural communication, soft skills, case management, migration context and rights, networking and referral systems, and community-based approaches to migrant support. The activities are based on principles of non-formal education, experiential learning, peer exchange, and reflective practice, encouraging participants to actively engage with real-life challenges and develop practical responses applicable to their professional contexts.

Beyond technical knowledge, the manual aims to foster empathy, critical reflection, and awareness of structural

inequalities that affect migrants' access to rights and services. It also seeks to strengthen cooperation between institutions and communities, reinforcing the importance of dialogue, coordination, and shared responsibility in integration processes.

By combining theoretical inputs with interactive exercises and collaborative learning, this training manual serves as a practical guide for trainers and organizations committed to improving the quality of services provided to migrants and promoting more cohesive, inclusive, and welcoming communities across Europe.

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Energizer and presentation

Activity *Find someone who...*



15 min

Objective:

To facilitate participants' **introduction and mutual acquaintance by identifying experiences, skills, and backgrounds** related to intercultural contexts and work with migrants, while creating a trusting and participatory learning environment.

Dynamics:

Participants should put people's names next to the phrases and try not to repeat them. Then make a round to see the names that were put and each of the questions.

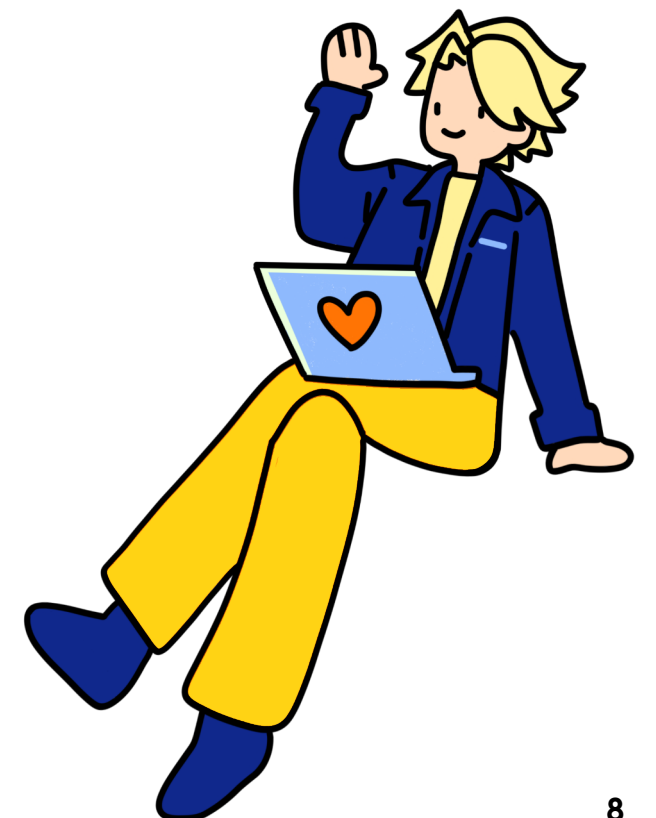
Key message:

Each participant brings valuable experiences, knowledge, and perspectives. Recognizing the diversity of backgrounds and competencies within the group is the first step towards strengthening collaborative learning, empathy, and effective work in multicultural contexts.

Materials

Sheets for each of the participants with statements such as:

- Someone has been working directly with migrants for more than 5 years
- Someone has lived abroad
- Someone speaks more than two languages
- Someone has already mediated an intercultural conflict
- Someone has already felt misunderstood in a professional context
- Someone works in a public institution
- Someone works in an NGO





1h 30 min

Module 1

Intercultural Communication



Participants

15



Session objectives

- Empower the cultural mediation and Power dynamics
- Introduce non-discriminatory practices



Methodology

Non-formal education
peer learning
role-play
guided reflection



30 min

Activity 1

Opening and Icebreaker

Visible and Invisible Culture

Objective:

Introduce the concept of culture beyond nationality and create a safe environment.

Dynamics:

1. Distribute post-its.
2. Question 1: "What elements do you associate with culture?" (5 min – individual work) Write an element by post-it.
3. Ask them to place the post-its on a Flipchart with the drawing of the iceberg of culture divided into:
 - Visible Culture
 - Invisible Culture
4. Brief guided reflection: (20 min.)
 - What appeared the most?
 - What tends to generate more misunderstandings in service?
5. At the end of the discussion, present an illustrated representation of The Cultural Iceberg by Edward T. Hall (5min) – Annex 1

Materials

- Flipchart with iceberg design
- Post-its
- Pens
- Annex 1

Key message:

Culture goes beyond language, food, and tradition. It includes values, relationship with authority, gender, time, rules, trust in institutions.

Notes

Activity 2

Step Forward



45 min

Materials

- Printed papers with the characters and Statements
- Annex 2

Dynamics:

1. The facilitator distributes a paper with a character to each participant, asking them to read them and not show them to anyone.
2. Participants step into their assigned character. The group stands in silence in a horizontal line at one end of the room.
3. The facilitator reads a series of statements one by one. For each statement, participants decide in silence whether their character would respond affirmatively or negatively. If positive, they take one step forward; if negative, they remain in place.
4. At the end, ask them to look around and see which colleagues were further behind and those who were further ahead

Objective:

Making structural inequalities visible.

Reflect on institutional power and access to rights.

Explore intersectionality (legal status, gender, profession, origin, religion).

Creating empathy between technicians and migrants.

Concepts to be introduced:

During the discussion, the facilitator can integrate:

- Institutional power
- Structural privilege
- Intersectionality
- Implicit discrimination
- Systemic dependence
- Autonomy vs. bureaucracy
- Formal equality vs. real equality

Key message:

- **Inequality is not just cultural — it is structural.**
- **Power is not only in the legal status — it is also in the institutional position.**
- **Technicians also face structural limitations.**
- **Systems can generate inequality even without discriminatory intent.**
- **Awareness is the first step towards fairer practices.**

Sharing and Reflection – Guiding questions:

- What happened?
- How did you feel about moving forward or falling behind?
- Who was surprised by your position?
- Who advanced the most? Why?
- Who was further behind? What factors influenced?
- What had the most impact: legal status? profession? gender? stability?
- Coaches: what was it like to be in a position of less power?
- Migrants: what was it like to be in a position of power?
- Where do we identify invisible dynamics in our work or society?



Activity 3

Small group work



15 min

Non-Discriminatory Practices

Materials:

- Papers
- Pens

Objective:

To **encourage participants to reflect on and identify practical behaviors that contribute to inclusive and non-discriminatory service provision**, while promoting the exchange of experiences and perspectives in multicultural groups.

Dynamics:

Divide into 3 mixed groups (mix countries).

Question: "What concrete behaviors make service more inclusive?"

Each group should produce:

- 3 recommended behaviors
- 1 practice to avoid

Quick presentation (2 min per group).

Key message:

Inclusive services are built through everyday practices that promote respect, equal treatment, active listening, and recognition of diversity. Small actions and attitudes can significantly influence migrants' experiences and access to services. Identifying both positive practices and behaviors to avoid helps professionals create safer, more accessible, and non-discriminatory environments.

Notes



1h 45 min

Module 2

Soft Skills and Case Management



Participants

15



Session objectives

- Develop active listening in intercultural contexts
- Improving conflict management skills
- Reinforce ethical and structured decision-making
- Apply practical tools to real-world case management



Methodology

Non-formal education
experiential learning
peer learning
structured role-play

Activity 1

Perceptions



20 min

Materials

- Annex 3

Objective:

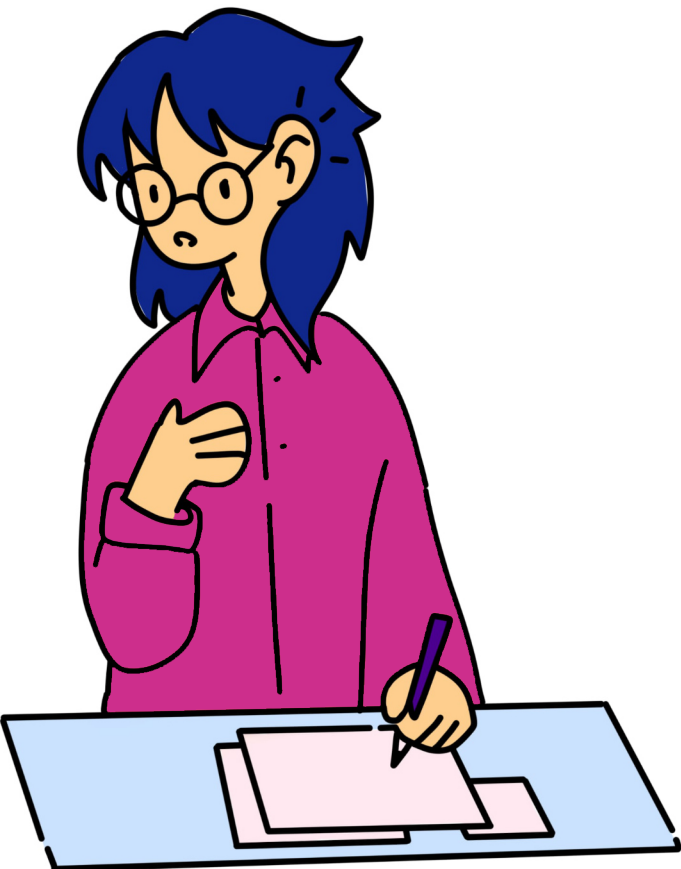
Raise awareness that perception depends heavily on individual background and experiences, and that understanding another person's perspective often requires shifting position and looking through their eyes.

Dynamics:

1. Display the images and ask participants what they see. The images are ambiguous and contain multiple figures.
2. Debriefing in plenum:
 - What did you feel from this activity?
 - What was it like to see beyond what was obvious?
 - What message do you think this activity brings? What was the main objective?

Key message:

There is no single truth; **there are different points of view according to each person's reality**. Sometimes it's important to switch positions and put ourselves in the other person's shoes to understand reality and gain a different perspective. To analyze the whole and pay attention to the details is to understand the context.



Activity 2

Listen or Answer?



20 min

Materials

- Papers with the stories
- Annex 4

Objective:

Become aware of the difference between listening to respond and listening to understand.

Dynamics:

1. Participants form pairs.

Person A:

Talks for 2 minutes about:
"A difficult challenge that you have faced in your work, personal life or immigration processes."
Or use story 1 from annex 4

Person B:

May interrupt, give advice, comment.
2. Then it is reversed

Person B:

Talks for two minutes about:
"A difficult challenge that you have faced in your work, personal life or immigration processes."
Or use story 2 from annex 4

Person A:

Person A practices active listening only (making use of paraphrasing, open-ended questions and without interrupting).

Debrief in plenum:

- How did A people feel?
- And the B people?
- What was the difference between one listening session and another?
- Which style is most frequent in your professional context?

Key message:

Active listening reduces tension, increases confidence, and improves the quality of information.

Notes

Active Listening



15 min

Conflict Management



30 min

18

Activity 5

Reflective Clasp



15 min

Professional Commitment

Materials

- Flipchart with the phrase "From today, in my work with migrants, I will pay more attention to..."
- Post-its
- Marker pens

Objective:

To **promote individual reflection and personal commitment to improving professional practices** in work with migrants, encouraging participants to identify concrete areas for attention and improvement in their daily work.

Dynamics:

1. Each participant completes the sentence on a post-it.
2. Participants share voluntarily.
3. Collect the cards (or photograph) for future monitoring.

Key message:

Meaningful change in professional practice starts with individual awareness and commitment. **Small but intentional adjustments in attitudes and behaviours can significantly improve the quality of support provided to migrants.**

Reflective practice helps professionals remain conscious, responsible, and continuously engaged in improving inclusive and person-centred services.

Notes



2h

Module 3

Migration Context and Rights



Participants

15



Session objectives

- Migration systems and legal frameworks,
- Rights and entitlements,
- Institutional roles and limits



Methodology

Theoretical and lecture



Poland



Italy



Portugal

Key message:

Understanding migration systems, legal frameworks, and migrants' rights is essential for ensuring fair, lawful, and effective support. Professionals need clear awareness of both rights and institutional responsibilities to provide accurate information and avoid misinformation. Knowing the limits of one's role also strengthens coordination with other services and contributes to more coherent, rights-based and accountable support systems for migrants.



2h

Module 4

Networking and Referral Systems



Participants
15



Session objectives

- Map existing immigrant support services in the region
- Recognize best practices in serving immigrants at infopoints
- Apply practices for referral of immigrants to other services



Methodology

Non-formal education

Activity 1

Migrants networking



60 min

Objective:

To **map the services related to the support of immigrants in the region** and to build an interconnected network.

Dynamics:

1. Divide participants into groups of 5 or 6 people, preferably by country of origin. Each group receives a map of their location, post-its, flipchart and marker pens. The objective is to identify which institutions and support services for immigrants exist in the region within the map itself.
2. Once identified, they can build lines that connect one institution to another, when it makes sense. Finally, they can create a list of institutions, type of service and contact.
3. Each group has 5 minutes to present the conclusions.

Key message:

Effective support for migrants depends on strong, visible, and well-connected service networks. Mapping local institutions helps professionals understand available resources, avoid duplication, and identify gaps in provision. Collaboration and clear referral pathways between services are essential to ensure timely, coordinated, and comprehensive support for migrants within the region.

Materials

- Map in large sizes of the regions that will be worked on in the sessions
- Flipchart
- Marker pens
- Post-its



Activity 2

Case Study



60 min

Was the guideline followed?

Materials

- Annex 6
- Guidelines
- Paper & Pens

Dynamics:

1. In groups of 5 or 6 people, they will receive a case study and the guidelines. They will have to evaluate whether the infopoint cited in the case study followed the guideline recommendations or not, identifying the points that were successful and the points that would need to be improved.

2. They need to identify positive and negative elements related to:

- Accessibility and reception
- Staff roles
- Scope of services (Orientation)
- Networking and referrals
- Soft skills

3. Each group will have 30 minutes to evaluate and identify the points and at the end each group has 10 minutes to present their conclusions.

Objective:

To identify the best practices for the service and referral of immigrants.

Questions for debriefing:

- How did the case align with the guidelines?
- Which guideline elements proved most critical in this scenario?
- Would you include any other aspect?
- Would you change anything?

Key message:

Quality support for migrants depends on how well guidelines are translated into everyday practice. Evaluating real cases helps professionals recognize both strengths and areas for improvement in service delivery. Key dimensions such as accessibility, staff roles, service scope, networking, and soft skills are essential to ensure consistent, respectful, and effective responses. Continuous reflection and alignment with guidelines strengthen professional standards and improve the overall quality of migrant support services.



1h 45min

Module 5

Practical Tools and Methodologies



Participants

15
technicians



Module objective

To empower participants to use participatory methodologies, accessible materials and community-based approaches in improving work with migrants.



Methodology

experiential learning
peer-learning
co-creation
applied reflection

PART 1

NON-FORMAL EDUCATION


45 min

Specific objectives:

- Understand the principles of non-formal education (NFE)
- Differentiating NFE from traditional training
- Apply participatory tools to the Infopoint context

Activity 1

Activation

I learned best when...

Materials

- Flipchart or whiteboard
- Marker pens
- Presentation



Objective:

To activate participants' prior learning experiences and reflect on the conditions that make learning effective, while introducing and connecting these insights to the principles of non-formal education and participatory methodologies.

Dynamics:

1. In pairs, answer:

"A situation where I learned something really effectively — what made that learning meaningful?"

2. Then collect keywords on the flipchart or whiteboard:

- Participation

- Hands-on experience
- Reflection
- Emotion
- Security

3. Facilitator links to the principles of non-formal education and makes the presentation (QR code).

Group Questions

- Can you give examples of formal, non-formal and informal education?
- What do you think is the type of education we are doing in this context?
- What methodologies are used in non-formal education?
- Where do you already use non-formal education in your work, even without giving it that name?
- What examples of informal learning often happen in your professional context?
- What challenges do they face when applying participatory methodologies in more formal institutional contexts?

Notes

Key message:

Effective learning is not limited to formal instruction; it is strengthened through participation, experience, reflection, emotional engagement, and a sense of safety. Non-formal education values active involvement and learner-centered approaches, which are highly relevant in professional contexts working with migrants. Recognizing different forms of learning helps professionals intentionally apply more inclusive, participatory, and impactful methodologies in their daily practice.



Part 2

Community Approaches to Working with Migrants



60 min

Activity 1

World Café

Materials

- Flipchart with the questions
- Marker pens
- Tables

The thematic tables:

1. What do you mean by Community Mediation? What examples can you give? What are the benefits and challenges?
2. What do you mean by Community Outreach (Proximity Action)? What examples can you give? What are the benefits and challenges?
3. What do you mean by Peer Support/Peer Mentoring? What examples can you give? What are the benefits and challenges?

4. What do you mean by co-creation with Communities? What examples can you give? What are the benefits and challenges?

Objective:

To explore and deepen participants' understanding of community-based approaches in migrant support, including mediation, outreach, peer support, and co-creation, while promoting the exchange of experiences and identifying their benefits, challenges, and practical applications in professional contexts.

Dynamics:

1. Divide participants into 4 groups.
2. Each group visits one of 4 thematic tables. Each table designates a table host who remains

at the station to record contributions and brief arriving groups. Groups rotate every 10 minutes upon signal. The dynamic only ends when all the groups have passed through all the tables.

3. At the end, the person responsible for taking notes and being fixed in each group should present what was discussed.

Answers to support the facilitator:

1. Community Mediation

Community mediation involves people from the migrant community itself or with intercultural knowledge who facilitate communication between institutions and migrants. The mediator helps to translate not only the language, but also cultural norms, expectations and the functioning of the services, reducing misunderstandings and increasing trust between users and institutions.

Example: cultural mediators in schools, hospitals or municipal services.

2. Community Outreach (Proximity Action)

It is about bringing information and services to communities, rather than waiting for people to go to institutions. It can happen through visits to migrant associations, community centers, places of worship or cultural events.

Example: information sessions on regularization or labor rights in migrant associations.

3. Peer Support / Peer Mentoring

In this approach, migrants with more experience in the local system support newcomers by sharing practical information, strategies and informal guidance. It promotes autonomy, trust and circulation of information within the community.

Example: mentoring programs between established migrants and newcomers.

4. Co-creation with Communities

Rather than creating services "for" migrants, this approach promotes creation "with" migrants by involving them in the design of solutions, information materials or community projects.

Example: developing informative guides with direct participation of community members.

Key message:

Community-based approaches strengthen inclusion by building trust, proximity, and shared responsibility between services and migrant communities. Practices such as mediation, outreach, peer support, and co-creation help bridge cultural and institutional gaps, improve access to information, and empower migrants as active participants in their own integration processes. Effective community work is collaborative, participatory, and rooted in mutual learning between institutions and communities.

Module 6

Guidelines for the creation of an information point for migrants

1. Purpose and Rationale

The Information Point for Migrants (hereafter “Infopoint”) is conceived as an **accessible, coordinated and intercultural service** designed to support migrants in navigating institutional systems, accessing rights, and obtaining reliable information.

The guidelines are grounded in:

- Training needs analyses conducted in partner countries (Poland, Italy and Portugal);
- Direct consultation with public officials, NGOs, and professionals in the different national contexts.
- Encounters with migrants and analysis of lived experiences in each partner country

They respond to key challenges identified across the national contexts, including linguistic barriers, bureaucratic complexity, fragmented services, discrimination, housing insecurity, and limited access to trustworthy information

2. Core Principles and Values

An effective Infopoint must be built on the following principles:

- **Interculturality and non-discrimination**
- **Respect for human dignity and human rights**
- **Accessibility and inclusiveness**
- **Trust-building and transparency**
- **Coordination and cooperation between services**

The Infopoint should function not only as a service desk, but as a **bridge**

between migrants, public institutions, and civil society.

To ensure genuine accessibility, the reception point must be designed as a welcoming and non-judgmental space. It should be staffed by designated personnel whose role is to welcome and listen, without any mandate to reject individuals seeking support. Every person who approaches the Info-point should be received and guided.



3. Key Figure: The “Bridge Person”

A central element of the Infopoint model is the involvement of “**bridge people**”.

Profile of Bridge People

Bridge people are professionals who:

- Have **direct migration experience** or strong familiarity with migrant communities
- Possess **linguistic competence** in both the host country language and migrants' languages
- Have deep **intercultural knowledge** of both institutional systems and cultural contexts

Role of Bridge People

Bridge people:

- Mediate between migrants and institutions
- Translate and explains procedures, not just language
- Support trust-building and conflict prevention
- Clarify cultural misunderstandings both for migrants and institutions
- Support officials and institutions in intercultural case management

For effectiveness, **public officials must also be trained to work collaboratively with bridge people**, recognizing their expertise and role.

4. Target Groups

The Infopoint serves:

- Migrants (newcomers and long-term residents)

- Migrants in vulnerable situations (housing, legal status, employment)

- Families, children and adults

Indirect beneficiaries include:

- Public officials
- NGO staff
- Educators, healthcare workers, social workers

5. Location and Accessibility

Whenever possible, infopoints should be:

- **Embedded within existing services** rather than created as isolated structures
- Located in **places already frequented by migrants**, such as:
 - Municipalities
 - NGOs and community centers
 - Schools
 - Healthcare services
 - Employment or social services

This approach reduces barriers, increases trust, and avoids duplication.

To further enhance accessibility, a **physical or digital map** of the Info-point and its surrounding services should be made available, helping migrants easily locate support and understand the network of resources they can access.

The map should be:

- **Available in multiple formats:** printed at the Info-point and in key community locations, and

accessible online (e.g., on the Info-point website or via QR code).

- **Updated regularly** to reflect changes in services, opening hours, or referral pathways.
- **Co-designed with migrants and local stakeholders** to ensure it responds to real needs and is easy to understand.

This tool not only facilitates access but also empowers migrants by giving them a clear overview of what is available in their local area.

6. Service Design and Opening Hours

Accessibility must reflect **real-life needs** of migrants:

- Flexible opening hours
- Combination of:
 - Walk-in access
 - Scheduled appointments
- Availability during times migrants can realistically attend (e.g. outside standard working hours)

Infopoints should also adapt availability based on:

- Seasonal needs
- Legislative changes
- Community demand

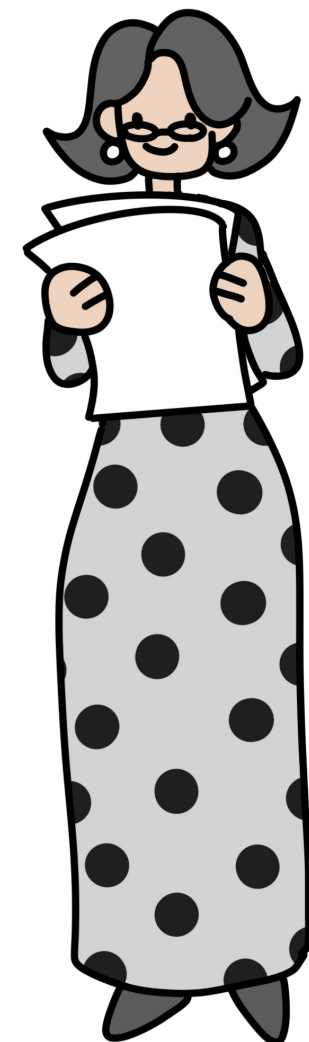
6.1 Operational procedure

To ensure consistency and quality of support, Info-points should adopt clear operational procedures:

- **Intake protocol:** each person approaching the Info-point should be welcomed, with staff introducing

themselves by name. An initial identification of needs should be conducted to guide the person to the most appropriate support.

- **Case management:** a **database** should be used to record appointments and relevant background information (with due respect for data protection and privacy). A **designated case manager** should be assigned to each case to ensure continuity, accountability, and a personalized pathway.



7. Scope of Services

Infopoints should provide **orientation and guidance**, not replace specialized services.

Core areas include:

- Legal and administrative procedures
- Residence permits and documentation
- Housing and tenancy issues
- Employment and labor rights
- Education and training opportunities
- Healthcare and social protection
- Access to local services and NGOs

The Infopoint must ensure accurate, up-to-date and multilingual information, supported by both written multilingual materials and in-person linguistic and intercultural mediation services, in order to facilitate clear communication, mutual understanding and effective access to rights and services.

8. Networking and Coordination

Infopoints should:

- Map existing local services and stakeholders
- Maintain updated referral pathways
- **Establish formal cooperation agreements that provide the basis for the creation of a permanent multi-stakeholder working board**, involving:
 - Public officials

- NGOs
- Legal professionals
- Advocacy groups
- Community-based initiatives

The cooperation agreements should define roles, responsibilities, and information-sharing mechanisms, while the **working board should serve as the operational and strategic coordination space**, meeting regularly to:

- Monitor emerging needs and challenges
- Update procedures and referrals, particularly in response to legislative changes
- Address gaps and overlaps in service provision
- Strengthen institutional dialogue and joint problem-solving

Regular networking meetings, the working board, and shared tools improve:

- Efficiency
- Continuity of support
- Institutional dialogue

9. Awareness-Raising and Advocacy

Many issues faced by migrants are structural (e.g. housing shortages, legal constraints, labor exploitation).

Infopoints should therefore:

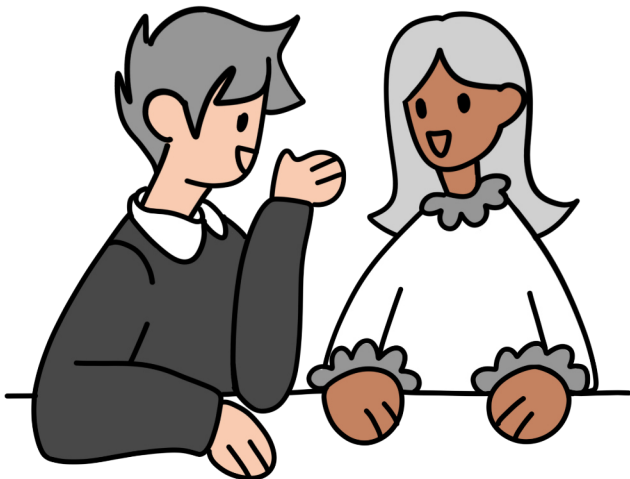
- Promote **rights awareness**
- Organize **community meetings and cultural encounters**
- Support informal and non-formal education activities

- Collaborate with NGOs, media, and legal experts
- Contribute to advocacy and policy dialogue

To strengthen accountability and responsiveness, Info-points should establish **mechanisms for feedback from migrants**, including:

- Structured feedback collection using both open-ended and closed questions
- A suggestion box (physical or digital) to gather anonymous input
- Periodic review of feedback to improve services

Additionally, a **billboard or visible information board** should be placed in the Info-point, displaying the main services available and a **QR code** linking to the Info-point's webpage or key resources, ensuring that information is always accessible.



Notes

Final Evaluation

Evaluation Impact Line



20 min

Objective:

Enable participants to physically reflect on and evaluate the training's relevance, methodology, and personal preparedness, while fostering an open dialogue on diverse learning outcomes and practical application

Dynamics:

1. Create a straight line on the floor using duct tape. Designate the two opposite ends as the extreme points:

- Left: "Not very relevant to my work"
- Right: "Highly relevant for my work"

2. Read the evaluation questions out loud, one at a time. After each question, instruct participants to stand along the line at the point that best reflects their personal experience.

Questions (one at a time):

- Overall, how do I evaluate this training?
- How much more prepared do I feel to work with migrants?
- How adequate was the methodology?

3. After each placement ask 2 or 3 participants why they chose that point. Encourage diversity of opinions.

Materials

- duct tape
- questions

Key message:

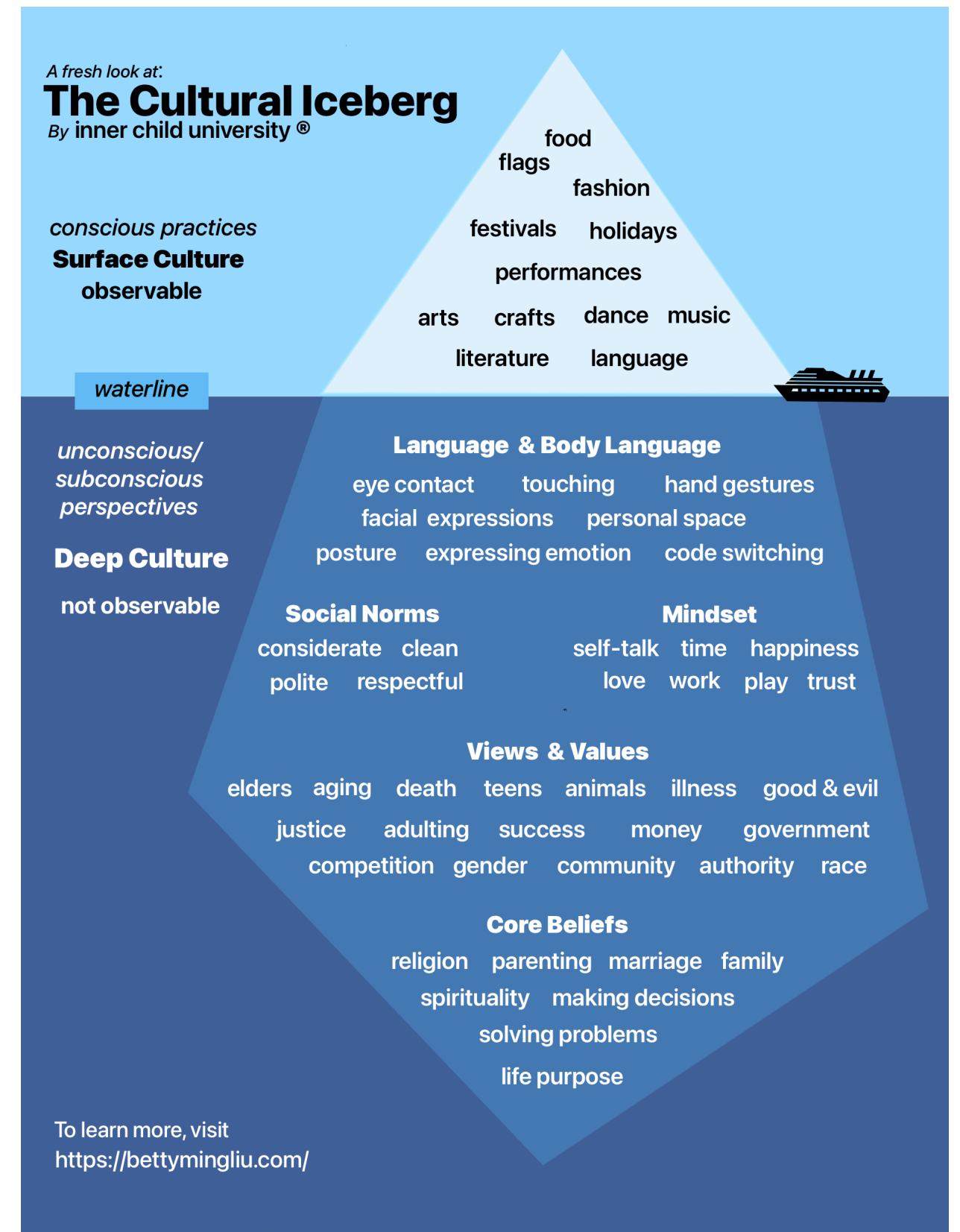
Evaluation is an essential part of the learning process, allowing participants to reflect on their progress, consolidate learning, and identify areas for further development. Different perceptions are valuable and help enrich collective understanding of the training impact. Reflecting on both content and methodology supports continuous improvement and strengthens the transfer of learning into professional practice.

Notes

Annexes

Annex 1

Module 1 Activity 1



Annex 2

Module 1 Activity 2

Characters

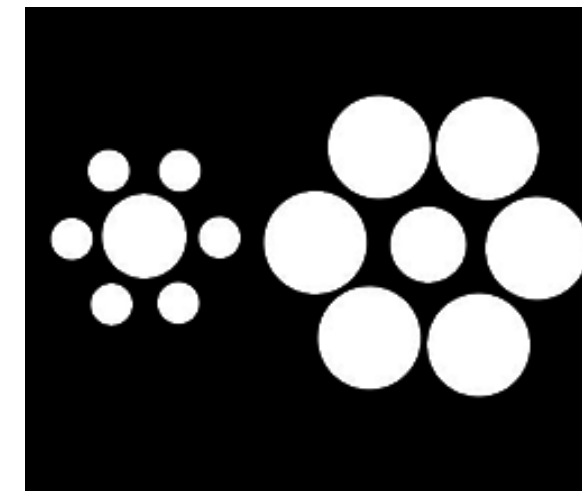
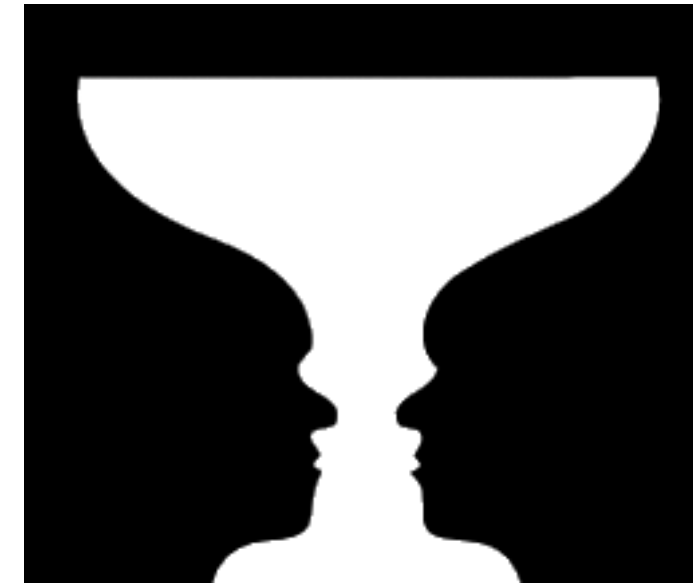
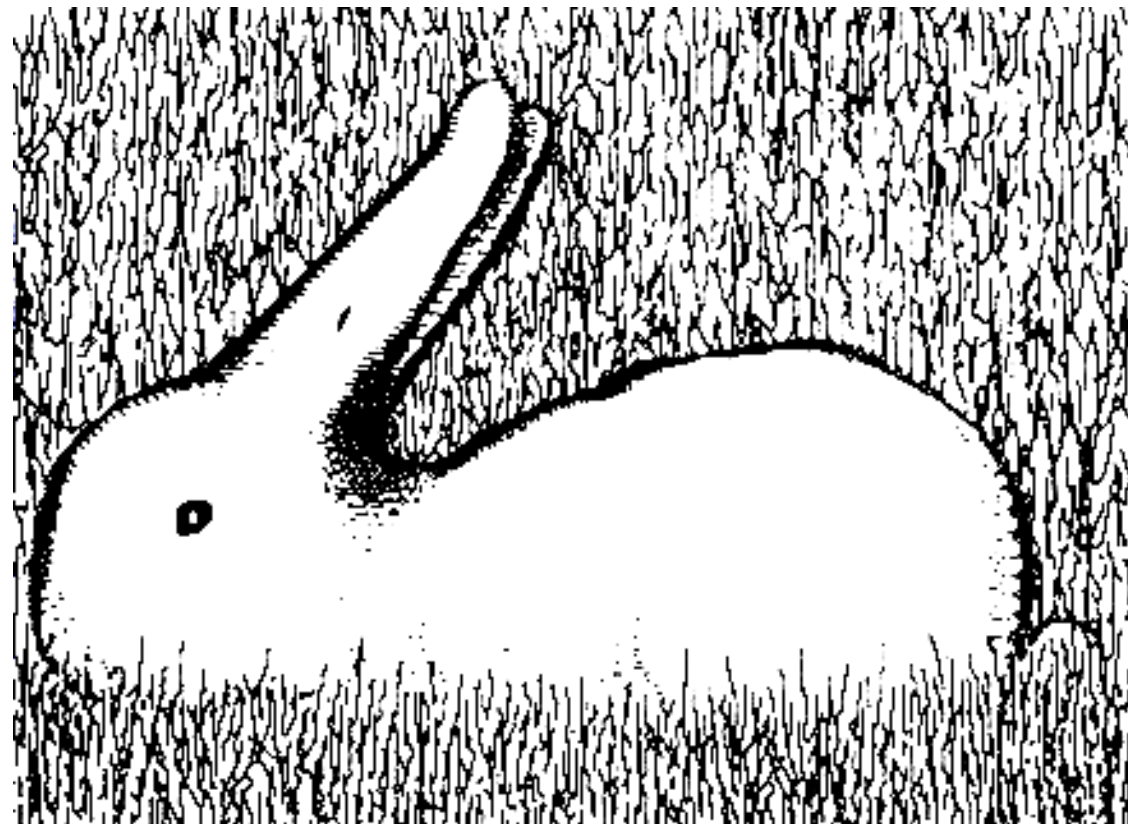
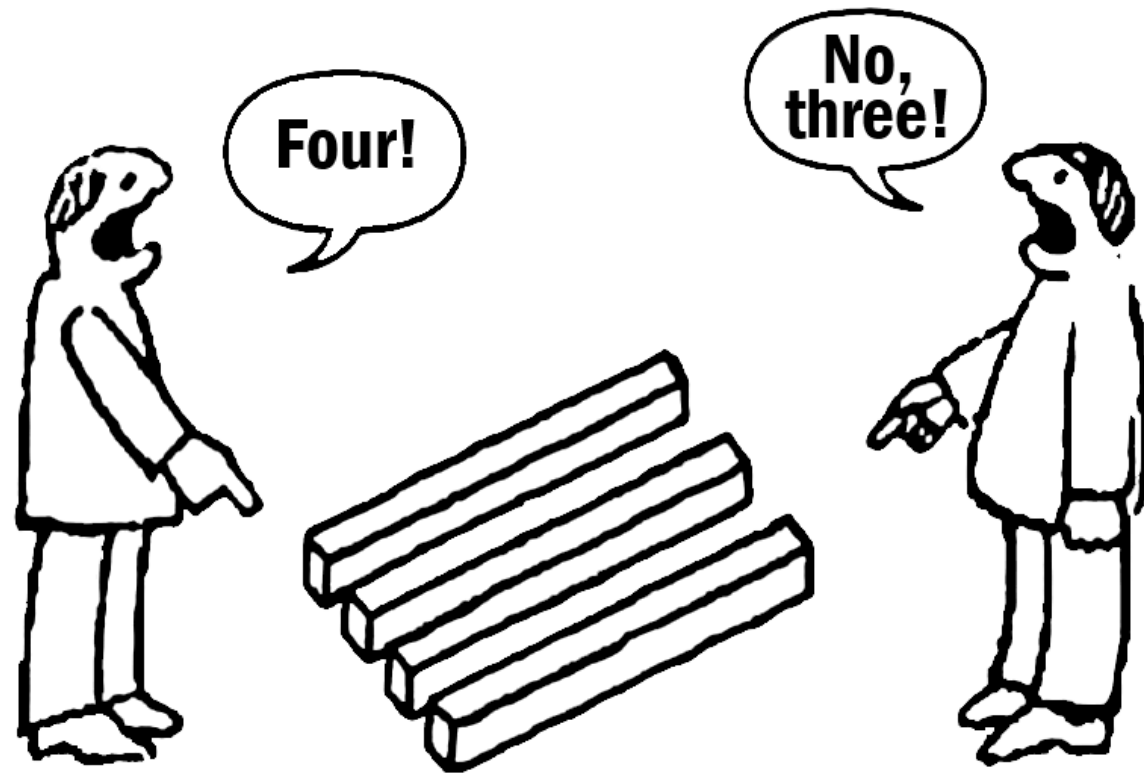
You are a Ukrainian woman with temporary protection in Poland.	You are a Bangladeshi man in Italy with a pending residency process since 2 years.
You are a Muslim immigrant woman in Poland.	You are a young Ukrainian refugee in Italy.
You are a Brazilian woman in Portugal with a work visa.	You are a young Syrian refugee who has recently arrived in Portugal.
You are a highly qualified Indian man, but your diploma is not recognized.	You are a migrant mother with school-age children and precarious work.
You are a young migrant who speaks little of the country's language.	You are a technician in a public service in Portugal with a stable contract and 10 years of experience.
You are an intercultural mediator in an NGO in Italy with a temporary contract funded by a European project.	You are a civil servant in Poland responsible for administrative residence processes.
You are a volunteer in an association that supports migrants, but you have no formal training in the area.	You are the coordinator of an NGO with decision-making power over referrals.
You are a migrant woman without regular papers.	You are in a high position in the government department in your country of origin.
You are a school teacher in your home country.	You are president of the institution you work for in your home country.
You are an immigration lawyer in your home country.	You are mayor in your home country.

Statements

- You feel that you fully understand your rights in the country where you are.
- You have easy and clear access to administrative information.
- When you talk to institutions, you feel that your voice is heard.
- You have never been afraid to seek a public service.
- You have enough stability to plan your future.
- If you face a legal problem, you know where to look for support.
- You never felt that your accent or background influenced the service.
- You have the freedom to express your cultural or religious identity.
- You feel that the system works the same way for all people.
- You have the power to influence decisions that directly affect your life.
- You've never depended on the individual goodwill of a technician to solve a problem.
- You have sufficient economic resources to overcome administrative obstacles.
- If you are treated unfairly, you know how to file a complaint.
- You feel that you are seen first as a person and not as a "migrant" or "employee".
- You have a balance between institutional demands and personal values.
- You never felt that the system was more complex for you than for others.
- You believe that you have the same opportunities as most people in this country.

Annex 3

Module 2 Activity 1



Annex 4

Module 2 Activity 2

Story 2

"I work in a migrant service. One day, I attended a woman who needed to renew her residence permit. She was very nervous because the deadline was ending and was afraid of losing her job.

As I tried to explain the list of required documents, she began to cry and said that she had already delivered everything before. I was torn between following the rules and trying to help her in another way.

I felt pressure because the waiting room was full and I had little time for each appointment. In the end, she left still confused and I was left with the feeling that I couldn't really help her."

Story 1

"I arrived in this country a few years ago and, at first, I had difficulties understanding how public services worked. In one of the first appointment, I felt that the technician spoke very fast and used terms that I did not understand.

I was ashamed to ask to repeat it and I left without being sure what I needed to do. Only later did I realize that an important document was missing, which delayed my entire process.

The hardest thing was not the bureaucracy, but the feeling of not really feeling heard or understood at that moment."

Annex 5

Module 2 Activity 4

Table for observer in each scenario:

	person 1		person 2		person 3		person 4		
Skills	Yes	No	Yes	No	Yes	No	Yes	No	Comments
Full attention									
Positive body language									
Eye contact									
Not interrupting									
Open-ended questions									

Scenario 1

Migrant frustrated due to delay in the process

Background:

A migrant went to the service because his regularisation process has been delayed for several months. He says he has already delivered all the necessary documents and is worried because without the residence permit he cannot formalize a work contract or guarantee stability for his family. In recent days he has tried to contact the service several times without a clear answer. He arrives at the service visibly frustrated and anxious, feeling that no one is solving his problem.

Characters:

User (Migrant):

- Is frustrated and feels wronged.
- Is afraid of losing the job opportunity.
- May speak in a higher tone or show impatience.
- Wants concrete answers and deadlines.

Technician 1 (attendance):

- Receive the user at the counter or office.
- Should try to understand the situation and calm the tension.
- Seeks to explain the limits of the administrative process.

Technician 2 (colleague or supervisor):

- Is called to help in the situation.
- Can provide additional information about the status of the process.
- Should support the resolution and help clarify possibilities.

Third party (cultural mediator or colleague):

- Can help in communicating or clarifying the user's concerns.
- Tries to translate needs or reformulate the discourse to reduce tension.

Observer:

- Observes the situation and completes the table

Scenario 2

Conflict between two institutions

Background:

A case of a migrant in a vulnerable situation is generating tension between two institutions that work in a network. The migrant needs urgent social support, but each institution considers that the main responsibility lies with the other.

A quick meeting was scheduled to try to clarify the situation, but the professionals arrive with some level of frustration due to previous experiences of lack of articulation.

Characters:

Technician 1 (Institution A):

- Considers that Institution B has the competence to take over the case.
- Feel that your institution is already overloaded.
- May demonstrate some defensiveness.

Technician 2 (Institution B):

- Believes that the case began at Institution A and that it should continue to follow him.
- Argues based on regulations or institutional limits.

User (Migrant):

- Are present or have been invited to explain the situation.
- Shows concern and confusion with the different information received.
- Needs clear and coordinated support.

Third party (network coordinator/mediator):

- Try to facilitate dialogue.
- Seeks to refocus the conversation on the needs of the user and not on the institutional dispute.

Observer:

- Observes the situation and completes the table

- Scenario 3**
 Verbally aggressive user after negative response

Background:

A migrant has approached the service to request specific support (e.g. financial support or priority in a particular programme). After analyzing the case, the technician had to give a negative answer, explaining that the request does not meet the defined criteria.

The user reacts intensely, saying that the system is unfair and that no one wants to help. The tone of the conversation rises and the situation begins to generate discomfort in the service space.

Characters:

User:

- Is frustrated and feels wronged.
- Can use accusatory language or raise your voice.
- Wants the decision to be reviewed.

Technician 1 (attendance):

- Was the one who communicated the negative decision.
- Should try to stay calm and explain the criteria clearly.
- Seeks to avoid escalation of the conflict.

Technician 2 (colleague):

- Notices the tension and approaches to support.
- Can help to reformulate the information or propose alternatives.

Third party (security, mediator or coordinator):

- Intervene if the tension increases.
- Seeks to ensure a safe environment and facilitate calmer communication.

Observer:

- Observes the situation and completes the table

Annex 6

Module 4 Activity 2

Observation table for every case study

Aspect of the interaction	Positive elements	Negative elements
Accessibility and reception		
Staff roles		
Staff roles Scope of services (Orientation)		
Networking and referrals		
Soft skills		

Case description from Italy

Mrs. Precious is a Nigerian woman who arrived in Italy five years ago. She goes to the Infopoint located in the same building of the Social Service Department. The Infopoint is open daily (from Monday to Friday), mainly in the morning (from 9.00 to 12.30) and once a week in the afternoon (on Thursday from 16.00 to 18.00) – following the same schedule as the Social Services offices. She seeks support and information on how to handle her family situation. She meets Francesco, an Infopoint officer. Francesco speaks English fluently, while Mrs. Precious doesn't speak Italian very well, so they communicate in English. Francesco decides to not involve any cultural mediator nor a female colleague. Their meeting takes place in a small office and no other people are present..

Mrs. Precious tells Francesco that for some time her husband has been engaging in violent and threatening behaviour towards her. During the interview, it becomes clear that she is a victim not only of physical violence, but also of verbal, psychological, and economic abuse. Francesco explains her that Italy provides specialized, free, confidential Anti-Violence Centers (Centro Antiviolenza, often abbreviated as CAV). These are specialized services dedicated to supporting women who experience domestic violence. They are free of

charge, confidential, and do not require a police report to access them. He gives her a leaflet in English with all the contacts details and explain her that she should call or send a WhatsApp message to ask for support. There are other vulnerable aspects in Mrs. Precious's family situation. The first is that one of her two children suffers from a rare genetic disorder and is being treated at a hospital located far from the family's place of residence. Mrs Precious has difficulties managing the daily family routine due due to poor public transport connections. Francesco suggests that she ask for help from the Family Counselling Centre (Consultorio Familiare), a public health service provided by the local health authority (ULSS – Unità Locale Socio Sanitaria). Unfortunately, there are no flyers available for this service, so he prints some information from the website (which is in Italian) and gives her the contact details.

The second aspect is that Mrs. Precious arrived in Italy with her husband, who is currently her only point of reference in the country. He is employed and manages all the family's financial resources, while she is unemployed and completely financially dependent on him. She also reports that her residence permit and those of her children are tied to her husband's status: he holds a work-related residence permit, while she and the children have family reunification permits. Francesco explains her that

Italian law provides specific protections for victims of domestic violence. In situations of abuse, a woman is not automatically forced to leave Italy simply because her permit is connected to her husband. Francesco suggests contacting the Association "Avvocato di Strada" a legal help desk, where a lawyer can assess her specific situation, explain whether she qualifies for a residence permit independent from her husband, and clarify what steps would be necessary in case of separation or criminal proceedings. Francesco gives her all the contacts, explaining her how to reach the office in Vicenza.

During the meeting, a situation of significant personal vulnerability also emerges: Mrs. Precious has a low

level of education, struggles to learn Italian, and finds it difficult to move independently in the local area. This condition increases her dependence on her husband and significantly limits her ability to seek help on her own. Francesco offers her the opportunity to attend Italian language classes. Together, they call two local volunteer associations to ask for information about the courses, and Mrs. Precious agrees to visit both associations.

Example

Aspect of the interaction	Positive elements	Negative elements
Accessibility and reception	Location - a place already frequented by migrants: easy to reach and to have access Reserved office with no other people, attention to privacy demonstrates respect for "human dignity." Transparency and multilingual materials the leaflet in English for the Anti-Violence Centre	NON Flexible opening hours : the infopoint is open just in the morning and once in the afternoon. It should also offer scheduled appointments during other days/afternoon time or a different time organization. Incomplete multilingual support: for some services there are no leaflets/flyers or there is just some materials in Italian.
Staff roles	Acting like a bridge people: the officer (Francesco) speaks English Good knowledge of the services and of the network: the officer (Francesco) is well prepared and knows how to interact with other services for migrants.	Lacking a real bridge people: the officer (Francesco) decides to not involve a linguistic/ cultural mediator and this may be a risk. Moreover, he doesn't take in consideration any gender issue, considering the history of violence that Mrs. Precious presents.
Staff roles Scope of services (Orientation)	Doesn't exceed limits: the officer (Francesco) provides a good variety of information and he doesn't exceed in his role.	Incomplete orientation: The officer (Francesco) provides some information about the health issue of Mrs. Precious' son, but not a precise referral
Networking and referrals	Awareness of the network: the officer (Francesco) has a solid knowledge of the network (also of volunteer association)	Ineffective referral system: the referral was vague about the health issue of Mrs. Precious' son. He doesn't provide concrete/good information, he explains another service (the Family Counseling Center (Consultorio Familiare), that doesn't provide the effective support Mrs Precious is needing.
Soft skills	Speaking in English: the officer (Francesco) speaks English so Mrs. Precious can understand and express herself well. He has also a good knowledge of the migration context and rights	Lack of active listening: the officer should have better reflected upon the referral of this case. Despite his good knowledge of English, services etc., he should have offered Mrs. Precious to be followed by a female officer – due to her personal history (violence aspects)

Case Study from Poland

The Cherkashin family

The Cherkashin family is a family of three from Ukraine: Mr. Volodymir (60+), Mrs. Nina (60+), and their 40-year-old son, Igor, who has a disability. The family originates from the Donetsk region, near the strategic area of Avdiivka, which is currently under Russian occupation. In Ukraine, Igor was under constant medical care due to his disability. For many years, his parents managed his treatment and daily functioning. As a result of the war, the family was forced to leave their home and fled the occupied territories to Poland in 2023.

Since arriving in Poland, the family has lived in a collective housing center in Lipno. For two years, they have been supported by the "Leszno for Ukraine" Foundation. The family has repeatedly turned to the foundation for assistance with document translation, communication with institutions, and completing administrative formalities. They have also been regular beneficiaries of humanitarian projects implemented by the foundation.

The family's situation has become particularly difficult due to changes in regulations regarding assistance for Ukrainian citizens. According to the amendment to the Act on Assistance to Ukrainian Citizens, the collective housing center in Lipno is

ceasing operations, meaning the family must find a new place to live. An additional problem is the health of Mr. Volodymir, who has been diagnosed with cancer. Due to his illness, he frequently requires medical care and needs the support of a translator or assistant to communicate with medical staff. Mrs. Nina works to support the family while simultaneously caring for her ill husband and their son. Their son, Igor, does not work due to his disability. The family attempted to verify his disability status in Poland before the disability evaluation board. Unfortunately, the proceedings were adjourned because they were unable to provide full medical documentation from Ukraine. These documents remained in the Russian-occupied territories and cannot be retrieved. Furthermore, Igor lacks valid identity documents. His passport has expired, and he holds no other document confirming his identity. According to current regulations, identity verification in Ukraine would be required. However, Igor's return to Ukraine is extremely difficult. His father, who could accompany him, is seriously ill and unable to travel. His mother works and cares for her husband. There is no possibility for anyone else to collect the documents on his behalf. The parents also fear that after crossing the border, Igor might

be conscripted into the Ukrainian military.

In this situation, the family is turning to the "Leszno for Ukraine" Foundation for help in resolving legal, documentation, and living issues.

Mrs. Olena

Mrs. Olena is not registered for health insurance as a family member of an insured person. Her husband remains in Ukraine, and she does not have another family member in Poland who could register her for insurance. She does not receive a pension or disability pension. She is not pregnant and does not fall into any of the categories of people for whom special healthcare rules apply.

Mrs. Olena also explains that she does not live in a collective accommodation centre. She rents a room and supports herself independently.

Another important aspect of her situation concerns the treatment itself. Her treatment began before 5 March 2026 and consists of specialist outpatient appointments and examinations. She has not been admitted to hospital and is not currently receiving inpatient treatment. She is not in a situation of sudden danger to her health or life, but she is concerned that interruption of the treatment could negatively affect her health.

Mrs. Olena believes that having PESEL UKR should automatically give her access to free healthcare,

because this was how she had understood the rules until now. The Infopoint officer explains that the rules concerning healthcare for people with temporary protection and PESEL UKR changed from 5 March 2026. The mere possession of PESEL UKR no longer automatically means that every adult person has full access to all healthcare services financed by the National Health Fund (NFZ).

The officer does not give Mrs. Olena an immediate answer based only on her PESEL UKR status. Instead, he asks additional questions about her age, family situation, employment, insurance, residence, and the type and timing of her treatment. He explains that these circumstances may affect her entitlement to healthcare and that her situation needs to be in accordance with the current regulations.

The officer checks the current information provided by the NFZ and explains that an adult person with PESEL UKR, who does not fall within one of the specific categories covered by the special rules, may need another legal basis for access to healthcare, such as compulsory health insurance resulting from employment or another qualifying status. Other possible routes to insurance may also need to be considered depending on the individual situation.

Mrs. Olena is also informed that the fact that her treatment started

before 5 March 2026 does not automatically mean that all of her subsequent outpatient specialist treatment remains covered under the previous rules. Specific transitional provisions apply to particular situations, including certain inpatient treatment and selected types of treatment, so the exact circumstances need to be verified.

The officer explains that if Mrs. Olena has a valid entitlement but the clinic refuses to recognise it, she may need to contact the relevant NFZ branch for clarification. He also explains that the eWUŚ system can be used to confirm healthcare entitlements for insured persons.

Mrs. Olena leaves the Infopoint with a clearer understanding of her situation and the steps she needs to take. The officer has not simply

answered the question "Do I have healthcare rights with PESEL UKR?". Instead, he has helped her identify the factors that determine her entitlement, checked the current information and indicated where further clarification or support can be obtained.

The case shows that the same PESEL UKR status can lead to different healthcare entitlements depending on a person's individual situation. For an Infopoint officer, the important task is therefore not to know every legal provision by heart, but to be able to diagnose the person's situation, ask the right questions, identify the relevant legal basis, verify information in an up-to-date and authoritative source, recognise the limits of their own competence and refer the person to the appropriate institution or specialist when necessary.

Example: The Cherkashin family

Aspect of the interaction	Positive elements	Negative elements
Accessibility and reception	Longevity of Support: The family has a two-year relationship with the foundation, indicating a high level of trust and a "low barrier" to re-entry for assistance. Holistic Reception: The Infopoint recognizes the intersectionality of their problems (disability + oncology + housing + legal), ensuring the reception process isn't just a "single-issue" fix.	Physical Barriers: While not explicitly detailed, the closure of the Lipno center creates a looming physical accessibility gap if the family is relocated far from the Infopoint. Language Barrier: The need for a dedicated translator for medical visits suggests that the initial reception and ongoing navigation remain difficult without constant intermediary support.
Staff roles	Case Management: Staff act as comprehensive case managers, coordinating between the Ukrainian Consulate, medical facilities, and social welfare. Advocacy: Staff take on an active role in "representing the family" in administrative proceedings, moving beyond mere advice to active intervention.	High Dependency: The staff roles are so central to the family's survival (translation, document completion, medical accompaniment) that there is a risk of staff burnout or family over-reliance.
Staff roles Scope of services (Orientation)	Diverse Service Range: The scope covers legal (identity docs), medical (oncology support), and social (housing) needs. Adaptive Strategy: The Infopoint correctly identifies the need for alternative documentation (Polish medical exams) when original Ukrainian records are unreachable.	Limited Direct Legal Power: The Infopoint can only "refer" or "assist" with the Consulate; they cannot bypass the strict Ukrainian identity regulations or the Polish disability board's requirements directly. Housing Uncertainty: While "cooperating with local government" is listed, there is no immediate, guaranteed housing solution provided in the scope.
Networking and referrals	Strategic Referrals: Effectively linking the family to specialized free legal aid for migrants and local social welfare centers (OPS). Medical Connectivity: The plan to engage volunteers for medical accompaniment shows a strong grasp of community-based networking.	Bureaucratic Gaps: Networking with the Ukrainian Consulate may be slow or fruitless due to the strictness of wartime regulations regarding male identity verification. Documentation "Dead End": There is a heavy reliance on external boards (Disability Evaluation Board) which have already shown a tendency to adjourn cases.
Soft skills	Empathy & Awareness: The staff acknowledges the family's trauma, specifically their fear of Igor's conscription and the stress of Mr. Volodymir's cancer. Continuity of Care: By integrating them into "local community activities," the staff demonstrates high-level emotional intelligence, recognizing that the family needs social belonging, not just paperwork.	Risk of Paternalism: Because the family is so vulnerable, there is a subtle risk that the foundation makes all the decisions, potentially diminishing the family's own agency or "voice" in the process.

Example: Mrs. Olena

Aspect of the interaction	Positive elements	Negative elements
Accessibility and reception	Mrs. Olena is able to access the Infopoint and receives individual attention. The officer takes time to listen to her situation and does not dismiss her concern based on the information received at the clinic.	There is no information about whether multilingual written materials or additional language/intercultural support were available. The case also does not indicate whether the Infopoint offers flexible access adapted to the needs of migrants.
Staff roles	The officer does not assume that PESEL UKR automatically answers the question. He asks additional questions about age, family situation, employment, insurance, residence and treatment. He recognises the limits of his role and checks current information instead of relying only on memory.	The officer cannot determine the final entitlement to available benefits himself. The case therefore requires clear communication about the limits of the Infopoint's role and, where necessary, referral to the relevant institution.
Staff roles Scope of services (Orientation)	The officer provides orientation and guidance rather than replacing the healthcare institution. He identifies the relevant factors, explains that the rules changed, checks current NFZ information and identifies possible legal bases for healthcare entitlement.	The Infopoint cannot resolve the healthcare entitlement directly. Mrs. Olena may still need further action to establish or confirm her entitlement, including clarification with the NFZ or another competent institution.
Networking and referrals	The officer identifies the NFZ as the appropriate institution for further clarification if the clinic does not recognise a valid entitlement. He also explains the role of eWUŚ in confirming healthcare entitlements for insured persons.	The case does not show a direct referral or contact with the NFZ on behalf of Mrs. Olena. No specific contact person, appointment or coordinated follow-up is established. The referral pathway could therefore be more specific.
Soft skills	The officer listens before giving an answer, asks open-ended and clarifying questions and takes into account the whole situation rather than focusing only on PESEL UKR. He avoids giving a premature or potentially misleading answer and explains the situation step by step. His approach reduces uncertainty and helps Mrs. Olena understand what information is relevant.	The situation is legally complex and may remain difficult for the user to understand. The officer could additionally check whether Mrs. Olena has understood the information and clearly summarise the next steps before she leaves the Infopoint.

Case description from Portugal

Juliana is a primary school teacher with 10 years of experience in Venezuela. Arriving in Portugal with a job-seeking visa, her main goal is to get her university degree and qualifications recognized. She speaks Spanish and has a basic understanding of Portuguese but is not yet fluent. She visits the InfoPoint, located within a municipal centre, hoping for clear and coordinated support. She is welcomed by Mr. Carlos, an operator with basic training in migrant services.

Carlos welcomes Juliana in a dedicated and private space, making her feel at ease. The InfoPoint where Carlos works has flexible hours that include Saturday mornings, allowing Juliana to attend without work conflicts.

Carlos uses a bilingual information sheet (Spanish/Portuguese) explaining the InfoPoint's basic services and their limitations, as required by the guidelines.

Juliana explains her background and asks for detailed information on how to start the diploma recognition procedure so she can teach in Portugal.

Carlos, despite being familiar with basic services, is unfamiliar with the complex procedures for regulated professions, so he gives Juliana a flyer (in Portuguese only) on the Direção-Geral do Ensino Superior (DGES) website, telling her: "Here

you can find the initial information for the recognition of qualifications."

The DGES is the Portuguese public body responsible for coordinating higher education policies. Among its main tasks are managing access to higher education (through the CNAES national competition for public higher education), providing social support (managing the social action fund, including scholarships), and overseeing the recognition of foreign qualifications (regulating and supervising procedures for recognizing higher education degrees and diplomas awarded by foreign institutions).

Carlos prints out a list of private schools in the area for Juliana, suggesting she can try leaving her resume because it can sometimes be helpful in getting hired. Carlos simply suggests submitting resumes but doesn't ask Juliana if she has already translated and authenticated her diplomas.

The InfoPoint has a contact list, but Carlos only mentions the existence of the Alto Comissariado para as Migrações (ACM) without providing Juliana with a direct contact or official referral.

The ACM – Alto Comissariado para as Migrações – is the Portuguese public institution, under the Presidency of the Council of Ministers, dedicated to the integration of immigrants, refugees and ethnic communities in Portugal.

Since 2023, the ACM has been integrated into the new AIMA (Agência para a Integração, Migrações e Asilo). Among its various tasks, the ACM is responsible for integrating migrants and

refugees (developing cross-cutting policies for welcoming and integrating foreign citizens), managing diversity (promoting intercultural and interreligious dialogue), and combating discrimination.

Example

Aspect of the interaction	Positive elements	Negative elements
Accessibility and reception	Flexible hours: opening on Saturday mornings respect the principle of adapting to migrants' "real needs." Reserved space: attention to privacy demonstrates respect for "human dignity." Transparency and multilingual materials: the bilingual information sheet (Spanish/Portuguese) is a good "trust-building" practice and follows the guideline on multilingual materials.	Incomplete multilingual support: the DGES flyer was in Portuguese only. For someone with basic Portuguese facing a complex bureaucratic procedure, this creates a significant barrier. The InfoPoint provided a bilingual introduction to itself but failed to provide multilingual support for the external procedure Juliana actually needed.
Staff roles	Basic training: Carlos is familiar with basic services, indicating that initial training has taken place.	Doesn't act as a "Bridge Person": he didn't bridge the cultural and linguistic gap. Juliana needed someone to help her navigate both the language and the system. Carlos provided a source in Portuguese, not an explanation she could fully understand. He lacks the key competence of "translating and explaining procedures, not just the language."
Staff roles Scope of services (Orientation)	Doesn't exceed limits: he doesn't attempt to provide legal advice he is not qualified to give, remaining within the scope of basic orientation.	Incomplete orientation: his task was not to provide the solution, but to guide towards someone who could. His orientation stopped halfway.
Networking and referrals	Awareness of the network: he knows the ACM exists and mentions it, demonstrating basic knowledge of the "service map".	Ineffective referral system: the referral was vague ("there's the ACM"). He did not use a direct contact, a formal agreement, or an active "referral." The network exists on paper but is not activated in practice.
Soft skills	Initial empathetic listening: the welcome was warm and made Juliana feel at ease, a first step in "active listening"	Lack of deep listening: he did not ask the right questions to understand the immediate real need (translated documents, language barriers). The listening remained superficial.