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A Manual for migrants and any person supporting migrants

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Introduction

Dear Readers,

Maybe you are a person who supports migrants and refugees. Perhaps you are a person who has been starting a new life in a new country. If your answer is “Yes”, this Manual is for you!

It is based on the experience of a transnational group of trainers, facilitators, mentors. It contains the description of a new approach that focuses on taking advantage of volunteering to provide competences to people who are beginning a new life in a host country.

The DiverPass project introduces the learning by doing approach based on an efficient voluntary experience. Regarding our expertise in the field of education, volunteering, supporting migrants, we concluded that non-formal and informal learning give adult migrants an excellent opportunity for developing the competencies they need in a host country.

The DiverPass promotes new forms of out-of-school adult education, in particular, by taking into account learning by doing volunteering, which can:

- make migrants and refugees aware of the social and civil competencies they already have and can use them in a new country,
- boost their social integration,
- be useful in entering the labor market,
- respond to the needs of migrants in real-life situations, supporting them to acquire different types of skills they need in a new country.

The Manual responds to one of the most critical challenges: promoting the integration of migrants into the labor market by improving the two most important key competencies relevant in this field, namely multilingual and citizenship competencies.

The Manual addresses this proposed solution to migrants and persons who support them. The phrase “any person supporting migrants” refers to any person who helps migrants in the process of identifying and acquiring their key transversal competences and therefore enhances their transition into the labour market. They can be of various profiles: they may be of urban or rural background, elderly or young, working at a local, regional or national level, skilled or unskilled, or people with different origins, religions and cultures. Regardless the form of their involvement (volunteering, subcontracting, employment etc.), they can work for any kind of organization, for example

- state, municipal or urban organizations
- international, intergovernmental organizations
- NGOs
- church organizations
- for-profit organizations
- grassroots organizations

No profession or field of activities is either. excluded They can be educators, trainers, teachers, social caseworkers, counsellors, supporters, mentors, trainers, experts, consultants, patrons, developers, community social workers, psychologists, labour market counsellors, volunteers, language teachers, vocational trainers, HR professionals, etc.

The Manual supports meeting the needs of migrant learners, such as:

- communication in a host country language,
- the ability to act as responsible citizens and to fully participate in civic and social life,

You can find the educational approach description and practical tools in the Manual, which are quite easy to follow in a volunteering context and do not require any special conditions.

And before getting started, please mention that :

- 1- The Manual uses the term migrant as a generic term encompassing refugees¹, asylum-seekers, foreign workers, trafficking victims, trailing spouses, economic migrants, people who move away from their country to join their family members².

A refugee is strictly defined in international law as a person who is fleeing persecution or conflict in her or his country of origin. Refugees are entitled to the full protection of refugee law, including protection from expulsion or return to situations of persecution where their life and freedom are at risk. The 1951 Convention relating to the Status of Refugees and its 1967 Protocol are the core of the international protection system, complemented by regional treaties and declarations that also address the rights of refugees. International refugee law operates in conjunction with international human rights law, starting with the 1948 Universal Declaration of Human Rights, and with international humanitarian law (the law of war). The Treaty of Amsterdam (1997), which transferred asylum and immigration policy to the community's jurisdiction, and national laws define instead the legal and protection framework for migrants.

This Manual has been developed adopting an inclusivist approach that considers the term “migrant” as an umbrella term covering all forms of movements³. Based on the approach adopted, a migrant is defined as “any person who is outside a State of which they are a citizen or national, or, in the case of a stateless person, their State of birth or habitual residence residence⁴”. “Migrant” is thereby used as a neutral term to describe a group of people who have in common a lack of citizenship attachment to their host country. The use of this term in this manual is due to practical reasons and is without

¹ A refugee is strictly defined in international law as a person who is fleeing persecution or conflict in her or his country of origin. Refugees are entitled to the full protection of refugee law, including protection from expulsion or return to situations of persecution where their life and freedom are at risk. (<https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>)

² <https://meaningofmigrants.org/>

³ <https://www.iom.int/key-migration-terms#Migrant>

⁴ <https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>

prejudice to the protection regimes that exist under international law for specific legal categories of people, such as refugees, stateless persons, trafficked persons and migrant workers⁵.

- 2- The terminology used in the Manual may appear difficult or too specific for readers unfamiliar with the lifelong learning approach. This is on purpose as the DiverPass project is implemented in the framework of an Erasmus + project and has to fulfill some requirements. It implicitly refers to the glossary published by the European Center for the Development of Vocational Training (CEDEFOP) since 2000 with the launching of this ambitious European programme . It mainly combines two main processes. The first one is the Bologna process (since 2000) focused on “formal learning”, a classical learning received at school, in Higher Education or in any official Vocational training organization. The second one is the Copenhagen process (since 2002) dedicated to informal and non-formal learning, two terms meaning any kind of learning acquired outside school or outside “classical learning”, on the workplace, in an association, in social life and even in family. This trilogy- “formal, non-formal, and informal learning” - perfectly reflects the spirit of the Lifelong learning approach that has to be known by professionals supporting “migrants” especially as their experience (personal, social and professional) includes these different forms of learning. On this basis it will be possible to enhance a holistic approach and to express their experience in terms of competences in order to enhance their opportunities in the labour market. Even for “nationals”, these terms are not familiar, they have to be learnt each time a person (unemployed or still at work) means to find a new professional opportunity.

Get inspiration!

⁵ <https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/MigrantsAndRefugees.pdf>

Process of development

DiverPass project

On a European level, the integration of migrants in their transition in the labour market of the host country has been the main priority for political debate and policy initiatives in a growing number of EU member states. Persons with diverse profiles (professional path- social workers, educators, teachers; status- paid staff/volunteers; rural/urban territories...) are not well equipped to support migrants themselves also with a diverse profile (age, gender, countries of origin, languages...) to overcome the many obstacles they are faced to in the labour market. In particular, professionals are faced with demands expressed by their public (migrants), including linguistic, social, professional support but also and above all transversal competences.

The main barriers migrants are faced to within the labour market are a lack of recognition of their experience, including knowledge, competence and skills. It leads to a process of deskilling highly demotivating. Most of the time, it is uneasy for them to be able to justify a relevant working experience in the host country as they work in the “black market” (undeclared) or the work they do is irrelevant with their genuine qualification. The acquisition of the host language is a main obstacle even more difficult with this lack of recognition of their previous knowledge or competence. A vicious circle is easily built –that leads to social and professional exclusion.

The DiverPass project addresses: professionals/educators with various profiles (paid staff /volunteers, in urban/rural territories, with diverse educational backgrounds) working with migrants to support them in identifying and acquiring key transversal competences and therefore enhance their transition into the labour market. Another public gathers migrants with various profiles –low & highly qualified (at least a level of education equivalent to the Baccalauréat), male/female, junior/senior (at least 18 years), all types of status- refugees, asylum seekers, economic migrants, family reunification...) to facilitate the Valuing of Prior Learning (VPL) based on their work experience and skills acquired both in their native countries and in the host country.

The DiverPass project aims at accompanying persons who support migrants to tackle the following issues: a lack of recognition of qualifications and professional competences of the migrant learners they are working with (reference: Key competences framework, EC, 2006 & 2018); a high diversity among migrants in terms of status (administrative diversity), education (levels of education), reasons for migrating (economic, political, family gathering, studies...); a great variety as well in the skills and competences required for persons who support migrants especially as they are also diverse in terms of status (volunteers/paid staff) and qualifications (in social work, teaching & training, migration issues...); and a lack of relevant training and methodology to combine formal learning, for instance, to assess a linguistic level (Common European Framework of Reference for Language, CEFR, since 1991) with a non-formal & informal learning (based on a voluntary experience)

To achieve its objectives the DiverPass project intends to design: a mentoring for trainers to apply this training properly among professionals with various profiles (paid staff and volunteers) to meet the particular issues they are faced to by answering the expectations of the public with multiple profiles and guidance for anyone working with migrants to enhance a key competence approach taking into account the diversity approach with a focus on diversity and mobility, combining formal, non-formal and informal learning (Bologna process & Copenhagen process).

A main innovation of the DiverPass is to enhance a relevant competence strategy among both educators and their learners (with a migrant background), combining formal/non-formal/ informal learning based on a voluntary experience to be expressed in terms of competences- mainly KC2- multilingual competence and KC6- Citizenship competence.

The partner organizations

The Manual was elaborated by transnational experts' team in the frame of the "DiverPass" project supported by the Erasmus+.



The Cité Saint-Pierre, an establishment of Caritas France association, recognized as being of public utility. Founded in 1955, Cité Saint-Pierre became year after year an international gathering place to welcome poor people, meet and think about the thematic of poverty and social exclusion. About 75 000 people come every year. Today, The Cité is also willing to give voice to the ones who suffer from injustice and exclusion. Each year, 24,000 people in need of care and hope are accommodated in Cité Saint-Pierre. The Cité Saint-Pierre is animated by 30 salaried employees, in addition to 100 permanent volunteers. Each year, more than 1,000 volunteers come to help. It allows people in fragile situations to practice voluntary activities and thus through a process of united commitment to renew with a social utility. Thanks to the support of salaried professionals, volunteers acquire skills that they can then develop on the job market. More information: <https://www.secours-catholique.org/>, <http://www.citesaintpierre.net/>

Key experts

Gonzague AMYOT d'INVILLE Head of Cité Saint Pierre graduated from the Institute of social work of Pau in the direction of social intervention establishment. Since January 2013, he has been the director of Cité Saint-Pierre in Lourdes. He had studied in health sector and was a teacher, for ten years, in higher education in Nantes before he joined Caritas France in 2012. He is managing a structure that hosts more than 20,000 people in need from all around the world. A team of 30 employees helps the 1,300 volunteers to run the activities of accommodation and animation. For several years, he has developed a partnership with the migrant association to welcome and integrate them in volunteer activities. In 2017, He was associated in an Erasmus Project (JuCiVol) to the testing of a training for youngsters with a

NEET profile together with a mentoring for professionals meant to explain them how to identify a voluntary experience and to express it in terms of competences to help them in their transition to the labour market.

Benoit ARNAUD, responsible for the Animation-Booking- Volunteering department of Cité Saint-Pierre. As a social worker, he has an experience of international cooperation in New York City (NYC), in the district of the Bronx, in an organization (Abraham House) suggesting an alternative to incarceration. He implemented various programs, including after-school program and a family program with a migrant Hispanic speaking audience ; he led the "Alternative to incarceration" program. In 2008, he obtained a Master in local and international social program development and joined an association for people with mental disabilities (Arche) coordinating personalized projects and hosting 40 people, as well as the management of 20 employees and European volunteers. A participative and inclusive model combining professional, community and spiritual dimensions was followed . In 2016, he joined the management team of Cité Saint-Pierre by taking responsibility for the Animation-Booking-Volunteering department.



The Institute for Research and Information on Volunteering is a free private institution, not-for-profit, to improve knowledge and practice within the non-profit sector and in lifelong learning. Focused on Volunteering between 1997 and 2003, it has enriched its field of research since 2003 with Migration and since 2013, it has specialized in Diversity. Mainly focused on lifelong learning issues iriv has led or been a partner in more than 50 European projects (Erasmus + projects)- firstly on non-formal and informal learning (with Volunteering considered as a main experience to acquire competences), secondly on migration (how to value a migratory experience in terms of competence) and thirdly on diversity (how to build a strategy to enhance a diversity approach). Iriv has built relevant networks on the ground in France to test the outputs of its projects among a national audience and improve their sustainability. Iriv is also a member of various networks in Europe thanks to its involvement in many EU projects and its participation in European conferences such as the EAPRIL gathering researchers, teachers & trainers, practitioners in the field of Education in Europe and worldwide- <http://www.iriv.net>

Key experts

Bénédicte HALBA, a doctor in Economics (University of Paris I Pantheon Sorbonne) , is the founding President of the Institute for Research and Information on Volunteering (iriv), director of iriv Conseil since 2000. She worked for the Ministry for Youth and Sports (1991- 1994) as coordinator for a study on the economic impact of sport in 12 European countries. She was an expert for the Council of Europe at the workshops "Economic impact of sport" and "Volunteering" (1992 -1994). In 1997, she created iriv to improve knowledge and practice within the non-profit sector. She runs iriv Conseil as responsible for the studies , the training programmes and the designing of the websites and editing of the publications. She has been a lecturer at the University since 2000 in Europe (France, Austria, UK). She was an administrator of the Cicos (2007-2011) and the Assfam (2011-2014). She is a member of the scientific committee of the Swiss Foundation ECAP since 2015 and a member of the Committee associations for

the regional body gathering expert accountants (in Ile de France). She has written several books and numerous articles in the field of Volunteering, Economics of Sport and Lifelong Learning.

Camilla BOSTRUSSU is graduate in “Organizational Psychology Sciences: Human Resources, Marketing and Communication” at the Università Cattolica del Sacro Cuore of Milan (Italy) with a thesis on a case study in the Italian firm Coesia, which stresses the importance of having a well-structured induction process in the era of change, diversity and interculturality. In 2017, she obtained a Bachelor's Degree in Psychological Sciences at Università Cattolica del Sacro Cuore, Milan (Italy). Among Iriv Conseil, Camilla is involved in different European projects combining a French and European implementation tackling the issue of diversity (learning, learners and environments). For the DiverPass project, she is involved in the testing of the design guidance for professionals to support migrants at the Cité des Métiers.

Béatrice Gérard Duprey is an occupational psychologist who graduated from the National Conservatory of Arts and Crafts (2017) and is a psychotherapist (ARS certification from the practical school for High level studies in Psychopathologies, 2018). She participated in working groups on practical cases at the School for Psychoanalysis (Ecole Psychanalytique) at the Public Hospital Sainte-Anne and at the Henri EY Hospital (2017-2018) in Paris. She was a psychotherapist in a Medico-Psychological Center (CMP Rabelais, Asnières / Seine, 2018-2019) as part of individual psychotherapies and contributed to the care of patients during collective interviews in collaboration with the multidisciplinary team (psychiatrists, senior nurses, social worker). She co-led a workshop in a day hospital offering the mediation of manual activity (Asnières/Seine). She worked as an occupational psychologist within the Human Resources Department and the Medical Health Service of the Cochin Group (Site Tarnier, Paris, 2018-2019). In addition to her liberal activity, since January 2020 she has co-hosted at the Cité des Métiers, the Iriv club dedicated to the DiverPass project.



ERIFO is a non-profit organization that provides employment, career guidance and support for business creation services; it is also a Higher and Continuing VET provider (HVET

and CVET) accredited by the Regione Lazio. ERIFO brings more than 15 years of experience in the lifelong learning sector in Italy and Europe. Since 2001 ERIFO has realized over 30 European Projects and nearly 200 mobilities all over Europe. ERIFO's mission is to contribute to the reinforcement of the VET system at local, national and European levels to ensure the development of human capital and to respond to the ever-growing needs and demands of the labour market. ERIFO is also a member of the European Vocational Training Association (EVTA) network. The organization supports low-skilled adults and young people in finding new employment opportunities, providing them with tailor-made educational pathways, career counseling and coaching.

Key experts

Giovanna D'Alessandro is ERIFO's president and has been a project manager since 2000. She has more than 20 years of experience in the lifelong learning sector in Italy and Europe and an extensive portfolio of project work. For the last five years, she has been leading the Scientific Direction of the research,

training and guidance activities of the organisation. She has been responsible for the overall management and financial aspects and procedures of over 30 projects carried out through public funding (Regional, National and European). In ERIFO, she is also delivering training courses in management and pedagogic issues and career-vocational guidance.

Andrea Ranelletti is a Doctor of Philosophy in “Political Studies” at the Sapienza University of Rome, with research on the international processes of regional economic and political integration. He has a relevant expertise in the coordination of European Projects connected to the various forms of school education, adult education and VET. His specific areas of study are “Growth Economics” and “Economics and Management of Innovation”. Andrea Ranelletti has different tutorship and teaching activities in “International Political Economy”, “Growth Economics” and “Economics and Management of Innovation”, at the University of Roma “Sapienza” and the University of Roma “Unitelma Sapienza”.

Lucia Colandrea is a graduate in Arabic and Islamic studies from the University of Naples L’Orientale and also holds a Master's Degree in Human Rights and Conflict Management at the Scuola Superiore Sant’Anna of Pisa. For an internship, she has worked as a field researcher with the IOM Psychosocial support programme for Syrian refugees in Lebanon. She has some experiences as translator/interpreter, L2 Italian language teacher and cultural mediator in emergency reception centres (CAS) and SPRAR centres in Italy, both as a volunteer and a paid staff.



Jövőkerék was established in 2005 to help strengthen European values in Hungary after the EU accession. The main objectives of Jövőkerék are to decrease cultural and economic polarization in society, to support unprivileged groups, to increase consciousness of sustainability and to ameliorate the co-operation of organizations of the non-profit sector. Main fields of activities are supporting unprivileged groups, especially migrants and Roma people and environmental issues. To achieve its goals, Jövőkerék has been applying for EU, Norwegian and Hungarian Funds and tried to get private sponsors to finance its projects. In the last years, several projects were supported by various Funds.

Key experts

Attila MESZAROS has a degree in social work, has experience working with migrants for more than 25 years. As a migrant himself, he traveled to Hungary from Serbia at the time of the 1990s Balkan wars, he implemented programs as a professional leader in civil and church organizations and municipal companies: social work, counselling, integration services, labour market programs, mentoring, training, outreach programs, events and campaigns, social films, crisis care: housing, food and medicine, networking, research and policy submissions. Most of the projects were supported by the AMIF (Asylum, Migration and Integration Fund), but there were also EU projects in Brussels-funded international cooperation, Norwegian, Dutch and Swiss grants, German church sponsors, Serbian-Hungarian cross-border cooperation programs, UNHCR-supported actions, and private companies like Novartis. He has given lectures on border issues, migration, refugee issues to border

guards, NGOs, students, social workers, deacons, pastors. Attila has an experience in public speaking, writing and coordinating EU and domestic projects, planning and directing social services, running social campaigns and fundraising. He is good at cooperation, communication, problem-solving.

Zita GABOR is experienced in working in transnational partnerships, developing and managing EU funded projects, including dividing the tasks and work-package, leading meetings, guiding the transfer-activities and controlling the budget. She has over 20 years of experience, has worked with several organizations from profit-oriented through the local municipality to NGOs. She developed, executed (EIA-AMIF, Erasmus+, Swiss and Norwegian Fund, JUST) and evaluated (Erasmus+, Swiss Fund) EU projects. She has been involved in migrant projects since 2009 in the field of labour market and social integration, entrepreneurial skills development and awareness-raising.



The NGO Trainers' Association (Stowarzyszenie Trenerów Organizacji Pozarządowych)

gathers 200 members and works on the quality of the learning process in non-formal education. The most critical area of activity is training new trainers, developing qualifications of the professional ones, and introducing new trends and “other” ways of learning. STOP Trainers' School is an answer to a strong need expressed by numerous activists of NGOs, entrepreneurs and civil servants to create Polish training called “Training of Trainers” (ToT). It addresses people who plan to actively engage in the development of civil society and work on high quality in learning basis. STOP delivers many activities in the field of youth and adult education, especially in the training of trainers, educators, and facilitators. More information: <https://stowarzyszeniestop.pl/about-us/>

Key experts

Agnieszka BOREK is a sociologist, evaluator and coach with strong research and training expertise. Her research interests are focused on the quality of the process of teaching and learning, evaluation and self-evaluation, educators' professional development. She is a certified educator and trainer, works with adults and young people. For six years (2010-2015), she was a director of the educational project for 28000 Polish teachers and principals, focused on the whole school development, exploring issues of school self-evaluation, authentic teaching and learning process and data-based decision making. She was a member of the expert's team supporting the establishment standards of education and evaluation in the public education system in Saudi Arabia. She has been involved in several Erasmus + projects which concerned volunteering, preventing ESL, sensitive adults' group education.

Bartłomiej WALCZAK, a doctor in sociology and cultural anthropologist with over 15 years of experience in social research and adult education. He is, in particular interested in evaluation in education, correlations between migration and education, parental involvement in education, students' safety, educational change. He authored two, co-authored four other books and published over 60 other scientific publications, both in Polish and international journals. He participated in over 70 research and evaluation projects. He worked as an expert for numerous Polish and international institutions, among

others: OECD, OSCE, Public Education Evaluation Commission (Saudi Arabia), the Polish ministry of education and its agencies, local authorities. Between 2009-2015 he was an expert for the Jagiellonian University introducing the reform of pedagogical supervision system in Poland and new learning processes' requirements for schools. He has been an expert in several Erasmus + projects which concerned volunteering and preventing ESL.

Migrants and refugees' needs

Migration, as a social phenomenon, is as old as humankind. Beside mainly political, war, economic, environmental, family unification, education and health reasons, the new mass migration processes that will emerge as a consequence of climate change will be the greatest challenge in the coming decades. The report of 2018 of World Bank and UNHCR confirms this fact as well: " climate, environmental degradation and natural disasters increasingly interact with the drivers of refugee movements"⁶. It is difficult to estimate the extent of migration so far unknown to our civilization, but professional literature agrees that hundreds of millions of people may be forced to leave their homeland by 2050. The 2015 refugee wave and its impact on the societies of the host country also illustrates the importance of developing social mechanisms and social policy frameworks that are beneficial to the host population and newcomers, for peaceful and effective coexistence.

The aging European population, which is becoming increasingly inactive on the labor market, desperately needs immigrants of active age who have the opportunity to become fully integrated, and active citizens of the host society. In 2018, almost one in five EU residents (19%) was 65 or over. The proportion of people aged 80 or over is expected to more than double by 2100, reaching 14.6% of the total population. Acculturation should, therefore, seek the success of integration, which requires efforts not only by host societies but also by newcomers.

Table 1 – immigration background

| | France | Italy | Hungary | Poland |
|--|--|--|--|---|
| Tradition in migration and immigration | since the colonial Empire (19 th century) | Migration: since the XIX century Immigration: since the 70s | From the beginning of the XX's century | Traditionally net emigration country, with the big diaspora worldwide and about two million citizens living abroad. |
| Impact of migration on population growth | ↔ | ↔ | ↑ | ↔ |
| Last meaningful legislation in the field of migration | Law n° 2007-1631 of the 20th of November 2007 | Law no. 94/2009, "Rules concerning public security." | It is announced that the "crisis caused by mass immigration" Government Decree will be extended (05/03/2020) | „Migration policy” – published in 2011. A draft of new regulation leaked to media in 2019, but after severe criticism was suspended |

⁶ <https://www.worldbank.org/en/news/infographic/2018/03/19/groundswell---preparing-for-internal-climate-migration>
<https://www.unhcr.org/en-us/climate-change-and-disasters.html>

Table 2 – Migrant population

| | France | Italy | Hungary | Poland |
|--|---|--|--|---|
| Area | 551 500 km ² | 301,338 km ² | 93 036 km ² | 313 000 km ² |
| Population | 63.960 ⁷ million | 60360000 as of the 1st January 2019 ⁸ | 9 772 756 | 38 386 476 (30-06-2019), source: GUS (Statistics Poland) |
| Migrants population (immigrants) | 5,300,000 immigrants 4,500,000 foreigners ⁹ | 5.255.503 (1st January 2019) ¹⁰ | 180 773 | 421 530 permissions were issued in 2019 ¹¹ (). |
| % of migrants in the total population | 8% for immigrants 7 % for foreigners ¹² | 8% ¹³ | 2% | 1,55% ¹⁴ of inhabitants declared non-Polish citizenship |
| main countries of origins of the migrants | 713,000 from Algeria 654,000 from Morocco 581,000 from Portugal | 1.206.938 Romania 441.027 Albania Marocco 422.980 299.823 China ¹⁵ | Romania 21 000, Ukraina: 24 000, China: 18 000. Germany: 16 000 | Ukraine (241707 in 2019), Belarus (25034), Germany (21311), Russia (12366), Vietnam (11854) ¹⁶ |
| main region of settlement of migrants | Ile de France Corse Provence–Alpes–Côte d’Azur | Lombardia, Lazio, Emilia-Romagna ¹⁷ | Budapest | Mazovia voivodeship |

⁷ 6,700,000 people if we consider direct descendants of immigrants born in France, INSEE, Paris, 2012

⁸ Italian National Institute of Statistics (ISTAT): <http://dati.istat.it/>

⁹ 11% of the total population if we consider direct descendants of immigrants born in France, INSEE, Paris, 2012

¹⁰ <https://www.tuttitalia.it/statistiche/cittadini-stranieri-2019/>

¹¹ Office for Foreigners, This number includes 57,5% of temporary permits.

¹² For the year 2008; INSEE, Paris, 2012

¹³ <https://www.tuttitalia.it/statistiche/cittadini-stranieri-2019/>

¹⁴ The National Census, 2011, this number does not include temporary immigrants

¹⁵ <https://www.tuttitalia.it/statistiche/cittadini-stranieri-2019/>

¹⁶ Office for Foreigners. Please note that that value of these statistics may be disputable: for example, the real number of Vietnamese living in Poland is estimated to be around 30-40 thousand, depending on whether older immigration waves are enclosed

¹⁷ <https://www.tuttitalia.it/statistiche/cittadini-stranieri-2019/>

The social integration

According to the OECD's recommendation¹⁸, support for integration should be provided in a personalized, readily accessible manner immediately upon arrival, taking into account local socio-economic circumstances and the long-term integration, especially of the unskilled. It is needed to be dealt with their physical and psychological problems in a professional manner and broad involvement of civil society should be ensured. Also, easy, barrier-free access to the labor market should be ensured, and the skills, abilities and experiences of newcomers should be appreciated.

The perception of migration, historical traditions and the size, structure, social status, embeddedness, opportunity and history of the immigrant communities in the European Union Member States are very different. Thus, the perception of migrants by the majority of society is significantly different. Accordingly, there are significant differences in the host countries' policies and integration practices with regard to immigrants. However, the following studies highlight the general shortcomings in integration, which, to varying degrees, are present in most of the EU Member States.

The recent social researches

According to the recent “The European benchmark for refugee integration: A comparative analysis of the National Integration Evaluation Mechanism in 14 EU countries” report¹⁹:

- The quality of integration policies for beneficiaries of international protection vary widely across European countries
- It is very rare for migrants to meet fully favorable conditions for their social integration in any area of life.
- Health and education are the areas where the Member States make the most efforts to help the needy, while much remains to be done in the areas of housing and employment, (vocational) training.
- Member States generally perform better in the field of rights, equal rights than equal opportunities, actively promoting integration.
- There are many administrative barriers, especially in facilitating refugee housing
- Most governments do not work with civil society or local authorities to create and develop their integration policies in partnership

The labour market integration indicator MIPEX²⁰, which also assesses integration (though rather its regulation than its practical implementation), shows that in most European countries, it is difficult to

¹⁸ https://read.oecd-ilibrary.org/social-issues-migration-health/making-integration-work-humanitarian-migrants_9789264251236-en#page7

¹⁹

<https://menedek.hu/sites/default/files/media/document/2019/06/20/The%20European%20benchmark%20for%20refugee%20integration.pdf>

enter the labour market or to freely access the services that support it. This results in low employment rates of immigrants.

Entering the labour market

Among the scenes of integration (education, health, law, housing, relationships, language, political participation, discrimination), the labour market plays a key role, as income is the base of establishing an independent living, preserving sovereignty and maintaining human dignity. There are other added benefits of working, such as social contacts, language learning, and social, economic, legal and cultural knowledge, so working is one of the most effective tools for integration.

Factors hampering successful employment include:

- equality of rights - refugee status should allow for free employment
- lack of personal contacts or supportive environment and lack of information resulting from the former two
- lack of documents certifying education and experience
- different cultural competences and skills
- lack of convertible knowledge, skills and experience in line with labor market expectations
- lack of knowledge of the host country and world languages
- PTSD, trauma, grief, broken families
- rejection of the majority of society - discrimination
- affordable housing, social security

Of these, two are particularly important, one is language proficiency and the other is social orientation, so these two are discussed in more detail below. Without knowing the language of the host country, successful integration is unthinkable, but even the most basic communication and participation in the life of the community is severely restricted. Social orientation, which can be interpreted as social and citizenship competence, is all knowledge that is naturally given to us, but it is entirely unfamiliar and strange to those who come from a significantly different culture, religious and communication environment, social, political, legal and economic environment.

As the majority of society is also an indispensable actor of integration, it is essential to examine the existence of these two competences from their point of view. Social trust, openness and receptiveness are much easier to develop with strangers who, at some level, know, understand and seek to speak the majority language and are open to learning, receiving and practicing the new social and cultural environment. Thus, one of the basic conditions for reducing the social distance between the two groups is the existence of the two competences examined.

²⁰ <http://www.mipex.eu/labour-market-mobility>



In the case of immigrants, the success or failure of labour market integration also has an impact on other dimensions of the process: social inclusion, cultural adaptation, a sense of home and identity.²¹

²¹ Gödri Gender differences in the labour market situation of foreign nationals in Hungary - TÁRKI, 2011 Report on the situation of men and women 2011)

Key competence

Multilingual competence

Literacy competence - key competence 1

Key competence 1 “Literacy” is the base for key competence 2 “Multilingual competence.

“Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others in an appropriate and creative way. The development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region.”²²

| Knowledge | Skills | Attitudes |
|---|---|---|
| Knowledge of reading and writing and a sound understanding of written information. Knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language. | Skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation. The abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one’s oral and written arguments in a convincing way appropriate to the context. Critical thinking and ability to assess and work with information. | Disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and an interest in interaction with others. Awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner. |

Multilingual competence - key competence 2

“Multilingual competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural

²² COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01) - [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s). (The acquisition of classical languages such as Ancient Greek and Latin is also included. Classical languages are the source of many modern languages and therefore can facilitate language learning in general.)"²³

| Knowledge | Skills | Attitudes |
|--|---|---|
| <p>Knowledge of vocabulary and functional grammar of different languages and an awareness of the main types of verbal interaction and registers of languages.</p> <p>Knowledge of societal conventions, and the cultural aspect and variability of languages is important.</p> | <p>The ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and draft texts, with different levels of proficiency in different languages, according to the individual's needs. Individuals should be able to use tools appropriately and learn languages formally, non-formally and informally throughout life.</p> | <p>The appreciation of cultural diversity, an interest and curiosity about different languages and intercultural communication.</p> <p>Respect for each person's individual linguistic profile, including both respect for the mother tongue of persons belonging to minorities and/or with a migrant background and appreciation for a country's official language(s) as a common framework for interaction.</p> |

The integration of migrants and the impact on it of their acquisition of competence in the language(s) of the host country are a focus for political debate and policy initiatives in a growing number of Council of Europe member states, as is demonstrated by the surveys carried out to date by the Council of Europe. In the spirit of article 2 of the European Cultural Convention and in response to the changing needs and priorities of member states, the Council of Europe has developed activities in the area of language education policy. Actions seek not only to promote language learning but also to secure and strengthen language rights, deepen mutual understanding, consolidate democratic citizenship and contribute to social cohesion. The acquisition and evaluation of adult migrants' communicative competences in the host country's language(s) play a fundamental part in responding to challenges raised by migration and the integration of migrants in the host community.

In terms of the workplace, without the knowledge of the local or some common language of communication, the situation of migrants looking for work is significantly reduced, they are usually only able to work at a much lower level than their education. They get lower incomes, they can fight worse contract terms, they often only find black / gray work, so they become more vulnerable. Without language skills, they face administrative difficulties as well.

It makes it even harder to look for a job because they don't develop personal relationships in the local

²³ COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01) - [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

community, which would be a big help in finding a job, they don't reach out and they don't understand the job posting surfaces.

Identity formation and language competence

The reconstruction of the migrant's identity in their new society is important; the reconstructed identity is enriched by a deeper understanding of the host nation's history, customs, culture, and legal and political systems. Learning the language of a country is inextricably linked to accessing civil freedom as well as understanding its culture and society. Consequently, it is not unreasonable to believe that greater knowledge of the host country would facilitate social integration and acceptance in the host nation. This discourse, which purports to promote inclusivity and social integration, is premised on the fact that those speaking other than the dominant national language, are perceived as being outsiders and not truly belonging to the nation. However, there is little evidence that citizenship and social integration are only possible with language proficiency in the host country.

Foreign language communication is characterized by elements of communication in the mother tongue: understanding, expressing and interpreting concepts, thoughts, feelings, facts and opinions, both verbally and in writing (comprehension of written and heard text, production of texts), education and training, work, family life and leisure activities - according to the needs of the individual. Foreign language communication also requires skills such as mediation and understanding of other cultures. The individual's level of language proficiency may vary according to the four dimensions (listening comprehension, speaking ability, reading comprehension and literacy), each language and the individual's socio-cultural background, environment and needs/interests.

Foreign language communication requires knowledge of vocabulary and functional grammar as well as the main types of verbal interaction and registers of languages. It is also essential to be aware of social traditions and the cultural aspects and diversity of languages. Foreign language communication skills include comprehension of spoken messages, initiation, continuation and conclusion of conversations, as well as reading, understanding and writing of text according to individual needs. In addition, the individual must be able to use the educational materials properly and to learn the language in non-formal contexts as part of lifelong learning. A positive attitude includes respect for cultural diversity and interest and curiosity in communication between languages and cultures.²⁴

Public virtues and the importance of language competency

There is an undoubted tension between promoting diversity and unity. But, to blame multicultural tolerance and celebration of variety for lack of community cohesion is to deny both the reality of transnationalism and super-diversity and the existence of supra-identities such as EU citizenship and powerful multinational corporations, which make the idea of fostering national identity seem parochial. It is also to ignore the discrimination and structural inequalities that have prevented migrants and eth²⁵

The importance of knowing the language of the host country is one of the focal points of the integration

²⁴ http://janus.ttk.pte.hu/tamop/tananyagok/kompetencia_dbm/2_idegen_nyelvi_kommunikci.html

²⁵ <https://epale.ec.europa.eu/en/blog/adult-esol-citizenship-education-uk-language-competence-and-cultural-identity>

discourse - the prerequisite for the integration of migrants is the acquisition of language skills. Knowledge of the language of the majority society has many functions, the lack of which may primarily restrict access to the education system and the labour market, but may lead to discrimination in many areas or disabling social contact, whether in everyday interactions or official administration. Without knowledge of the language of the majority society, intercultural cooperation or involvement in public life cannot take place.²⁶

Research on Intercultural Conflict and Social Inclusion suggests that those with less secure language skills have significantly lower earnings and much higher unemployment rates.²⁷ Social capital plays a key role in entering the labour market, so that immigrants who, because of their lack of language skills, have a more modest network, indirectly disadvantage their peers who, due to their language skills, have a richer network of contacts.

Citizenship Competence

Although our aim is to examine the integration aspects of citizenship competences, we need to mention personal competences because without them, community integration is unthinkable - the existence of personal competences is a prerequisite for the acquisition of citizenship competences.

Personal, social and learning to learn competence (key competence 5)²⁸

“Personal, social and learning to learn competence is 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.”²⁹

²⁶ Várhalmi Zoltán: A magyar nyelvtudás integrációs vonatkozásai (In: Bevándorlás és integráció – magyarországi adatok, európai indikátorok/Immigration and integration - Hungarian data, European indicators - <http://mek.oszk.hu/19200/19239/19239.pdf>)

²⁷ Esser 2006

²⁸ <http://www.kaposijozsef.hu/wp-content/uploads/2011/09/europai-kompetenciak.pdf>

²⁹ COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01) - [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

| Knowledge | Skills | Attitudes |
|--|--|---|
| <p>Knowledge of the rules and behaviors generally accepted or supported in different societies.</p> <p>Knowledge of the concepts of individual, group, society, and culture, as well as their evolution through history.</p> <p>Knowledge of the rules of health care, hygiene and nutrition and how to make use of them in one's own life and family life.</p> <p>Understanding the role of the intercultural dimension in European and non-European societies.</p> | <p>Constructive communication in different social contexts (tolerance of others' views and behaviors; awareness of individual and collective responsibility).</p> <p>Developing trust and compassion for others.</p> <p>Expressing personal dissatisfaction constructively (controlling aggression, violence and self-destructive behaviors).</p> <p>Separation of personal and professional spheres, refraining from taking professional conflicts to the individual level.</p> <p>Raising awareness and understanding of national cultural identities, in the context of their interactions with the cultural identities of Europe and the rest of the world; recognizing and understanding differences in viewpoints stemming from diversity and expressing one's views constructively.</p> <p>Negotiation ability.</p> | <p>Interest and respect for the other person.</p> <p>Striving to overcome stereotypes and prejudices.</p> <p>Willing to compromise.</p> <p>Honesty.</p> <p>Self-awareness</p> |

The workplace is one of the most common spaces where immigrants are staying long and interdependent with members of the majority society, where interpersonal communication and cooperation are inevitable. Already during the job search, the first contact with the employer, acquiring the above competencies, is of utmost importance, but later on, they play a key role in keeping the job as well. Working for mutual satisfaction is inconceivable without knowing behavioral and communication rules, hygiene expectations, tolerance and individual responsibility, without building mutual trust, constructively expressing dissatisfaction and one's own opinions, distinguishing between personal and professional, respecting the other person, honesty, so it is essential to raise awareness of them.

Citizenship competences - key competence 6

Citizenship competences³⁰ are more comprehensive than personal competences because they operate on a social level. "Citizenship competence is the ability to act as responsible citizens and to fully

³⁰ <http://www.kaposijozsef.hu/wp-content/uploads/2011/09/europai-kompetenciak.pdf>

participate in civic and social life, based on the understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.”³¹

| Knowledge | Skills | Attitudes |
|--|--|---|
| <p>Knowledge of civil rights and the constitution and government of the country of residence.</p> <p>Knowledge of the role and responsibilities of the institutions involved in the process of developing policies at local, regional, national, European and international level (including the political and economic role of the EU).</p> <p>Knowledge of key players in the local and national government, political parties and the views they express.</p> <p>Knowledge of the concepts of democracy and citizenship and international declarations on them, including the Charter of Fundamental Rights of the European Union and the Treaties.</p> <p>Knowledge of major events, currents and changes affecting national, European and world history, and the current situation of Europe and its neighbors.</p> <p>Knowledge of the concepts of emigration, immigration and minorities at European and world level.</p> | <p>Participation in community/community life and decision-making at national and European level; voting in elections.</p> <p>Expressing solidarity by expressing interest and involvement in solving problems affecting the local and broader community.</p> <p>Effective contact with public institutions.</p> <p>Take advantage of the opportunities offered by the EU.</p> <p>Skills to use the language spoken in the country.</p> | <p>Feeling of belonging to your place of residence, your country, the European Union and, more generally, Europe and the world (part of the world).</p> <p>Willingness to participate in democratic decision-making at various levels.</p> <p>Interest in volunteering as a citizen, promoting social diversity and social cohesion.</p> <p>Respecting the values of others and the privacy of others and, where appropriate, taking action against anti-social behavior.</p> <p>Accepting human rights and equality as the basis for solidarity and responsibility in modern democratic societies in Europe, accepting equality between men and women.</p> <p>Respecting and understanding differences in values between different religious and ethnic groups.</p> <p>A critical approach to information from the media</p> |

Migrants come from countries and societies that are often very different from Europe, so the following factors are essential:

- recognition, acceptance and practice of democratic and European values,
- knowledge and use of the political and institutional system,
- active use of public institutions,

³¹ COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01) - [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

- respect for human rights and equality, acceptance of women's equality,
- knowledge of the situation of minorities, acceptance of diversity and freedom of religion,
- political participation, solidarity in matters concerning the wider community,
- and a sense of belonging to the community.

The workplace is the area where immigrants are in the greatest contact with the members of the majority of society and with its institutional and value system and its rules set. In the process of finding and undertaking a job, the newcomer moves out of his or her narrower, familiar environment and is forced to cooperate actively and effectively with the host society and its institutions.

In this situation they have to recognize, accept and integrate the following ideas/attitudes into their own activities: employment and legal regulations, legal remedies and interest protection, active participation in the work community, community commitment, tolerance and solidarity among staff, interest in solving problems, acceptance of other values and equality of men and women.

Informal and non-formal learning based on voluntary activities to migrant

What is it?

The participants will, experiment the combination between a formal learning (linguistic competence) and informal/non-formal learning (competence acquired thanks to a voluntary experience). They will have to use the five levels of competences. In a third step, they will have to build an action plan to assess these competencies to enhance their transition to the labor market in complement to their other experiences (migratory path and previous professional experience) and competences.

A definition of formal, informal and informal learning is given by the CEDEFOP (2002)

- 1- **Formal learning-** learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective
- 2- **Informal learning-** learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random)
- 3- **Non-formal learning-** learning, which is embedded in planned activities that are not explicitly designated as learning, but which contain an essential learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non-formal learning does not lead to certification

How can the process look like?

Previous European projects – VAEB (2003-2006), SCHOLA (2016-2018) or JUCIVOL (2016-2018) have designed specific tools & strategies for professionals to be able

- 1- to identify in a first step a voluntary experience,
- 2- to express the voluntary experience in terms of competences in a second step
- 3- and finally, to build an action plan in a third step – either with a direct access to the labour market or a training course or a Valuing Prior Learning (VPL) to acquire a diploma/qualification to be allowed to work

In a first step (description of the voluntary experience), it is relevant to keep in mind:

- 1- **The definition of a voluntary action:** it is characterized by three things. 1st – a volunteering is an activity people choose to do of their own free will; 2nd - there isn't any financial payment to

the volunteer; 3rd- volunteering is for the benefit of people (or the community) other than (or in addition to) the volunteer's own family and friends. It is accessible by anybody, irrespective of the age, gender, race, education or financial status. It usually happens in organisations settings that are set-up as a not-for-profit organization such as association or NGO (Irviv & allii , 2006)

- 2- **The environment in which volunteering takes place and the main infrastructure at stake. (training for youngsters – JuCiVol, 2016-2018)** Volunteering infrastructure is a combination of organisational structures and support mechanisms which together provide the enabling environment needed to encourage and adequately support volunteer involvement for the benefit of society as a whole. Organisational structures composing the volunteering infrastructure include volunteer-involving organisations (such as voluntary organisations, public and private, non-profit and for-profit institutions) and support organisations (such as volunteer centres, volunteer development agencies, umbrella organisations, and networks) at all levels (international, European, national, regional, and local) adopting a Multi-level Governance approach. Volunteering infrastructure fulfils several key roles which make it fundamental for the further development of volunteering across Europe, among which: provision and/or facilitation of quality volunteering opportunities; support for volunteers (such as training, counselling, evaluation etc.); matching the supply and demand of volunteering; capacity building and good practice exchange among volunteer-involving organisations; removal of barriers to volunteering; awareness-raising with regard to the value of volunteering for both the individual and the society and; influencing policy environment in areas where volunteering takes place to build an enabling environment where volunteering can flourish (European Volunteer Center, 2017)
- 3- **The obstacles and barriers to volunteering (mentoring for educators JuCiVol , 2016-2018)**
 - **Educative barriers**- for instance for people without any relevant Education or Employment or Training experience, considering the criteria of the host country
 - **Social barriers**- for instance linked to a family background or the place of living (sensitive areas), being unemployed may be a main social barrier
 - **Economic barriers**- main financial issues that would prevent from initiating any action - no money for paying any costs linked to the action
 - **Cultural barriers**- the linguistic barrier is a crucial one but also a lack of knowledge of the host country and its tradition in Volunteering

In a second step, a bridge is to be built between the experience and the competences, the added value of the DiverPass relies on the focus on two Key competences- multilingual competences (KC2) and Citizenship competences (KC6), therefore, professionals will be asked to suggest relevant activities to their public to acquire or improve these competences:

- 1- **For KC2**- any voluntary action requiring a human relationship would be just fine under the condition that a person supporting migrants with a relevant level of “national

language,” would be involved in the action to correct or support migrant volunteers in their linguistic learning. it is not necessary for tutors to have a high level of language but to be clear enough to explain the potential mistakes and to correct them

- 2- **For KC6-** a voluntary action in itself is meant to enhance a citizenship competence as this is the main definition of volunteering, involving altruism and common purpose with active citizenship. The main components at stake are a team spirit, a collaborative process, support provided to an audience different from ones’ family and friends, freely provided.
- 3- The level of competences has to be assessed taking into account the five main levels suggested by European typology

Level 0- incompetent- no experience at all

Level 1- assisted competence- the support of a tutor is needed to implement an action

Level 2- collective competence- being able to achieve an action with others

Level 3- autonomous competence- being able to achieve an action on ones’ own

Level 4- expert competence- being able to explain to others how to proceed

Level 5- creative competence- being able to create a new action or strategy to help others

In a third step, building an action plan is meant to suggest a relevant action plan to migrant volunteers based on their profile, experience and expectations

- 1- Access to the labour market- If the combination of the experience of the migrant volunteer is still relevant in his/her country of origin and the experience acquired in the host country could update this relevant experience in the field of activity, migrant publics may apply to a job
- 2- Starting a training course- If the experience is relevant but if the expected employment requires a recognized qualification to work as a professional, based on the voluntary experience of the migrant volunteer he/she may find a training course to officially assess the experience in terms of competences
- 3- Starting a VPL process- If the experience is relevant, but the employer requires an official qualification or diploma, based on the genuine experience acquired in the country of origins and the professional experience acquired thanks to the voluntary involvement, migrant volunteers may start a VPL process. The only condition is to have dedicated a relevant number of hours (300 hours as the main basis) in the field of activity of the given qualification or diploma.

At the end of this three-step process suggesting by the DiverPass, the professionals supporting migrant public will be able to identify clearly

- 1- The most relevant option for their learners to go on
- 2- The time required to achieve some main goals
- 3- The main barriers/obstacles to be overcome both internal and external barriers

The approach: Upskill pathways, Learning by doing volunteering

This chapter presents the Upskilling Pathways, which aims to help adults acquire a minimum level of literacy, numeracy and digital skills and address these challenges through a defined path consisting of different phases and activities, including non-formal learning by voluntary activities.

Introduction to the Upskilling pathways

Introduction to the Upskilling pathways

Upskilling Pathways³² is a Recommendation of the European Council adopted in 2016 to invite Member States to provide low-skilled adults, who are not eligible for support under the Youth Guarantee with flexible opportunities to improve their literacy, numeracy and digital competence and to progress towards higher European Qualifications Framework (EQF) levels relevant for the labour market and active participation in society³³.

Upskilling Pathways Recommendation aims to help adults acquire a **minimum level of literacy, numeracy and digital skills** and/or acquire a **broader set of skills** by progressing towards an upper secondary qualification or equivalent (level 3 or 4 in the [European Qualifications Framework \(EQF\)](#) depending on national circumstances). “Upskilling pathways” targets adults with a **low level of skills**, e.g., those without upper secondary education and who are not eligible for [Youth Guarantee](#) support³⁴. They may be in employment or unemployed, with a **need to strengthen basic skills**. Member States may define priority target groups for this initiative depending on national circumstances.

Why is it essential for migrants?

The main concern for persons in charge to support migrants is to be equipped to address the diversity of migrants’ profiles and the lack of recognition of their skills and competences, especially when it comes to low-skilled migrants. The main reason for migrants’ exclusion from the labour market is the lack of recognition of their experience, including knowledge, competence and skills, which leads to a process of deskilling. Most of the time, it is difficult for them to be able to justify a relevant working experience in the host country as they work in the “black market” or the work they do is irrelevant to their qualification. Within this context, limited knowledge of the host language contributes to social and professional exclusion.

³² <https://ec.europa.eu/social/main.jsp?catId=1224>

³³ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:JOC_2016_484_R_0001

³⁴ <https://ec.europa.eu/social/main.jsp?catId=1224>

The aim of the “Upskilling Pathways” approach is to address these challenges through a defined path consisting in different phases and activities for identification and screening of competences, development of learning offers adapted to individual learning needs, recognition of flexible modes of learning and validation of skills acquired through informal and non-formal learning based on suggested voluntary activities.

How does the process look like?

To boost access to and take-up of quality learning opportunities, adults with low levels of skills should have access to Upskilling pathways in **three key steps**³⁵.

- **Step 1 – Skills assessment**

This is to enable adults to identify their existing skills and any needs for upskilling. It may take the form of a "skills audit": a statement of the individual's skills that can be the basis for planning a tailored offer of learning.

- **Step 2 – Learning offer**

The beneficiary will receive an offer of education and training meeting the needs identified through the skills assessment. The proposal should aim to boost literacy, numeracy or digital skills or allow progress towards higher qualifications aligned to labour market needs.

- **Step 3 – Validation and recognition**

The beneficiary will have the opportunity to have the skills she or he has acquired, validated and recognized for the purpose of accessing a qualification in accordance with the national qualifications framework.

Delivery is built on existing structures and varies across the Member States. Many countries already offer elements of “Upskilling pathways” and will build on this as they implement this initiative in cooperation with social partners, education and training providers, and local and regional authorities etc.

The delivery of the Upskilling Pathways should be underpinned by the following key principles:

- Coordination and partnership at policy and provision level: while policy coordination is essential, implementation can only be successful through the active involvement of a wide range of stakeholders and partnerships are necessary to make it work;

³⁵ <https://ec.europa.eu/social/main.jsp?catId=1224>

- Outreach, guidance and support measures: carefully targeted strategies are needed to ensure
 - 1) outreach and encourage people to make contact with the relevant services;
 - 2) guidance to provide advice and information as to what a Skills Guarantee entails, whom to refer to get started and how to stay on course throughout all stages of the upskilling pathway;
 - 3) specific support measures to address barriers to participation;

Follow-up and evaluation: the success of any policy initiative depends on the ability to monitor and evaluate the process³⁶.

Upskilling Pathways step by step

The first step in Upskilling Pathways is the Skills assessment.

Skills assessment allows professionals to identify migrants' existing skills and needs for upskilling focusing on:

- 1- Key Competence 2 - Multilingual competence: this competence defines the ability to use different languages appropriately and effectively for communication;
- 2- Key Competence 6 – Active citizenship: the ability to act as responsible citizens and to fully participate in civic and social life, based on the understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

³⁶ https://epale.ec.europa.eu/en/system/files/attachments/upskilling_pathways_key_ideas.pdf

The Skills Assessment will follow a 4-step approach designed by the JUCIVOL ³⁷



STEP 1 – DETAILING A VOLUNTARY EXPERIENCE

Any person supporting migrants have to ask appropriate questions to migrants to make them speak of their experience in both a precise and synthetical way, detailing the tasks fulfilled.

Voluntary experiences have to:

1. be carried out of one's own free choice (the idea of freedom),
2. be unremunerated (gratuity, disinterest),
3. be for the benefit of the individual or his/her family
4. take place in an organized or formal frame (in a nonprofit organization)
5. be for the general purpose and not for the interest of a small group of people (the idea of general good/general purpose)³⁸

During this phase, any person supporting migrants discuss and identify the main difficulties faced by migrants in accessing volunteering:

- **Educative barriers**- already explained previously
- **Social barriers**- already explained previously
- **Economic barriers**- already explained previously
- **Cultural barriers**- already explained previously

Based on the barriers identified, any person supporting migrants is able to design an action plan later on in the process considering:

- a) volunteering as a way to go on with their education,
- b) volunteering as a way to meet people from various backgrounds and diverse profiles

³⁷ Jucivol- an Erasmus+ project – 2016-2018 gathering the University of Burgos, leader (Spain) with iriv (France), initiator, together with Erifo (Italy) , INEK PEO (Cyprus) and ZRC SAZU (Slovenia)

³⁸ Halba B (2003), "Bénévolat & volontariat en France et dans le monde", Paris: LA Documentation française

- c) volunteering as a way to acquire relevant professional experience and therefore to increase one's employability
- d) volunteering as a way to speak and communicate in the national language

STEP 2 – IDENTIFYING COMPETENCES ACHIEVED THROUGH VOLUNTARY EXPERIENCE

Any person supporting migrants identifies KC2 and KC6 achieved through voluntary activities taking into account that:

4- **KC2 can be achieved through** any voluntary action requiring a human relationship under the condition that a tutor, with a relevant level of “national language” is involved in the action to correct or support migrant volunteers in their linguistic learning; it is not necessary for the person who supports migrants to have a high level of language but to be clear enough to explain the potential mistakes and to correct them

5- **KC6 can be achieved through** a voluntary action meant to enhance the active citizenship competence as this is the main definition of volunteering, involving altruism and common purpose with active citizenship. The main components at stake are a team spirit, a collaborative process, support provided to an audience different from ones’ family and friends, freely provided.

STEP 3 - ASSESSING THE LEVEL OF MASTER OF THE COMPETENCE ACQUIRED BY MIGRANTS

Examples of questions to assess active citizenship level:

1) **Are you an eligible citizen of (tick if applicable)**
 The municipality of
 The district/region/province of (country name)
 The European Union
 (other political entity)
 (other political entity)

2) **Are you aware of your rights in the EU?**

3) **Have you ever participated in any movement whose aim was to bring social change and impact on your community?**

4) **Are you a member of political groups, associations or parties?**

5) **What are the main challenges of today’s world in terms of the environment?**

6) **Do you know the political environment in the city/country where you live?**

7) **What are the main challenges that the community where you live is experiencing?**

8) **Have you ever participated in any initiative to address these challenges?**

A fundamental phase of this step is the use of specific tools to assess key competences. Any person supporting migrants can take inspiration from the available tools developed by the European Commission and other relevant stakeholders to assess key competences. Below are just a few examples:

- 1- EU Skills Profile Tool for Third Country Nationals <https://ec.europa.eu/migrantskills/#/>
- 2- Refugees Integration Assessment Toolkit: INTEGRASS <https://arive.projectlibrary.eu/tools-en/qs-wbl> developed within the ERASMUS+ KA2 project ARIVE - Accepted, Resettled, Integrated, Valued and Employed - Project number 2017–1-SE01-KA204-03454

Language assessment tests to assess the level of competence in host country language and any other EU language based on CEFR <https://europass.cedefop.europa.eu/resources/european-language-levels-cefr>.

Competence levels can be defined as follows ³⁹:

- Level 0- I am incompetent
- Level 1- I am able if I am supported- the level of assisted competence
- Level 2- I am able if I work with others- the level of collective competence
- Level 3- I am able alone - the level of autonomy
- Level 4- I am able to transfer my knowledge & experience - level of expertise
- Level 5- I am able to create a new activity or experience - level of creation

STEP 4 – BUILDING AN ACTION PLAN

Based on the assessment, any person supporting migrants develops an action plan which may involve the necessity to take one of the following steps:

- 1- Start a volunteer experience- Finding more appropriate volunteering in case of little voluntary experience or irrelevant for developing KC2 and KC6

| Experience available | Action plan recommended |
|--|--|
| <i>Participated once as a volunteer in cleaning the town</i> | <i>More developed experience in Volunteering in the same association to strengthen KC2 and KC6</i> |

- 2- Access to the labour market- Applying for a job in the labour market employment or for training to validate the competences in case of relevant voluntary experience (time & tasks) with tangible results

³⁹ This typology was suggested by the Revalue portfolio led by iriv (2017) , Revalue project is an Erasmus + project led by Erifo with Programma Integra (Italy) with iriv & FISPE (France), GSUB (Germany), Ashley Community & Rinova (UK), 2016-2019

| Experience available | Action plan recommended |
|--|---|
| <i>Volunteered regularly as a waste collector in the town for six months</i> | <i>Start a course to obtain a certification</i> |

- 3- Recognition of Prior Learning - Accessing a diploma or qualification in case of relevant volunteer experience (time, tasks, responsibility) with tangible and valuable results.

Learning offer: the learning by making volunteering approach

DiverPass project introduces the learning by doing approach based on an efficient voluntary experience. Regarding our expertise in the field of education, volunteering, supporting migrants, we concluded that non-formal and informal learning give adult migrants an excellent opportunity for developing the competencies they need in a host country.



DiverPass approach assumes that volunteering is a non-formal and informal learning.

Learning by doing approach assumes that learning something cannot be separated from doing it. For example, if you want to speak a foreign language in practical situations, you need to learn this language in a practical context. It seems to be very rational and intuitive, but it is not so often implemented in formal education.

The DiverPass approach adapted the Kolb’s learning circle (Kolb, 1984) to increase the learning benefits from volunteering activity. The Kolb’s circle gives a structure of how the learning by doing process can be effectively conducted. It consists of the experience, submission to reflecting, analyzing and applying what participants have learned. According to the DiverPass approach, the volunteering activity is the same thing as active experimentation (see the graph below).



Figure 1. The learning by doing volunteering model⁴⁰.

Why is it essential for migrants?

When we design an educational process for adult migrants, we should see the adult person underneath the migrant/ refugee experience. It means that we should take into consideration all that we know about adult education. We know that adults learn effectively by doing because of they:

- Prefer to remember specific information and apply them in practice.
- Learn more efficiently while problem-solving within a particular field and when their skills can be implemented as soon as possible in different roles, situations, and tasks.
- Learn when they have such a need, and they learn what they consider necessary.
- Attach greater importance to what they experience than to what is communicated to them only verbally.
- Learn when they interact with the environment by using already existing knowledge in this process.
- Need to reflect on their experience and build awareness of what they have learned/ achieved and what they want to learn/ archive.

We also should remember that migrants are learners with diverse profiles due to their ethnic origins who need an approach that can help them to become aware of their professional experience and

⁴⁰ Inspired by StoryDec Model designed by Agnieszka Borek in the rframework of Erasmus+ StoryDec project.

strengthen their language skills at the same time. The learning by making a volunteering approach responds to all these needs and challenges by allowing migrants to bring their personal stories, experiences and expectations to their activity, which is both practical and learning thoroughly.

How can the process look like?

The role of an educator is to give opportunities for migrant participants to learn by volunteering. He/she should support migrants in raising their awareness of the competencies they already have, or they developed. The educator should help design volunteering activities in a way that focuses on the educational benefits for the volunteers and the recipients of these activities.

In practice, you can run the learning-by-doing circle following all four stages of that process:

1. The process should begin from the volunteering activity. The activity should be tailored made and respond to migrant needs. This is why the educator should indicate the main challenges the migrants face in their everyday life before he/she proposes the volunteering activity.
2. The second stage is a reflection of the volunteering experience. The purpose of reflection is to make migrants aware of their feelings and insights about the experience.
3. The third stage focuses on analyzing the competencies (skills, knowledge) which refer to the migrants volunteering activity. This analysis may go beyond a volunteering activity, showing correctness related to previous (e.g., pre-migration) activity/ experience.
4. The fourth stage is focused on designing application these competencies in other activities as volunteering or labor market. It also involves planning changes, which migrants will introduce in their volunteering activities or lives to straighten their competences by using them in a different context.

During the whole process, you should allow migrant volunteers to take responsibility for their performance and accept all the choices they made. It is crucial to give migrants space to share their feelings and insights about their successes and failures. You can ask the following questions:

- What happened?
- How did you work, discuss, etc.?
- What are your feelings about what you have already done?
- What did you observe?
- What surprised you?
- What helped you to work? What made it difficult?



The role of an educator is to give migrants opportunities to act as volunteers and benefit from that experience.

Step 3 - Verification and recognition

How to run the process

As person supporting migrants, you arrive at the end of the process of the DiverPass Project. Stay focus and be prepared!

Now, it's time to help the migrants to watch their progress in KC2 and KC6 since they started. With them, you will use two methods:

1. **Verification and recognition of developing compresences 2:** inspired on the **Vintage European Project**⁴¹ and so on the **Common European Framework of Reference for Languages (CEFR)**: you will reuse the same language level assessment tool as you used for the assessment of skills: the evaluation grid from the web site of the Europass⁴². After that, an official evaluation can be proceed with an accredited organization.
2. **Verification and recognition of developing compresences 6:** based on the **Jucivol**⁴³ **European project**, you will use a protolanguage tool to let the migrants express how they integrated their neighbourhood and social life.

Be careful: Migrants must have passed the two first steps of the DiverPass Upskilling Pathway in practice: Assessment of skills and the offer of voluntary experience which have to produce learning by doing.

⁴¹ <https://www.vintage-language.fr/>

⁴² <https://europass.cedefop.europa.eu/fr/resources/european-language-levels-cefr>

⁴³ <https://www.jucivol.fr/>

Exercises and tools

This chapter contains the set of tools as an example of implementing the methods described above in practice. Every tool responds to the learning needs of adults who struggle with problems having low competence and addresses competencies identified as crucial for the target group. All of them were **elaborated on the practical experience** and tested by the group of educators working with persons with low competences.

Vous trouverez pour chaque outil la page où il est fait référence dans le manuel et l'organisme partenaire du projet Diverpass l'ayant développé.

For each tool, you will find the page where it is referred to in the manual and the partner organization of the Diverpass project that developed it.

The tools offered are:

- 1- Nice-and-Strange customs gallery - p 40
- 2- Mentor network - p 43
- 3- Portfolio to identify and value a voluntary experience- VAEB portfolio – p.46
- 4- Portfolio to identify and promote a migratory experience - p.48
- 5 - Mentorship for educators - JUCIVOL - p.50
- 6- Training for young people - JUCIVOL - p.52
- 7- Storytelling form my previous life- p 54
- 8- Fungarian - p.57
- 9- Let's live in the new planet! - p.60
- 10- The multicultural Calendar- p.63
- 11- Check language progress - p.65
- 12- First independent steps in volunteering - p.67

Introduction

| | |
|--|---|
| TITLE OF THE TOOL | Nice-and-Strange customs gallery |
| INTRODUCED BY | Agnieszka Borek/ NGO Trainers' Associations |
| OBJECTIVES | <ul style="list-style-type: none"> ● Communication Skills ● Social skills (reflection upon cultural differences and cultural acceptance). |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | This tool boosts social cohesion in the local and regional settings increasing the level of intercultural understanding. |
| METHODS | Peer learning |
| THE BACKGROUND | Peer learning is part of non-formal education based on active methodology where the learning process is based on learning by doing, experimenting situations or activities meant to encourage individual and group reflection, and the reflection of the individual in/within the group. In the process of human growth towards the increasing self-awareness, the effective methodology allows the participants to learn about themselves. |
| TARGET GROUP | Migrants/ refugees of all ages and with different abilities. It can be applied to any context. |
| GROUP SIZE | Up to 20 persons |
| DURATION | 60 minutes |
| MATERIALS | <p>Logistic: space where it is possible to move and sit in a circle and act. Materials (handouts, videos, posters) about cultural habits in the host countries that may look weird from migrants' perspective (e.g., kissing woman's hands for greeting by man, taking off your shoes while visiting family or friends at home, pouring people with water on Easter Monday).</p> <p>Participants' mobiles, free Wi-Fi connection.</p> |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | - |

Step by step instruction

Icebreakers' activities – up to the trainer

Introducing the session: aims and the session's agenda (up to 5 min)

Facilitator's message to the migrant participants-volunteers: You are kindly invited to the "Strange customs gallery". I wonder how you find customs presented in a gallery. Which of it you find the most strange. Go to the gallery and have fun!

Experience stage: Participants work in 3-4 person groups and move around the meeting space watching exhibits.

There should be 5-6 "items" with a short description. Examples of the question to the visitors:

- Where did this custom come from?
- In which parts of the country people cultivate that habit?
- Why do people do that?
- Can you find any similarity to your country's customs?

There should be some tips where they can find helpful information to answer the question, for example, website address or QRs (up to 30 min.). Participants should decide what items they want to discuss. They can follow the tips or can share information they already know.

Reflection stage - a conversation about the experience (up to 15 min)

The purpose of reflection is to make participants sharing their feelings and insights about the experience.

Group discussion. Useful questions:

- How did you like the gallery?
- What customs did you like?
- What custom did you find the strangest, and why?

Analysis stage (up to 20 min) – Facilitator should lead the group to the conclusion on:

- Role of customs in society.
- Importance of being active in trying to understand the local customs.
- Cultural differences (aspects that for some people are strange, in other cultures are assumed and are positive).

Group discussion. Useful questions:

- Why do we discuss national/ local customs?

Application stage - Group discussion (up to 20 min)

Useful questions:

- What other national/ local customs do you find strange? What is particularly weird?

- Did you get used to some customs that you had not to understand or accept before? How did you get it?
- How can you make the most out of your volunteering activities in terms of knowing and understanding better the way people behave here?

Group discussion. The facilitator collects participants' conclusions.

| | |
|--|--|
| TITLE OF THE TOOL | Mentor network |
| INTRODUCED BY | |
| OBJECTIVES | Easy transfer of local social, cultural, citizenship knowledge, community building. |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | It enhances immigrants' local knowledge, relationships, and citizenship competences, thereby increasing their chances of integration, trust and commitment to the host society. Personal relationships are developing and helping environments expand. |
| METHODS | <p>We have recruited Hungarian and older immigrant mentors to prepare them to help our newly arrived job seeker immigrant clients. We then sought out clients who had poor relationships with the majority and were curious to know more about the majority society, the host country, and their place of residence.</p> <p>Mentor - mentored couples organized joint programs to familiarize themselves with the city, culture, rules, values and thus develop their citizenship competences. With time the task of organizing the programs was delegated to the mentored people. This way, the process becomes learning by doing experience.</p> <p>Another benefit of the initiative is community building, which we achieved by organizing group sports and cultural programs for the participants. At the initial phase, we organized these programs, but with time the tasks again were delegated to the members of the community who gained community building experience in the local context through this activity.</p> |

| | |
|--|---|
| THE BACKGROUND | Immigrants often have poor relationships with the majority society, especially with members of their national communities, which makes integration difficult, increases the social distance between the recipients and newcomers, which is also a major disadvantage for labor market integration. This is especially true for women coming from a traditional family background. They have virtually no relationship other than their family members. It is good practice to get them out of the way, get them involved in light, fun programs that are helped a lot by a female mentor who has a personal, trusting relationship with them. |
| TARGET GROUP | Suitable for all groups of immigrants, we used it primarily with young people and is particularly effective in attracting women. |
| GROUP SIZE | It is irrelevant; one mentor should have no more than one or two mentees; the number of community programs is 10-15. |
| DURATION | However, in many cases, personal relationships become deeper, long-term friendships. |
| MATERIALS | An open-minded, inclusive, curious, interculturally trained mentor with a good sense of local culture, rules, and leisure. |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | http://jovokerek.hu/skillsandjobs/ |

Step by step instruction

1. Recruitment of mentors
2. Training of mentors
 - a. Introducing the project, sharing administrative information
 - b. Making contacts, building personal relationships among the Mentors
 - c. Giving ideas/brainstorming on possible programs/group events
 - d. Introduction to task delegation – how they help their mentees to get prepared to organize programs and group events

3. Recruitment of newly arrived job seeker migrants
4. Information day for Mentees – introducing the project, aims, tasks, Mentors etc.
5. Implementing Mentor-Mentored programs and group events
 - a. organized by the Mentors in th initial phase
 - b. organized by Mentored participants in the later phases
6. Final event – introducing the achievements, thinking on sustainability

| | |
|--|---|
| TITLE OF THE TOOL | Portfolio to identify and value a voluntary experience- VAEB portfolio – (2006) |
| INTRODUCED BY | Bénédicte Halba/ iriv conseil Tool designed by the European team gathered for the VAEB project (Leonardo da Vinci project, 2003-2006). |
| OBJECTIVES | <ul style="list-style-type: none"> ● Identify and assess a voluntary experience ● Express a voluntary experience in terms of competences ● Building an action plan |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | This tool is meant to transform a voluntary experience in a real professional experience: <ul style="list-style-type: none"> ● Increase employability of volunteers ● Enrich a resume ● Value a non-formal and informal learning |
| METHODS | Portfolio (experience to competence to an action plan) |
| THE BACKGROUND | A portfolio is a tool used for valuing non-formal and informal learning (Cedefop, 2002) The VAEB portfolio was the first portfolio designed to express a voluntary experience in terms of competences It was awarded in 2006 in Helsinki as an example of excellent practice in addressing the Copenhagen process and enhancing European cooperation in VET |
| TARGET GROUP | volunteers. Mainly youngsters, parents who have stopped working to raise their children (mainly women) and long term unemployed people |
| GROUP SIZE | Up to 8 -10 persons |
| DURATION | 120 minutes |
| MATERIALS | Paper board, paper and pens. |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | Portfolio available online - https://www.iriv-publications.net/fichiers/2006-%20portfolio%20Vaeb.pdf |

Step by step instruction

Introducing the session: agenda & aims of the session (up to 5 min)

Experience stage: Participants work in 2-3 person groups.

They have to organise their work according to 3 main points

- Thinking of a voluntary experience that would have a link with their professional expectations
- Detailing this voluntary experience – firstly in an oral way ;secondly in a written way
- Expressing the experience in terms of competence

There should be some tips where they can find helpful information to achieve this 3 step brainstorming, for example, website address or QRs (up to 30 min.). Participants are free to choose the items they want to discuss. They can follow the tips or can share information they already know.

Duration: 15 minutes per participant- 45 minutes as a total

Reflection stage - a conversation about the experience (up to 15 min)- how to fill a portfolio

The purpose of reflection is to make participants sharing their feelings and insights about the experience. Group discussion. Useful questions:

- How did you like the portfolio exercise ?
- What did you discover?
- What did you find difficult, and why?

Analysis stage (up to 20 min) – Facilitator should lead the group to the conclusion on:

- Portfolio- how to use it and update it.
- The importance of keeping track of the activities achieved.
- A professional research has to be as holistic as possible including all types of experiences

Application stage - Group discussion (up to 20 min)

Useful questions:

- What other tool or strategy are you more familiar with?
- Do you think you will use the portfolio process?
- How do you mean to record or register the activities you have achieved to use them in a professional perspective ?

Group discussion. One of the participants is in charge to present the conclusions to the other participants ; the facilitator acts as a moderator.

| | |
|--|---|
| TITLE OF THE TOOL | Portfolio to identify and value a migratory experience- MigraPass portfolio – (2012) |
| INTRODUCED BY | Bénédicte Halba/ iriv conseil designed by a European team gathered for the Migrapass project (Leonardo da Vinci project, 2010-2012). |
| OBJECTIVES | <ul style="list-style-type: none"> ● Identify and assess a migratory experience ● Express a migratory experience in terms of competences ● Building an action plan |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | This tool is meant to transform a migratory experience in a real professional experience: <ul style="list-style-type: none"> ● Increase employability of migrants or any nationals with a migratory path ● Enrich a resume ● Value a migratory experience considered as a non-formal and informal learning |
| METHODS | Portfolio (experience to competence to an action plan) |
| THE BACKGROUND | A portfolio is a tool used for valuing non-formal and informal learning (Cedefop, 2002) The Migrapass portfolio was the first portfolio designed to express a migratory experience in terms of competences It was scored the first rank in 2012 in the final evaluation of the Erasmus France agency (9.5/10 score) |
| TARGET GROUP | Migrants & nationals (EU nationals) with a migratory background All profiles of migrants whatever their educative background, country of origin or professional experience |
| GROUP SIZE | Up to 8 -10 persons |
| DURATION | 120 minutes |
| MATERIALS | Paper board, paper and pens. |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | Portfolio available online https://www.iriv-publications.net/fichiers/portfolio%20Migrapass%20-%202012.pdf |

Step by step instruction

Introducing the session: agenda & aims of the session (up to 5 min)

Experience stage: Participants work in 2-3 person groups.

They have to organise their work according to 3 main points

- Thinking of a migratory experience that would have a link with their professional expectations
- Detailing this migratory experience – firstly in an oral way ;secondly in a written way
- Expressing the migratory experience in terms of competence

There should be some tips where they can find helpful information to achieve this 3 step brainstorming, for example, website address or QRs (up to 30 min.). Participants are free to choose the items they want to discuss. They can follow the tips or can share information they already know.

Duration: 15 minutes per participant- 45 minutes as a total

Reflection stage - a conversation about the experience (up to 15 min)- how to fill a portfolio

The purpose of reflection is to make participants sharing their feelings and insights about the experience. Group discussion. Useful questions:

- How did you like the portfolio exercise ?
- What did you discover?
- What did you find difficult, and why?

Analysis stage (up to 20 min) – Facilitator should lead the group to the conclusion on:

- A Portfolio- how to use it and update it.
- The importance of keeping track of all the activities achieved.
- A professional research has to be as holistic as possible including all types of experiences

Application stage - Group discussion (up to 20 min)

Useful questions:

- What other tool or strategy are you more familiar with?
- Do you think you will use the portfolio process?
- How do you mean to record or register the activities you have achieved to use them in a professional perspective ?

Group discussion. One of the participants is in charge to present the conclusions to the other participants ; the facilitator acts as a moderator.

| | |
|--|---|
| TITLE OF THE TOOL | What is volunteering- method implemented by the Jucivol project-mentoring for educators ⁴⁴ |
| INTRODUCED BY | ERIFO |
| OBJECTIVES | <ul style="list-style-type: none"> ▪ general knowledge on volunteering ▪ being able to be part of collective work and to express one's views in a group |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>The exercise allows migrants to share their negative and positive representations of volunteering and receive feedback from their mentor. As a result of their active participation in this group discussion and brainstorming, migrants will increase their knowledge about what volunteering is and learn more about the legal framework and main fields of activity. The participation in the exercise will also strengthen active citizenship</p> <p>INDICATORS</p> <ul style="list-style-type: none"> ● Increased understanding of volunteering ● Increased self-confidence to participate in collective work |
| METHODS | Brainstorming, group work |
| THE BACKGROUND | This exercise will foster team spirit, collaborative process and self-confidence to participate in group work, which will contribute to the development of the active citizenship competence |
| TARGET GROUP | This exercise can be used by people working with migrants as a first step into the skill assessment process |
| GROUP SIZE | The recommended number of participants: up to 12 people. They should be assisted by two facilitators, if possible. |
| DURATION | The hours to be dedicated are indicative depending on the education or job orientation expectation - Duration: 45 minutes to 2-3 hours |
| MATERIALS | <ul style="list-style-type: none"> ▪ Worksheet for each member of the group ▪ PP presentation and list of questions to guide the activity |
| DOCUMENTS, HANDOUTS | PP presentation with step by step process on volunteering in the |

⁴⁴ Jucivol- an Erasmus+ project – 2016-2018 gathering the University of Burgos, leader (Spain) with iriv (France), initiator, together with Erifo (Italy) , INEK PEO (Cyprus) and ZRC SAZU (Slovenia)

| | |
|----------------------------|---|
| RELATED TO THE TOOL | country: Legal framework; Main fields of activity |
|----------------------------|---|

Step by step description

1. The exercise will start with an introduction to the activity that will be carried out
2. Icebreakers' activities: participants are divided into couples and are asked to present themselves to their partner
3. Plenary session during which each participant tells everybody what he remembers about his/her partner
4. Participants are divided into groups of 6 people and are asked to discuss "What is volunteering for you?" and list positive and negative aspects of volunteering
 - **Positive representations** such as involvement, active citizenship....
 - **Negative representations** such as something for nothing, being liked to more privileged people with certain profiles
5. Mentor starts the plenary session and collects migrants' views on a flipchart
6. The mentor provides feedback on the migrants' views
7. The mentor asks the migrants:
 - **What is the average profile of a volunteer in my country-** female/male? Young/old ? in urban/rural areas?
 - **How many volunteers in my country?** Involved in which field of activity (social services, environment, sport...)?
 - **Could I be able to name at least 2 or 3 associations** in my neighbourhood ? in my country?
8. The mentor collects all participants' views and then provides data on volunteering in the country, legal framework; number/gender of volunteers; Main fields of activity

| | |
|--|---|
| TITLE OF THE TOOL | Key competences for voluntary work- tool designed under the JUCIVOL project – training for youngsters ⁴⁵ |
| INTRODUCED BY | ERIFO |
| OBJECTIVES | <ul style="list-style-type: none"> ▪ Understand what key competence 2 and 6 are ▪ Understand how mastering of these key competences are a basic requirement for all citizens |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>This tool will involve participants in a discussion on KC2 and KC6 and will allow participants to learn more about these two key competences, their importance and how they can develop them through voluntary work</p> <p>INDICATORS</p> <ul style="list-style-type: none"> ● Increased knowledge of key competences ● Increased knowledge of activities to develop these key competences ● Increased mastery of KC2 ● Increased mastery of KC6 |
| METHODS | Group discussion |
| THE BACKGROUND | This tool allows participants to gain knowledge on specific topics to become aware of the next steps to take for their upskilling; through participation into group discussions and group work and use a language to communicate with other participants who are not their mother tongue they will also strengthen KC2 and KC6 |
| TARGET GROUP | This exercise can be used by career counsellors during group sessions |
| GROUP SIZE | The recommended number of participants: up to 12 people. They should be assisted by one facilitator |
| DURATION | 60 minutes |
| MATERIALS | <ul style="list-style-type: none"> ▪ Flipchart ▪ Room |
| DOCUMENTS, HANDOUTS | Example sheet consisting of the two key competences with |

⁴⁵ Jucivol- an Erasmus+ project – 2016-2018 gathering the University of Burgos, leader (Spain) with iriv (France), initiator, together with Erifo (Italy) , INEK PEO (Cyprus) and ZRC SAZU (Slovenia)

| | |
|----------------------------|--|
| RELATED TO THE TOOL | examples for each one of the competences, and a scoring option |
|----------------------------|--|

Step by step description

1. Trainer shortly introduces the objective of the exercise
2. Trainer asks participants whether they understand what key competences are;
3. Trainer summarizes and then give a short intro on KC2 and KC6
4. Trainer asks participants why these are relevant for all;
5. Trainer asks participants to indicate where in daily life people demonstrate these competences
6. Split into small groups:
7. Trainer asks participants to discuss how they score on each one of the competences
8. Trainer asks how participants could benefit themselves from mastering these two competences
9. Trainer collects group outcome and discusses these jointly;
10. Trainer concludes and relates the conclusion to participants' responsibilities.

Step 1 – Skill assessment

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|--|--|
| TITLE OF THE TOOL | Storytelling form my previous life |
| INTRODUCED BY | Agnieszka Borek/ NGO Trainers' Associations Inspired by Adriana Gagliardi's tool, "Those who tell the stories rule the world", designed in the framework of Erasmus + Education by the Way project. |
| OBJECTIVES | <ul style="list-style-type: none"> ● Communication Skills ● Creativity and Learning to Learn ● Cultural awareness and Identity ● Social skills |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>This tool provides migrants with the ability to speak well to gain access to society. Migrants are encouraged to experience language through words, sounds, intonation, and rhythm. Becoming verbally proficient can:</p> <ul style="list-style-type: none"> ● increase the level of participation migrants in the local community ● creates bonds between members of the local community ● increase understanding and respect. |
| METHODS | Storytelling on pre-volunteering activity |
| THE BACKGROUND | <p>Storytelling is appropriate for the acquisition of key competences: foreign languages, social and civic competences.</p> <p>Introducing storytelling in adult learning will improve access to education, especially for disadvantaged citizens, migrants, because storytelling is an integral part of the human experience, allowing us to understand our world, communicate with others, and express ourselves. The tool is rooted in the fact that humans are natural storytellers.</p> |
| TARGET GROUP | <p>Migrants/ refugees of all ages and with different abilities.</p> <p>It can be applied to any context.</p> |
| GROUP SIZE | Up to 8 -10 persons |

| | |
|--|---|
| DURATION | 120 minutes |
| MATERIALS | Optionally: a lighter and candlelit, which can strengthen the bonds in the group. |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | It would be useful to know how to have an access to the tool |

Step by step description

Session objectives:

- preparing migrants for a volunteering project/ activity by telling stories on participants experience that they can be linked to a volunteering activity

Introduction:

- Icebreakers' activities such as body percussions, songs, and games are not only a fun way to start the session but help participants to get to know each other's names; they also create confidence and connection.
- Introducing the session's goals and the storytelling method.

Experience stage: Storytelling form my previous life (up to 60 min.)

The group is sitting in the circle with a candlelit in the middle (for creating the right atmosphere that is a crucial step in an adult learning context, the "ritual" setting reminds us that human beings have been telling stories around a campfire since they could speak).

Everybody is telling the story from his/ her life adequate to the planned volunteering activity. Useful questions:

- Did you ever work with a similar group to persons who you will help as a volunteer?
- Do you have any family or friend relationships with the person who is somehow similar to persons you will support as a volunteer?
- What is your first impression when you think about our volunteering tasks? Can you find any similarity do your previous experience?

Reflection stage - a conversation about the stories (up to 15 min)

Participants are asked to identify elements of the story, such as characters, setting, and conflicts characters have to face, solutions to the problems. Participants share experiences among themselves. As participants identify easily with stories, they are encouraged to imagine how they would have reacted in similar circumstances.

The analysis stage refers to the participants' stories and reflections on competencies they already have and can use for volunteering activity (up to 15 min). Useful questions:

- What did help you to work? What did make it difficult?
- What skills/ knowledge did you use to meet the tasks?

The facilitator collects participants' answers on the A4 sheets and builds the mind-map of the competences mentioned by participants. He/ she can also help to name these competencies and explain how to understand them (what does it mean that somebody has high civic competences).

Application stage – designing the near future volunteering activity by asking the question: how can I make the most out of my volunteering activities in terms of developing language/ civil competences?

Group discussion. The facilitator collects participants' ideas.

Step 2 – Learning by doing (volunteering)

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| TITLE OF THE TOOL | Fungarian |
| INTRODUCED BY | Molnár Miklós, Founder and owner of Fungarian, retired college professor, linguist |
| OBJECTIVES | Easy transfer of Hungarian and local social, cultural and citizenship skills, community building |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | It promotes the development and practical use of Hungarian language skills playfully, conveying citizenship knowledge and local values. In this way, migrants deepen their language skills, their local knowledge and their attachment to the local society. They make new immigrants and Hungarian acquaintances. |
| METHODS | <p>A small group themed sightseeing language training course is organized. It is led by a well-prepared and educated language teacher who introduces the members of the group to local social characteristics, cultural sights, customs and history while conducting Hungarian language training. Most of the classes are conducted in mediation language, but getting to know a local attraction is a good opportunity to learn Hungarian terms and to deepen one's knowledge.</p> <p>The advantage of this procedure is that a migrant can test his/her language in a safe, supportive environment. For example, a migrant tries to buy something in the presence of a mentor in Hungarian. In this method, the teacher/mentor can support immigrants' communication and networking initiatives, and they can test or practice their language and citizenship skills.</p> <p>Therefore, the method is particularly effective when complementing traditional language training. In addition to language skills, it helps to develop civic competences, it also has a community-building power, and helps local socio-cultural orientation, connectivity to local society and culture. The method helps to strengthen the practice-oriented use of language skills and to establish personal relationships with members of the majority society.</p> |

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| THE BACKGROUND | Sightseeing, guided thematic tours are popular activities such as developing competencies 2 and 6 in a light, playful, personalized, experience-rich format. The new local knowledge thus acquired is embedded in the experience level of the student, bound to the place, emotions and persons, and thus more permanent than the knowledge obtained by other methods. The small size of the group allows you to maintain a constant interest, interactivity, satisfy individual curiosity, and learn about local, personal, often hidden values, features, and secrets. |
| TARGET GROUP | The easy-to-use form suits all groups of immigrants and ensures that participants remain motivated and that the often dry/boring content is delivered in a fun way. |
| GROUP SIZE | The method works well in a small group, max. number of people is 8. |
| DURATION | 1-2 hours per occasion |
| MATERIALS | Educated, prepared, knowledgeable, well communicating, funny teacher/tour guide. |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | - |

Step by step instruction

1. Preparation - The success of the session depends on the trainer's preparation,
 - a. he/she must have diverse knowledge of the topic covered by the tour, e.g. if the topic is the architectural heritage of a part of the city, he/she has to be experienced in that topic
 - b. he/she must create a funny way to implement the training
 - c. the form of the involvement of participants must be thought over as well: real life situation exercises must be created in advance
2. Recruitment - It is worth highlighting the multiple benefits of the session, the fact that during the fun sightseeing, the participants can gain contacts and local knowledge in addition to language skills through practising the language in real life situations.
3. Group training - A small group session is effective if it takes place with participants with almost the same language and social competencies, this aspect is worth paying attention to when assembling the group.
4. Tour - The group session is modelled on sightseeing tours. It lasts for two hours and goes around a particular topic. An example is the Art Nouveau tour of Budapest, during which the participants can get to know the built heritage of a given part of the city, the local cultural values

and services, the famous inhabitants of the area, its history, restaurants and gastronomic values. In doing so, they have the opportunity to connect with locals, practice their language skills, and deepen their social competencies. It is important to find opportunities for as many personal interactions with locals as possible so that they can practice their knowledge in common life situations such as shopping, hospitality, requesting information.

5. Closing: It is advisable to provide the group with a glossary, short information material and resources to make it easier to record what has been learned and to have the opportunity to read about the topics covered during the tour.

The tour, as an informal learning, provides a personal, positive experience, conveys linguistic and social knowledge in a playful way, provides connections with locals and other immigrants, and helps to connect with the place of residence.

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| TITLE OF THE TOOL | Let's inhabit the new planet! |
| INTRODUCED BY | Agnieszka Borek/ NGO Trainers' Associations Based on A. Borek's tool, "StoryDec project's escape room", designed in the framework of the Erasmus + StoryDec project . |
| OBJECTIVES | <ul style="list-style-type: none"> • Communication Skills • Social skills |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>This tool supports migrants in increasing:</p> <ul style="list-style-type: none"> • Understanding of the importance of the social values and rules to the local society. • Awareness of both migrants' and the new country's values and social rules. <p>That educational process boosts the social cohesion in the local and regional level.</p> |
| METHODS | Drama |
| THE BACKGROUND | <p>Drama is both an art form and also a highly effective educational methodology, which has been shown to operate successfully in formal and non-formal educational settings. Drama allows adult learners to develop their cognitive abilities, communication skills, teamwork, dialogue, negotiation, and it is great for socialization.</p> <p>Drama techniques encourage people to try something new and take risks. People working through this process learn how to communicate their thoughts and formulate their decisions.</p> |
| TARGET GROUP | <p>Migrants/ refugees of all ages and with different abilities.</p> <p>It can be applied to any context.</p> |
| GROUP SIZE | Up to 20 persons |
| DURATION | 120 minutes |
| MATERIALS | <p>Logistic: space where it is possible to move and sit in a circle and act, walls where to stick posters.</p> <p>A big sheet of paper for drawing the planet's name, marker, pieces of string tied to the marker (at least one piece for one participant).</p> |

Step by step instruction

Introducing the session: aims and the session's agenda (10 min)

Facilitator's message to the migrant participants-volunteers: We are going to work on some competencies we need in a variety of groups and society. We will begin with a group game.

Experience stage: Inhabiting the new planet (up to 60 min.)

Participants can work as one group (it is recommended at an early stage of group process when it is crucial to strengthen group cohesion and integration) or can be divided into 4-5 groups. They have to fulfil four tasks connected with particular civil skills/ knowledge/ attitudes.

Game Introduction for participants (an example):

In the far future in a galaxy far, far away, a group of space travellers has a special mission to find and settle a new planet. They are supported by the space ship's artificial intelligence called EVA. EVA is programmed to protect them and lead to a beautiful new world. It is also to help them in establishing a harmonious society on the planet. This is why EVA is not allowed to let the space travellers land on the new world before it is not sure that space travellers are ready for it.

Game Tasks (they are placed in a meeting room to encourage participant for changing a working place):

You are the space travellers boarded on the space ship run by the EVA artificial intelligence. Your mission is almost completed. You have found the new planet. But before landing, you have to fulfil some tasks prepared by EVA. Otherwise, EVA is not allowed to let you set foot on the new world. Find the four tasks and accomplish them together.

- 1) Task 1: Give the planet a name and write it down together. It has to be a collaborative work: every person needs to keep one piece of string that is tied to the marker. Nobody is allowed to keep the marker by hand.
- 2) Task 2: You are the first inhabitants of your beautiful planet. It all depends on you what society you will create for yourself. Discuss the essential values and rules you want to follow. Make sure that everybody participates in creating them and accepts them.
- 3) Task 3: You need to establish a new way of greeting. Try to find something that can help to create warm fillings in the group with the respect of personal boundaries. You need to choose/ create one way of greeting consensually and be sure that everybody likes this kind of greetings.
- 4) Task 4: Compose the anthem of your new planet society by clapping your hands. Every member of your community has to perform it. If the performance is loud enough, EVA will open doors and let you inhabit the planet.

The facilitator can play the role of EVA and ask clear every task and give some additional information/ tips if needed.

Reflection stage - a conversation about the experience (up to 15 min)

The purpose of reflection is to make participants share their feelings and insights about the experience.

Useful questions:

- How did you like this experience?
- Did you achieve all the goals?

The analysis stage refers to the participants' learning experience and reflection on communication and civil competences (up to 20 min).

Useful questions:

- What did help you to work? What did make it difficult?
- What skills/ knowledge did you need to fulfill the tasks?
- What did help you to cooperate with other participants?

The facilitator collects participants' answers on the A4 sheets and builds the mind-map of all factors/ skills/ knowledge/ values mentioned by participants.

Application stage - introducing what participants have learned at the previous steps (up to 30 min)

Discussion in small groups divided into two rounds:

- 1st round (10 min): What other situations do you need this kind of knowledge/skills?

Collecting examples from small groups.

- 2nd round (10 min): Which of your skills and knowledge may help you to be a citizen/ habitant in this country?

Collecting the examples from the small groups and adding new skills/ knowledge to the mind-map.

The facilitator collects the examples from the small groups and adds new skills/ knowledge to the mind-map.

Then he/she asks participants:

- How can you make the most out of your volunteering activities in terms of feeling well as a member of the community?

Group discussion. The facilitator collects participants' conclusions.

Cultural diversity

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| TITLE OF THE TOOL | The multicultural Calendar |
| INTRODUCED BY | Agnieszka Borek, Bartłomiej Walczak/ NGO Trainers' Associations |
| OBJECTIVES | <ul style="list-style-type: none"> • Social skills (reflection upon cultural differences and cultural acceptance). |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | This tool boosts awareness of cultural diversity and increases the level of intercultural understanding. |
| METHODS | Peer learning, discussion |
| THE BACKGROUND | Peer learning is part of non-formal education based on active methodology. The learning process is based on learning by doing, experimenting with situations or activities meant to encourage individual and group reflection, and reflect the individual in/within the group. In human growth towards the increasing self-awareness, the effective methodology allows the participants to learn about themselves. |
| TARGET GROUP | A mixed group of newcomers (migrants, refugees) and locals. |
| GROUP SIZE | Up to 20 persons |
| DURATION | 90 minutes |
| MATERIALS | <p>Logistic: space where it is possible to move and work in small groups and discuss in a large group. Materials (posters, pencils).</p> <p>A blueprint for the calendar (one sheet of paper with 12 months marked) may speed the thing up.</p> |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | - |

Step by step instruction

Icebreakers' activities – up to the trainer

Introducing the session: aims and the session's agenda (up to 5 min)

The facilitator emphasizes that one of the key aspects of integration is an awareness of cultural diversity. It may be obtained through better communication and learning about different cultures.

Today's meeting is intended to give a floor for all the participants interested in increasing their knowledge about other cultures and sharing knowledge about their own culture.

Experience stage:

Step 1. Participants start working individually (10 minutes). Their goal is to prepare one year calendar (using the blueprint or simply writing on a paper sheet). They should mark the most important event in their cultures on it.

Step 2. Participants work in 3-4 person groups (20 minutes). The trainer should try to make these groups as multicultural as possible using random sampling or any adequate technique. Each participant is supposed to show and describe his/her calendar.

Reflection stage - a conversation (still in the same groups) about the experience (up to 10 min)

The purpose of reflection is to let the participants talk about cultural diversity and similarity openly, without bias and stereotypes.

Setup questions:

- What are the similarities between the calendars and events described there?
- What are the differences?

The trainer should work with the groups closely and take care of a climate of safety.

Analysis stage (up to 15 min)

Questions to be discussed:

- What are the main similarities found during group work?
- What are the differences?
- How to manage the differences to be able to live together in one society?

The trainer collects statements on a poster.

Application stage – work in groups of 3-4 persons + discussion (15 minutes)

Participants are asked to use bigger posters to draw one calendar, including events important for the representatives of different cultures.

Group presentations

The trainer asks:

If the calendars they created on the last stage were the metaphors of a multicultural society, what recommendation would they bring? Is the co-existence of the representatives of different cultures manageable? How to increase mutual awareness and respect?

Summary (15 minutes)

Round: each participant who wants to share describe his/her feeling at the end of the session

Step 3 – Validation and recognition

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| TITLE OF THE TOOL | Language progress checked |
| INTRODUCED BY | Secours Catholique – Cité Saint-Pierre |
| OBJECTIVES | <ul style="list-style-type: none"> ▪ Verification and recognition of developing key competence 2 (KC2) ▪ Provide an evaluation tool for educators at the end of the mission of a migrant volunteer ▪ Evaluate basic language knowledge for the migrants |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>The exercise allows migrants to evaluate and recognize their new level of language competence after a voluntary activity. They also receive feedback from their mentor.</p> <p>INDICATORS</p> <ul style="list-style-type: none"> • Increased autonomy by volunteering • Increased understanding in host country work situation |
| METHODS | Self-evaluation |
| THE BACKGROUND | There is confidence between any person supporting migrants and migrants. The migrants passed by the two steps of the DiverPass program. In fact, they had a significant volunteer experience and they improve their level of language with peers from the host country. Migrants experimented with the same tool at the start of the program. |
| TARGET GROUP | Migrant/refugees with a volunteering experience |
| GROUP SIZE | The recommended number of participants: up to 4 people. |
| DURATION | Around one and a half hour (20 minutes per person) |
| MATERIALS | Evaluation grid based on CEFR from the website of Europass |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | -it has to be completed |

Step by Step description

Introduction: You use an Ice breaker activity. You must create a confident atmosphere in a funny way. This will help migrants to talk freely. For this intercultural background, you can use Icebreakers from the **Grundvig European project: Timing**⁴⁶

In this stage, the positioning of the mentor is very important. It must combine both a method of self-evaluation and analysis which puts the person in the position of an actor of his development:

Let's explain and evaluate by yourself: You provide to each one a new grid from the website of Europass, based on the CEFR. You explain to the group each level of the grid (A1, A2, B1, B2, C1, C2) and each competence of the grid:

- Listening
- Reading
- Spoken interaction
- Spoken production
- writing

Each one will color the level he has for each competence.

After that, each one can compare from the first assessment he/she did at the start of the program. The time with the mentors will be necessary to analyze the progress. The mentors may ask people how what volunteering activity helped them to develop particular competences?

And Next? The mentor not, with migrants, in a grid the progress of each one (before/after) for the note of the program. And he can help them to plan the next steps of their language development.

⁴⁶ http://eurocircle.fr/wp-content/uploads/2017/05/timingtoolkit_en.pdf

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| TITLE OF THE TOOL | The first step through autonomy in volunteering activities |
| INTRODUCED BY | Secours Catholique – Cité Saint-Pierre |
| OBJECTIVES | <ul style="list-style-type: none"> ▪ Verification and recognition of key competence 6 (KC6) ▪ Provide an evaluation tool for educators at the end of the mission of a migrant volunteer ▪ Evaluate basic language knowledge on general working situations experimented during the voluntary period ▪ Improve support for migrant audiences by professionals (volunteers or employees, qualified or unskilled) in the development of social and civic skills (KC6) |
| EXPECTED IMPACT ON LOCAL AND REGIONAL LEVEL | <p>The exercise allows migrants to evaluate and recognize their level of interaction in the living area after a voluntary activity. They also receive feedback from their mentor.</p> <p>INDICATORS</p> <ul style="list-style-type: none"> • Increased autonomy by volunteering • Increased understanding in host country work situation |
| METHODS | Photo language |
| THE BACKGROUND | This exercise will promote the process of collaboration with the educator and self-confidence to participate in voluntary activities, which will contribute to the development of the skill of language |
| TARGET GROUP | <p>This exercise can be used by people working with migrants into voluntary activities</p> <p>Plan a session halfway through the volunteer activity and one at the end to enhance progress</p> |
| GROUP SIZE | The recommended number of participants: up to 4 people. |
| DURATION | Around one and a half hour (20 minutes per person) |
| MATERIALS | <ul style="list-style-type: none"> ▪ Card game in which each card represents a work and life situation picture encountered during volunteering ▪ PP presentation and list of questions to guide the activity |
| DOCUMENTS, HANDOUTS RELATED TO THE TOOL | PPT presentation with step by step process |

Step by step description

1. The exercise will start with an introduction to the activity that will be carried out (aims, rules)
2. The idea of Icebreakers' activity: participants bring an object that represents us. With this, they describe themselves by telling about their values and their engagement in their environment, their cities.
3. Plenary session
 - a. The photos are arranged on a table. Migrants will be introduced to talk to their life in their community, in their city, neighborhood.
 - b. Each member of the group will individually choose a photo, the one that "speaks" to him the most, that reveals to him his life is in his environment. This choice is made in silence and without a time limit. The leader also chooses a photo (participants will thus have the perception that the method does not endanger them)
 - c. Each participant will now speak to the group about their photo and how it relates them to their commitment, discoveries, difficulties, learning in their environment.
 - d. The mentor may note the common point and the differences to share at the end with the group and encourage all of them to continue their commitment to the community.

Practical tips



Be focused on participants and make them engaged!

- ✓ Emphasise the goals adequate to migrants' needs.
- ✓ One of the most effective ways of the adults' learning is to use the knowledge they already have.
- ✓ Remember about the basic rules of the andragogy: structurize the process from easy content to difficult one; from simple to complex; from general to detailed; from known to unknown.
- ✓ Let the participants find the answers to your questions, do not give a solution you already know.
- ✓ Give them as much space as you can; do not turn the situation into the monologue. Give yourself at least 5 seconds after the question – participants need to think.
- ✓ Make them feel safe, allow for mistakes. Show that every answer is good/important, even if not each one is correct.
- ✓ Be impartial, do not judge, listen to the opinions.
- ✓ Do not skip doubts and questions.
- ✓ Neither favorize nor neglect any participant.
- ✓ Try to keep participants engaged; lack of involvement indicates that the content or methods should be altered.
- ✓ Ask open questions, avoid simple yes/no ones, use paraphrasing.



Stay on target!

- ✓ Try to set an experience focused learning situation. Address abstract ideas with real-life examples or ask participants to bring their examples.
- ✓ Pay attention to time constraints. Please note that time management is culturally specific and some behaviours acceptable in the host culture may be offensive for the immigrants.
- ✓ Lead the discussion into the designated goal. Digressions may be parked and discussed at the later stage.



Be sensitive to language issues

- ✓ Speak slowly and clearly, trying to use the host country language as best as possible. It is convenient to do this warning also to volunteers who believe that talking very fast is talking right. It is worth noticing the same for when English is used.
- ✓ Organize conversation groups about different topics proposed by the volunteers themselves (political and social issues related to Europe and its national realities or Europe in the world

could also be proposed, to give a European context to their voluntary service). Do not forget to invite national volunteers.

- ✓ Present the sessions always in the host language in the clearest way possible and, if necessary, translate.
- ✓ Include linguistic training sessions in the program if necessary.
- ✓ Prepare an activity in which volunteers have to interact with the people of the local environment.
- ✓ Provide volunteers with less language support from their colleagues when it comes to understanding and participating in the activities.
- ✓ Organize group activities in which it is easy for a foreign volunteer with a good level of the host language to help other volunteers who speak the same mother tongue.
- ✓ It is very advisable to use English and/or the native language in written materials given to volunteers (in presentations, texts on paper or even in the same flipcharts). For example, in capital letters on the host language and below the translation in English.

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