



Profint

EUROPEAN PROFESSIONAL TEAMS
FOR SUCCESSFUL INTEGRATION
OF MIGRANTS AND REFUGEES

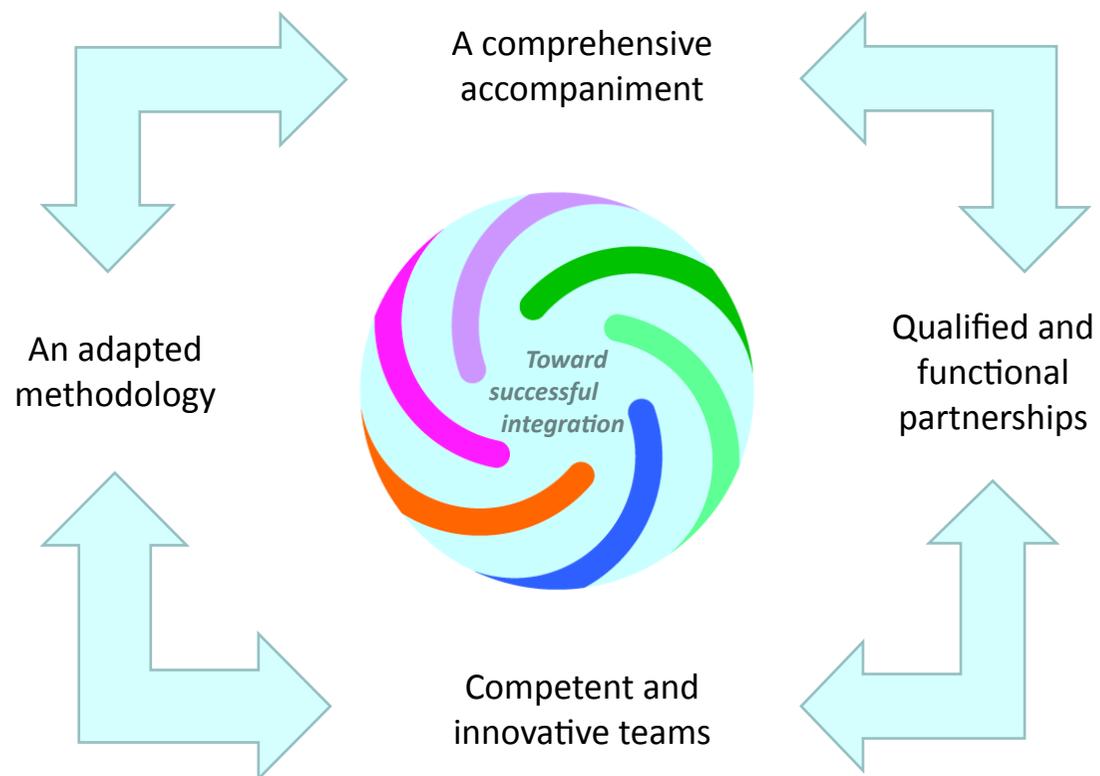
The Profint model



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Profint



A comprehensive accompaniment

◆ Work and integration: The objective of the integration path

Accessing to employment is not just a matter of acquiring job search techniques, training, finding an internship,...

It is also bringing together and dealing with a whole series of “peripheral” conditions that can as well be a springboard or become a barrier to the final acquisition of a job.

And before all, getting a job doesn't necessarily means to be integrated in the host society.

Therefore, a successful integration journey is an intricate process that demands a *comprehensive accompaniment*:

- The different actors working with initiatives targeted on migrants/refugees must have in mind the all journey that migrants/refugees have to make until *their full integration*
- and they have to apprehend *all the issues* migrants/refugees have to deal with along this journey.

A comprehensive accompaniment

◆ Consider the all three domains of learning

- *Linguistic*: Learning the host country language to be progressively able to speak, understand, read and write this language in daily and in professional situations.
- *Professional*: Acquiring the necessary professional skills (knowledge, know how and know how to be) in order to formalise a professional project, to search, to get and to keep a job.
- *Sociocultural*:
 - . Basic civic education i.e. learning the rights and duties of a citizen in the host country and knowing the institutions, rules and laws that govern and serve them.
 - . Learning and acquiring an understanding of the social rules and norms governing daily life in the host country.
 - . Learning and appropriating the cultural habits and other cultural heritage of the host country, understanding the values that underlie this culture, grasping the cultural differences with an open mind and considering how these differences can be positive for the migrant/refugee and for the host society.

A comprehensive accompaniment

◆ Reinforce intertwined learning processes

- The different learning processes interact with each other and experience shows that they can reinforce each other.
- It is important to organise relations or even a coordination between language trainers and the actors accompanying the professional and/or socio-cultural integration of the newcomers.
- Each device and each programmed activity offers a range of possible learning - learning of the language, socialization, cultural and professional integration – to which it is important to reflect in order to exploit it as fully as possible.

A comprehensive accompaniment

◆ Anchor the projects in the territory

- To prepare newcomers to meet the basic demands of local employers and to adapt to the jobs that the territory offers.
- To make newcomers experience meetings and make them create links with people, starting with the inhabitants and all the services of the local environment.
- To exploit the cultural heritage of the territory (from the gastronomy to the architectural heritage while passing the natural and popular patrimony) in order to familiarize the newcomers with the culture of the host country.

It is important :

- To know existing initiatives on the territory with which to coordinate / be a complement / exchange practices.
- To rely on the local organizations that have useful complementary skills for the accompaniment and to the institutions that frame and sustain the integration journey at the local level.

An adapted methodology

◆ Consider the specificities of the beneficiaries

- No *knowledge of the labour market and the business world* in the host country.
Many youth often have *neither education nor work experience*.
Those having an education or even a profession have inadequate, *often too high expectations* about their integration.
- *Different cultures*, today often far removed from European culture.
- *A high diversity* in groups in terms of : levels of knowledge and professional know how, cultures and cultural openness, native language and mastery of the language of the host country, private situations and peripheral constrains.
- A high “*vulnerability*”, i.e. the greater risk that they run to be prevented in their integration path, especially their professional integration, and to drop out from the accompaniment they benefit from (inimical environment, administrative complexity).
- Most often, a compensating lever: *a great motivation* to get a job and to integrate as a full member of the national community.

An adapted methodology

◆ Take care of the sourcing, recruitment and exit of the beneficiaries

Sourcing

- In all cases the fundamental questions to ask are:
 - Which main issue do we want to meet regarding newcomers and which objective do we have with our project/our activity?
 - Which beneficiaries do we want to reach? Which level of homogeneity/heterogeneity in a group do we aim/accept and along which criteria?
 - Which organisations/which actors are in contact with or have an access to the potential beneficiaries?
- Develop *a communication on the device and its objectives*
 - towards the sourcing/orienting organisations,
 - towards the persons in the own organisation who welcome beneficiaries coming on their own,
 - towards the potential beneficiaries,

which is adapted to each of these targets in its form (direct or indirect) and its content.

An adapted methodology

◆ Take care of the sourcing, recruitment and exit of the beneficiaries

Recruitment

- When not having the control of the selection, it is fundamental to directly inform on the device and its objectives the persons in charge of this selection.
- The selection of migrants and refugees cannot be based on current knowledge and skills criteria but on the basis of what leverage the success of their integration, namely *their motivation*.
- Implementing participatory registration procedures or a stepwise process of building and introducing cohorts of beneficiaries can be a means of testing and / or insuring the motivation of the potential beneficiaries.

An adapted methodology

◆ Take care of the sourcing, recruitment and exit of the beneficiaries

Exit

- Each accompaniment / training device has to include exit procedures that give the beneficiaries the best possible conditions to pursue the journey with success. That might be:
 - to give a formal recognition of acquired competences during the accompaniment path,
 - to connect the beneficiary to an organization / a referent that takes over the follow-up in a form adapted to the situation of the exiting beneficiary,
 - to give a network / contacts to the exiting beneficiaries in order to find work if they have not found one or to fill any learning gaps,
 - to organize the possibility for exiting beneficiaries to return to their actual referent in the event of problems or questions,
 - to set up procedures for following up former beneficiaries.
- The exit of a cohort must also be the opportunity *to evaluate*:
 - *the progresses of the exiting beneficiaries* along the all three dimensions of their integration journey,
 - *the device* by asking beneficiaries and intervening partners in order to develop and refine the accompaniment and training processes.

An adapted methodology

◆ Consider the importance of collective activities

- The experience shows that a successful integration device must include *both collective and individual accompaniment and training*.
- *Intensive collective activities* at the beginning of a device – i.e. everyday group activities during at least a few weeks - give time to the beneficiaries to reveal themselves and give the accompanying teams the possibility to know better their individual specificities, their strengths and difficulties in different situations.
- To plan collective sessions during the path when beneficiaries are scattered in individual training or practical training give them opportunities to exchange experience and to reveal success or failures that they don't think to speak about in an individual contact with their referent.
- *Collective activities offer a larger learning potential* - professional, cultural, social and linguistic – that must be taken in account, even more so at an early stage of the integration journey.
- They also create more opportunities for *involving different external partners* thus reinforcing the process of progressive socialization and acculturation of newcomers.

An adapted methodology

◆ Organize an intensive and close individual accompaniment

- The accompaniment must be *very close* and *accurate* regarding the very different situations and objectives of the beneficiaries - with very regular and formalised contacts, preparing and evaluating each step done by the beneficiary (in searching work, accessing to and making practice, training, organizing daily life etc...)
- The trainer/attendant must always *stand at attention* and *be reactive* in case of incidents and peripheral barriers (social, administrative, regarding housing, health, economy, family, etc...) that may rapidly threaten the well running of a path and put the beneficiary in a negative spiral.
- *Individual and unique referents who has the responsibility of following the whole path of each beneficiary* in the device, is a necessity to ensure this intensive support that migrants and refugees ask for.
- To organize and secure *a joint accompaniment* with tutors/business professionals/ training professionals during the time when beneficiaries are in professional training or in practical training is an absolute necessity in order to:
 - strengthen the quality of accompaniment
 - *reinsure the employers and host companies* who might have reluctance to welcome people without experience and without perfect knowledge of the host language and of the norms of the business world.

An adapted methodology

◆ Promote practice and a participatory approach

- Training and accompaniment of newcomers benefit of *promoting practice as a learning mode*.
- *Practice of language*: Speaking, hearing and listening to other people in a variety of situations are necessary at the earlier steps of the integration to attain progress in the host language. At a later stage of language mastering it's important to make links between language learning and professional projects and to make beneficiaries practice the terminology in reference to a profession and to the business world.
- Practicing language goes hand in hand with *practicing social contacts* and cultural exchanges with various people from the local environment.
- *Practicing different production activities and professional situations* is an effective way to precise a professional project and /or to learn a job for migrants/refugees.
- Practice, whatever its form and object, offers learning opportunities *on all three levels (language, socio-cultural, professional)* that trainers and accompaniment actors have to exploit in order to strengthen the respective learning processes.
- Take in account the competences and experience of beneficiaries by using as much as possible *participatory methods* (involve beneficiaries in the preparation of different activities or building programs, leave space for individual initiatives).

Qualified and functional partnerships

◆ Identify and mobilize the relevant network of partners

- A comprehensive accompaniment asks for *identifying with care and mobilize actors* on which to rely for successfully implementing a device, for having a detailed and strategic approach in order to *engage significantly* public, private and voluntary actors in the device and the accompaniment processes.
- Rely on partners who can wisely *guide newcomers* to the device or who *can facilitate contacts* with potential beneficiaries in order to inform them about the device and its objectives.
- Identify all *the actors who can concretely contribute to preventing or, when appropriate, resolving peripheral situations* that may hinder the beneficiaries' progress.
- Identify and mobilize a number of actors who, in the local environment, can *contribute to strengthening the process of socialization and acculturation of the beneficiaries*.
- Regarding businesses, employers as well as employment and vocational training actors identify:
 - Which companies offer jobs on the territory? Which ones can host visits or immersion times? Which of these have commitments in terms of social responsibility?
 - Which training actors offer services that are particularly adapted to the needs of the beneficiaries?
 - Which actors can intermediate a network of employers to contact? Which ones can guide towards / inform about practice and training opportunities?

Qualified and functional partnerships

◆ Establish and organize functional partnerships

- A partnership in the frame of an accompaniment device can only be implemented and become functional if there is a minimum of *common understanding* by the partners:
 - of the situation of the refugees / migrants and their problems,
 - of their respective skills,
 - of the objectives of the device and the role that everyone can and must play to achieve them.

To establish this common understanding and reinforce it over time:

- It is important to give potential partners *a precise information on the device, its objectives and the "added value" it brings to the beneficiaries' integration process.*
- It is advisable *to involve the partners directly in the activities and the accompaniment processes*, particularly in the context of collective sessions.
- It is important *to formalize collaborative routines and establish joint action protocols* that define the roles of each partner. These routines must include *moments of exchange, feedback and evaluation* of the collaboration.

Qualified and functional partnerships

◆ Institutionalize the partnerships

- A partnership must be *validated, supported and valued* by the respective organizations to which the individuals who implement it belong.
- The modes of collaboration of the partners must *be formalized and validated at the managerial and organizational levels*.
- The results of the actions of the operational actors in the frame of a partnership must *be recognized and valued by their respective management and organizations*.
- Partnerships must be *jointly assessed at the institutional level*.
- A partnership and its added value must be *made visible in the socio-economic and institutional networks of the territory*.

Competent and et innovative teams

◆ To know and master the situation of migrants and refugees

- The operational teams must have a good knowledge of the *national legislative and regulatory framework* concerning the integration and asylum system as well as the administrations concerned and their competences.
- They have to be aware of *the mechanisms of discrimination / rejection / mistrust* that may concern migrants and refugees and must be able to argue / reassure the environment or partners, highlighting the skills brought by the beneficiaries and valuing them.
- They need to be aware of *cultural differences* and sensitised on *management of cultural diversity* to apprehend the groups they accompany.

Competent and et innovative teams

◆ **Constitute and organize the operational teams**

- When setting up and organizing the operational teams, make every effort *to ensure close and continuous individual follow-up* of the beneficiaries along their path:
 - by establishing *unique referrals* for each beneficiary,
 - by strengthening the professionals with *voluntary resources* and by *clearly defining the roles* of each one
 - by *formalizing* the ways in which the operational teams work with internal or external actors involved in different learning areas or step.
- Give the teams the means *to adjust their practices* and *continuously adapt* their support process according to the situation of the beneficiaries and the events that characterize their journey.
- Enhance *exchange of experiences and practices* between teams working on different devices / initiatives.

Competent and innovative teams

◆ Inform – Communicate

- Identify the internal stakeholders of the system - reception staff / orientation of beneficiaries, administrative staff - and to inform them about the system and its objectives, the recruitment criteria as well as the needs / specificities migrants and refugees.
- Inform *potential partners* about the device, its objectives and its added value.
- Inform *effective partners* continuously of the progress of collaborations and results achieved.
- Inform *the territorial stakeholders of the integration of refugees and migrants* of the results and the added value brought by the device.
- Think about an information on the device and a communication strategy *adapted to migrants and refugees* considered as potential beneficiaries of the device.