



Profint

EUROPEAN PROFESSIONAL TEAMS
FOR SUCCESSFUL INTEGRATION
OF MIGRANTS AND REFUGEES

PROFINT model

Documentation

Formalization and references
of the partners' work



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1. Objectives

- 1.1. Reminding the objectives of the model
- 1.2. Objectives of the documentation

2. 2. Method and tools

- 2.1. Work methods
- 2.2. Interview grids
- 2.3. Method and tools for analysis
- 2.4. Questioning the EPALE community of practice « Migrant Education »

3. Results of the investigations

- 3.1. Partners summaries
- 3.2. Focus on the beneficiaries feed backs
- 3.3. Feed backs of good practices

4. Structuring the PROFINT model

- 4.1. Reformulation of the success factors list
 - 4.1.1. *Precision of the notion of global accompaniment*
 - 4.1.2. *On considering the three learning dimensions*
 - 4.1.3. *Concrete involvement of the partners and beneficiaries participation*
- 4.2. From success factors to the PROFINT model

5. References of the PROFINT model

- 5.1. A comprehensive accompaniment
- 5.2. Qualified and functional partnerships
- 5.3. Adapted methodology
- 5.4. Responsive and innovative teams

1. Objectives

1.1. Recall of the objectives of the model

The PROFINT model aims to provide a practical professionalization framework for actors - organizations, managers and operational teams - who set up and implement support and training schemes or projects for the socio-professional integration of migrants and refugees.

The proposed guidelines on different fields of action and professionalisation are intended to provide a structuring framework for the professional resources platform that the PROFINT project aims to produce, and first of all for the training that will be developed and tested as a part of the project.

1.2. Objectives of this document

The construction of the PROFINT model and of the professional resources platform is carried out according to some kind of "action research" approach: Managers and operational actors in the partner organizations build the project outputs based on recurrent analyzes of their practices and those of partners, stakeholders or peers.

The work carried out in the first phase of the project (IO1) enabled the partners to draw up a list of success factors for the support of migrants and refugees based on a mapping and cross-analysis of their practices. It has been documented in the publication "Report IO1 – Training and accompaniment devices for Migrants and Refugees - Success Factors".

The working approach of this second phase of the project (IO2) was to confront the analyzes made (formalized by the list of success factors) with the practice and the points of view of a larger group of actors, i.e. partners, beneficiaries and external actors with having good practices regarding the integration of migrants and refugees. This confrontation helped to establish an improved list of success factors on the basis of which the PROFINT model was built.

Thus the construction of the PROFINT model in IO2, constitutes the second loop of round trips between:

- "the practice" investigated, analyzed and formalised by the three operational partners of the project (MLV, MCG, Tikitut)
- and the work of cross-sectional analyzes and intellectual production carried out both collectively by the four project partners and in cross-interactions between the fourth partner (IS) and the three operational partners of the project.

This internal project document aims to formalize the process of going back and forth in phase IO2, that based the construction of the PROFINT model. It aims at both:

- to state a collective validation of the analyzes carried out and the resulting production
- and to document all the constitutive elements of the model by references that can contribute to feed the later stages of the work of the partners, in the first place OI3.

2. Method and tools

2.1. Work method

The work of the operational partners consisted of open interviews with:

- external (or even internal) actors involved in the mapped devices, and in similar / complementary / competing programs (stakeholders and various partners, companies / tutors / sponsors, trainers, volunteers, employment officers, financiers / public authorities; etc ...)
- Beneficiaries of the mapped devices or similar / complementary / competing devices, to identify what were the strengths and weaknesses of these devices from their point of view.

2.2. Interview grids

Interview grids were proposed to the operational partners, produced from the list of success factors developed in IO1, summarized below (Figure 1).

- 1) The device created to support migrants / refugees aims at the acquisition of a job and has as a guideline the development of a project and professional skills, whatever the level of skills and experience gained by the beneficiaries recruited and accompanied.
- 2) The device aims at global support and is based on the fact that the mastery of the host country's language, the social and cultural integration and the professional development of the beneficiaries are subjects learning processes that interact and reinforce each other.
- 3) The device is based on a knowledge of the territory and an anchoring in the local environment
- 4) The device favors practice as a learning mode:
- 5) The system relies upon the establishment of a network of qualified partners
- 6) The management develops and maintains functional partnerships at the organizational level.
- 7) The accompaniment is both collective and individual.
- 8) The individual accompaniment is brought closer and as much as possible joint with the partners
- 9) The device strengthens/relies on motivation and respect of the codes and aims at the autonomy of the beneficiaries
- 10) The accompanying team (internal and external) is available and reactive
- 11) The device operates "continuous targeting" of the beneficiaries with feedback and adaptations, i.e. it is based on an adaptive accompanying methodology.
- 12) The organization responsible for the device optimizes internal and external support resources (professional and voluntary)
- 13) The management communicates on the device and its results and uses tools and methods adapted to the interlocutors

Figure 1. List of the success factors of devices supporting migrants and refugees - established at the end of the project PROFINT first step (IO1)

To plan the interviews and develop the interview grids, we started from the fact that the success factors listed refer to different stakeholders of the devices:

- the beneficiaries (4,7,8,9,10,11),
- the partners of the organization implementing the device (5,6),
- the organization implementing the device (1,2,3,12,13),

and to different fields of professionalization:

- the accompaniment strategy (1,2,3),
- the management of partnerships (5,6),
- the accompanying methodology (7,8,9,10,11),
- the development of accompanying skills (12,13).

We therefore proposed four different interview grids (see Appendix - A, B, C, D) respectively for:

- *partners involved in the mapped devices*, excluding companies, but possibly including actors internal to the organization and not part of the team dedicated to the device
- *companies* receiving beneficiaries on a job / a practice
- *actors accompanying / intervening on a similar / complementary / competitor device*
- *refugees or migrants* who have received support for their integration

The partners were questioned 1) about the device, its accompanying dimensions and its strong and weak points 2) on the functioning of the partnership around the device 3) and on the skills needed by the teams and the organizations.

Companies, were questioned 1) on the situation and the specificities of the beneficiaries 2) on the joint accompaniment which characterizes the partnership of the device with the companies and 3) on the competences needed by their teams and their organization.

The actors involved in other support devices were questioned directly on the factors of success, the characteristics of the beneficiaries to take into account, partnerships and skills to develop, i.e. the four fields of professionalization to which the factors of success refer.

Finally, the questions asked to the beneficiaries concerned the accompaniment methodology and the practical period possibly spent in companies.

We also proposed assessment grid of the learning processes on which beneficiaries could express the importance they give to different types of learning progresses in the frame device (see Appendix - E).

2.3. Method and tools for the analysis

The analysis of the investigations was carried out at several levels. On the one hand, the operational partners sent back, as and when, their interview reports and the results of the questionnaires to the beneficiaries. They also made a summary of all their interviews, reporting whether and to what extent the various success factors were validated.

SI took up all the information collected from the various interviews and analyzed them using a grid structured according to the various success factors listed in IO1 (see Appendix - F, G).

Finally, the partners devoted a day of work for a cross-analysis of their results of investigation during a transnational meeting (TNM3 - Palermo, 2/10/2019).

2.4. Questioning the EPAL Community of Practice "Migrant Education"

Through the profile "PROFINT Project", member of EPAL and of its community of practice "Migrant Education", we communicated to the community the list of success factors developed at the end of phase IO1 with the following question :

« During the first period of our PROFINT-project work, we made a detailed mapping of our respective device and of our accompanying processes for supporting migrants' and refugees in their social, cultural and professional integration. Our collective discussions and analyse contributed to produce a list of success factors for setting up and implementing such devices .

In the light of YOUR own experience, which factors among those do you want to comment and/or underline as especially important? Do you have some specific good practice(s) to share that illustrate your comments? »

3. Results of investigations

3.1. Partner Summaries

The synthesis of the Italian partner MCG underlines that all the actors intervening on the Italian device who were questioned, judged that the success of the device depended on the fact that:

- It is based on a knowledge of the territory and an anchoring in the local environment which starts from local demands and needs in terms of jobs, which is planned and implemented in relation to local actors and institutions and is rooted in local culture and history.
- It promotes practice as a learning mode, especially in terms of meetings and exchanges (with various people from the local environment) and various production activities and professional situations
- It is based on the establishment of a network of qualified partners and the management develops and maintains functional partnerships at the organizational level.
- The accompaniment is both collective and individual, even if the collective support, in the Italian device prevailed on the individual accompaniment (the actors thought that the individual support had to be reinforced).

A weak point that was seen on the device, not exclusively designed for migrants / refugees, is the almost total absence of activities aimed at linguistic and "civic" learning.

The interviewed external actors intervening on other devices agreed about the most part of the success factors found out by PROFINT partnership.

About the factors to strengthen and competences to be developed by operators:

- Language competences to be mediator for final beneficiaries
- National Legislative framework about migrant accompaniment and integration system
- Pedagogical/communication approach and tools facing very disadvantaged target
- Networking to reinforce local partnerships.

The synthesis of the French partner MLV confirms the need, for a successful accompaniment of:

- Comprehensive accompaniment that takes into account the housing, health and life course aspects
- An adapted methodology with 1) an intensive collective part at the beginning of the path in the form of workshops, 2) a reinforced individual support and 3) a support for the acquisition of basic knowledge
- Regular and strengthened partnerships internally and externally: partnership with colleagues in the organization, social partnerships and economic partnerships
- Teams with listening skills, empathy and diagnostic skills regarding the beneficiaries' situations

A synthesis of the interviews conducted by the Swedish partner (Tikitut) confirms that important factors of success of a device are:

- Supporting beneficiaries on the three levels of their learning (linguistic, socio-cultural and professional) and reinforcing the positive interactions between the learning processes.

- Practice as a preferred mode of learning
- A network of qualified local partners and partners who know and understand the device and its objectives
- Communicate on the device and its added value
- Collective accompaniment with small groups allowing close individual support
- Involve the beneficiaries and make them take ownership of the activities
- The flexibility of the device.

3.2. Focus on the beneficiaries' feedbacks

We analyzed separately the feedbacks of two groups of beneficiaries, namely:

- on the one hand, beneficiaries of the UVUC (TIKITUT) program, all newcomers to Sweden who have entered this project without any or very little knowledge of the Swedish language.
- and on the other hand, the beneficiaries of the Youth Guarantee scheme (MLV) and the LavoRas program (MCG) oriented towards support for employment and vocational training and welcoming beneficiaries mastering rather well, or very well, the language of the host country.

It appears that the responses of the two groups are not differentiated, in terms of confirming the success factors in IO1 regarding a comprehensive accompaniment and the accompanying methodology.

The Swedish partner interviewed beneficiaries from different cohorts who had followed its UVUC program. While all have integrated the program with the primary objective of learning the Swedish language more quickly, several of them stress the importance of the professional dimension introduced in the activities (project implementation or practical training and for some of them their employment at the end of the program) as well as the progress they have made in terms of socialization and the discovery and understanding of Swedish culture. Their answers unanimously support and detail the very positive impact of the practice and of group activities in small groups for learning the language, but also to socialize and become familiar with the culture of the country and finally to acquire first professional skills (through learning project work, the realization of collective projects or interventions and exchanges on various aspects of sustainable tourism). The importance of individual and close follow-up by support teams (reinforced by tutors) is underlined as well to support language learning and progress in socialization and to understand employment and contacts with the business. It should be noted that regarding the difficulties encountered at the first stage of a professional practice, it is unanimously difficulties relating to the professional vocabulary that are cited.

The other group unanimously declare in the interviews professional objectives when entering the device (with the motivation to obtain financial support for the beneficiaries of the Youth Guarantee - MLV). But at the same time several beneficiaries confirm the importance of socio-cultural activities or of conferences and support on peripheral areas such as health, housing and living environment. They confirm the importance of a combination of collective activities (important for the gradual acquisition of self-esteem, exchanges, the network and the created solidarities) with close personal accompaniment (especially in the phase of first contact with employers and the workplace).

To report on the feedback of the beneficiaries who responded to the questionnaire (Appendix - E) on their learning, we grouped the different proposals of the questionnaire into 5 learning domains:

- linguistics (proposals 1-4)
- socialization and culture (proposals 5-8)
- civic and everyday life (proposals 9-15)
- professional - construction of a project (proposals 16-18)

- professional - skills and techniques of job search (proposals 19-22)

Figures 2 and 3 below give the average of importance values (from 1 - not important - to 3 - very important) that the different beneficiaries of each group assigned to each learning domain.

Regarding the beneficiaries of the Swedish UVUC project, it is striking to note that while all had integrated the device with the objective of learning Swedish, they all stated that they had made progress in the various fields of learning and gave great importance to these processes. regarding language learning, most of them clearly did not have the time to go as far as learning to write a text within the framework of the program, most of them considering that it was not important or not very important.

As far as the group of beneficiaries of predominantly professional support (Italy and France) are concerned, they give a great deal of importance to professional learning, first and foremost the acquisition of skills and job search techniques. But we also note that a third of them (6 beneficiaries) indicated that they had progressed in mastering the language of the host country during their course on the device thinking that this dimension of learning was quite important. Beneficiaries who indicated that they had not made linguistic progress at the same time indicated that it was not important to them. But above all, apart from two of them, they all say that they have made progress in terms of social and cultural integration, as well as in the mastery of civic rules and the procedures of daily life, which they consider relatively important or very important for three of them.

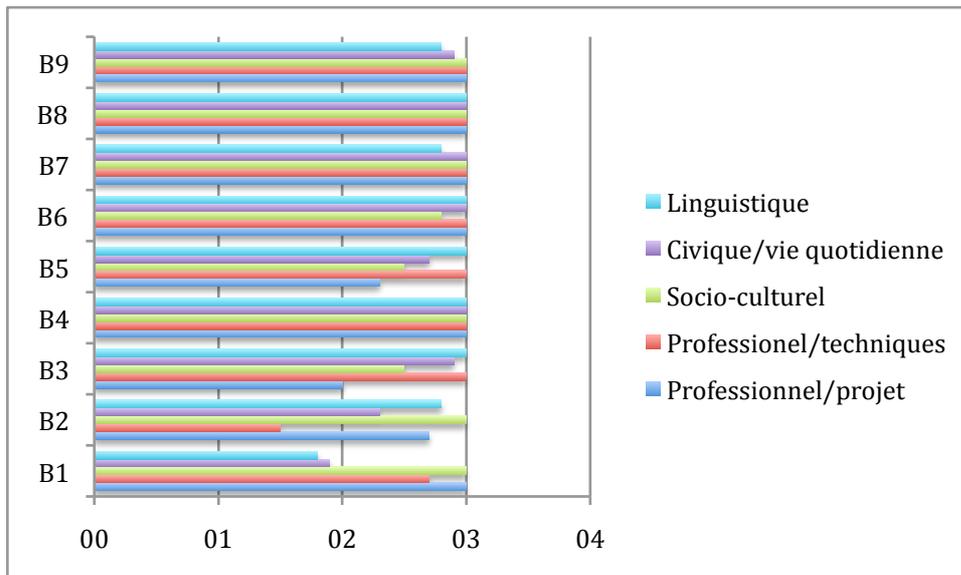


Figure 2. Importance given to different learning progresses by the beneficiaries of the Swedish device

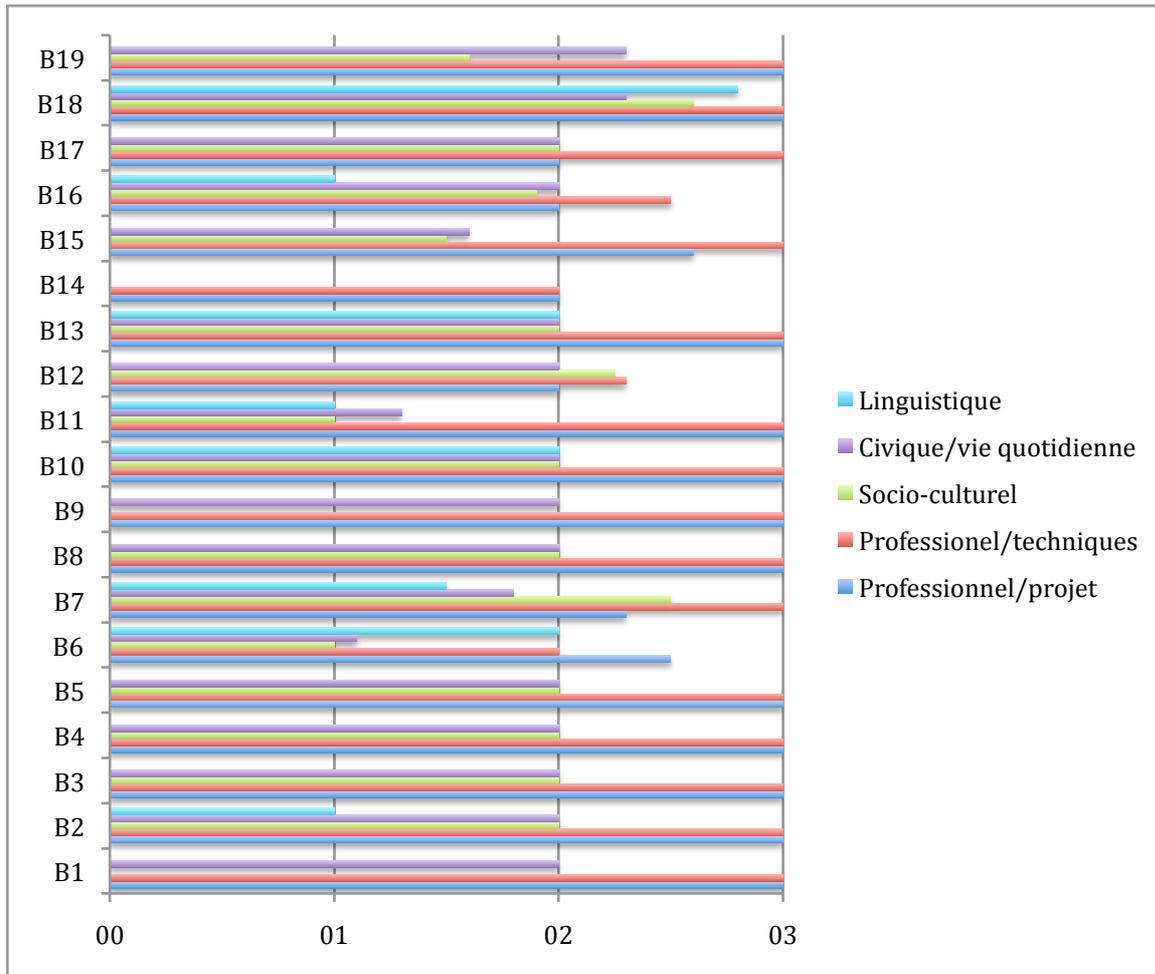


Figure 3. Importance given to different learning progresses by the beneficiaries of the French and Italian devices

3.3. Feedbacks on good practices

The questioning addressed to the "Migrant Education" community of practice in Epale made it possible to gather some comments on the success factors IO1 and a collection of good practices regarding the accompaniment and integration of accompanied minors led by French, Spanish, Italian, Austrian and Swedish partners.

The interviews conducted by the PROFINT partners with different actors supporting migrants and refugees also made it possible to identify some good practices that can illustrate and support different recommendations of the PROFINT model.

These good practices are listed as references to different the recommendations of the PROFINT model in Part 5 of this document.

4. Structuring the PROFINT model

4.1. Reformulation of the list of success factors

As a whole, the success factors listed after the IO1 mapping were validated by the stakeholders and beneficiaries interviewed during this second phase of the PROFINT project. However, the cross-

sectional analysis of all of the investigation results and the collective discussion / analysis sessions resulted in a clarification and reformulation of this list of success factors as follows (Figure 4).

- 1) The device aims to provide a comprehensive accompaniment for newcomers, i.e. the different actors working on initiatives targeting migrants / refugees have in mind the whole journey that they must make until their full integration and apprehend all the problems that they have to face during their integration journey.
- 2) The device is based on the fact that the mastery of the host country's language, the social and cultural integration and the professional development of the beneficiaries are subjects of three learning processes that interact and reinforce each other, throughout the integration process.
- 3) The device is based on knowledge of the territory and an anchoring in the local environment.
- 4) The system relies upon the establishment of a network of qualified partners.
- 5) Teams and management develop and maintain functional partnerships at the operational and institutional levels.
- 6) The device concretely involves the partners in the different phases and dimensions of the beneficiary support process.
- 7) The device provides both collective and individual support.
- 8) The individual accompaniment is brought closer and as much as possible joint with the partners involved in the different phases or dimensions of the accompaniment.
- 9) The device promotes practice as mode of learning and promotes as much as possible the active participation of beneficiaries in the definition and implementation of activities or projects
- 10) The support is based on / develops in the first place the motivation of the beneficiaries and aims development into autonomy.
- 11) The accompanying teams are familiar with the situation of migrants and refugees; they are attentive to the beneficiaries, available and responsive.
- 12) The device operates "continuous targeting" of beneficiaries with feedback and adaptations, i.e. it is based on an adaptive accompanying methodology.
- 13) Accompanying teams and their organizations communicate on the system and its progress and results to their various stakeholders, using methods adapted to the different categories of interlocutors.

Figure 4. Improved list of success factors for the support and training of migrants and refugees developed at the end of phase IO2 of the project.

4.1.1. Precision of the notion of comprehensive accompaniment

The respective investigations of the partners and the collective analysis carried out at TNM3 led them to reflect on the notion of *comprehensive accompaniment* introduced in phase IO1 and led to reconsider the formulation of the first two success factors.

The investigations in IO2 have indeed shown 1) that the other devices studied / discussed during the investigation include, like the three devices mapped by the partners, a goal of professionalization

with a view to acquiring a job and 2) that the acquisition of a job was the main objective of most of the beneficiaries surveyed. At the same time, by analyzing and discussing this aspect, the partners were led to say that obtaining a job does not necessarily mean being integrated into the host society; socially and culturally. And on the other hand, they observed that obtaining a job requires to organize and / or manage a whole series of "peripheral" conditions that can be both a stepping stone and an obstacle to the final acquisition of a job.

They agreed that a successful accompaniment must have *work and full integration of people* as an objective, which implies that it takes into account all the dimensions of the integration (professional, linguistic social and, above all, cultural) and can grasp all the "peripheral" conditions that can hinder or leverage the achievement of the set objective.

Hence the following formulation of the first success factor of the support initiatives for migrants and refugees:

1) The device aims to provide a comprehensive accompaniment for newcomers, i.e. the different actors working on initiatives targeting migrants / refugees have in mind the whole journey that they must make until their full integration and apprehend all the problems that they have to face during their integration journey.

4.1.2. Taking into account all the learning dimensions

The beneficiaries' feedback and the testimonies of practices by the accompanying actors all confirm the fact that the beneficiaries learn, *on several levels*, of all the situations they experience during their integration journey and at all stages of this journey. It is clear that mastering the language, socialization and acculturation as well as the acquisition of employability / professionalization are long processes that affect one another and must progress in parallel if one wants to achieve complete integration of people.

Hence the following formulation of the second success factor which, in reality, specifies the conditions for comprehensive accompaniment:

2) The device is based on the fact that the mastery of the host country's language, the social and cultural integration and the professional development of the beneficiaries are subjects of three learning processes that interact and reinforce each other, throughout the integration process.

Our investigations indicate that the implementation of this condition has multiple implications - in terms of the design of the device, the accompaniment methodology, the management of the partnerships supporting the device, the skills of the teams, etc. - that we have formalized in terms of recommendations in the PROFINT model.

The investigations carried out in IO2 nourished our reflection and the formulation of our recommendations with respect to the three learning dimensions but especially with regard to *the process of mastering the language* that we had not discussed in detail other than in the analysis of TIKITUT's UVUC project in Phase IO1. On this question, interviews and feedback of good practices:

- indicate the need to reflect on the development of language support skills within the framework of the implemented devices or with partners (host companies in particular) to help beneficiaries to improve their language skills at different stages of their journey.
- identify different practices in different contexts: forms of organization of the support teams, tools, methods or partnership arrangements to support the people to progress in language mastering at different levels of their integration journey.

- raise the need to reflect on the management of the linguistic diversity of the beneficiaries of a device (diversity of mother tongues and diversity of levels of fluency in the host country's language) in different contexts.

In any case, taking into account the local institutional and organizational context seems unavoidable to effectively apprehend this dimension of support, which is consistent with the statement of our third success factor (knowledge of/ anchorage in the territory).

4.1.3. Concrete involvement of partners and beneficiary participation

- As much in the good practices observed as in the statements collected from the actors and the beneficiaries during the interviews, the concrete involvement of the partners in the device was manifold (speakers, coaches, trainers, tutors, sponsors) and has importance at many levels. It enables the partners to better understand the beneficiaries, the device and the organization with which they collaborate, thus strengthening the functioning and effectiveness of the partnerships. It allows for taking into account and reinforcing different dimensions of learning and progress of the beneficiaries. It creates different spaces of expression or practice that strengthen the learning of the beneficiaries.

This justifies that we put forward the concrete implication of the partners in the devices as a factor of success in itself:

6) The device concretely involves the partners in the different phases and dimensions of the beneficiary support process.

- An important aspect brought up from the interviews with different actors and with the beneficiaries, concerns the need to involve the beneficiaries as much as possible in the construction and the realization (or even the (re) programming) of the activities constituting the device of accompaniment to their integration. It is about to take into account the experiences and skills that newcomers can have and be a lever for their integration. It is also for young migrants / refugees about to promote their autonomy development. Participation must be the corollary of the importance given to practice as a mode of learning in accompanying devices:

9) The device promotes practice as mode of learning and promotes as much as possible the active participation of beneficiaries in the definition and implementation of activities or projects.

4.2. From success factors to the PROFINT model

From these success factors results a number of recommendations or lines of action that can guide institutional and operational actors who want to set up and implement effective support and training devices for migrants and refugees (Figure 5, following page).

These recommendations concern four major fields of professionalization of the accompanying actors already identified above and strongly interdependent:

- the support strategy for integration
- partnership management
- the accompanying methodology
- development of accompanying skills

The model is thus structured in four parts whose titles underline the respective main axes of the stated recommendations.