PROFINT IO4

Testing of tools and actions
to improve accompanying devices and processes
for migrants and refugees

Three methodological cases

1. Objective of IO4

The objective of IO4 is to illustrate, in different contexts, the usefulness of the PROFINT model for the establishment of effective support and training systems for refugees, in terms of impacts on the beneficiaries and / or on the contributors to the system.

The IO4 work consisted, for the teams who participated in the training test in IO3:

- to put into practice the ideas and knowledge acquired during the testing of the training kit by experimenting with a new practice, a new tool or a new process

- to document and formalize this experiment (in the form of what we have called "methodological cases" in our application). This means to describe the processes experienced and present them in relation to their context, showing the impacts on the participants in the training or, if relevant, on the beneficiaries (their integration perspectives).

What we call "a methodological case" in IO4, is therefore a description of how, in a given context, an organization and its actors have implemented a change in their practice and introduced an improvement in their device. In the project, these are illustrations, in different contexts, of experiences of professionalization / upgrading of the skills of the partner teams who used the resources of PROFINT. On the resource platform, this takes the form of some testimonials on the possible use and usefulness of PROFINT as a professionalization resource.

2. The IO4 work

Given the health measures and the redevelopment of the project imposed by the COVID 19 epidemic, the work of IO4 took place over a short period and the partners decided to link it directly with the project work carried out during the last part of the IO3 training test.

Recall that the project work was proposed in the modules tested in IO3, as an active training method, which allows participants to concretely apply the knowledge acquired during the training and to learn more. They had to work on a tool and adapt it to their problem of improving their device and their organizational context. Thus, the project work that took place within the framework of the IO3 test training was an introductory phase to the IO4 work.

The IO4 work then consisted for the partners to experiment in situ, that is to say in the context of their activities, the use of the tool, in order to implement ideas for improvement in their device which had emerged, as more or less formalized, in the first part of the training (case study).

3. The work Tools for IO4

The partners used two work supports (see following pages) to conduct their experiment and formalize the results.

The WT1 tool (Work tool 1) - Planning of the experiment, helps 1) to position the tool and its use in the partner's organizational context and 2) to plan the experiment (activities, stakeholders involved and timing).

The WT2 tool (Work tool 2) - Monitoring of the expérimentation, structures the description of the partner's experimentation process and its evaluation (in terms of impacts) as well as a reflection by the partner on the prospects for using the tool and on the sustainability of the improvements it helped implement.

WT1 – Planning the experimentation

GENERAL PRESENTATION OF THE TOOL	
Name of the tool	
Objective of the tool	

POSITIONNING THE TOOL **IN THE CONTEXT OF THE ORGANISATION**	
Diagnoses / findings concerning 1) the organisational issues and 2) the professionalization area targeted by the tool	
Progress points addressed by the tool experimentation	
Formalised objectives of the tool experimentation (*what results do we target?*) with possible indicators	
Targeted internal actors	
Targeted external actors	
Targeted activity/ phase of the device	

THE STEPS OF THE EXPERIMENTATION			
	Description	Involved actors	Timing
Action 1			
Action 2			
Action 3			
Action 4			
Etc.			

WT2 Following up the experimentation

	What has been done ?	Difficulties, problems, questions	Results/successes
THE EXPERIMENTATION PROCESS			
Action 1			
Action 2			
Action 3			
Action 4			
Etc.			

EVALUATION AND PERSPECTIVES

What did the organisation/the team learned? (*Connect to the progress points and objectives set at the planning phase*)

What were the identifiable impacts on the external actors concerned

What were the identifiable impacts on the beneficiaries

Which perspectives for implementing the tool in the organisation

4. The experiment of the Mission locale of Villeurbanne

As part of IO3, the Youth Guarantee team (advisers and administrators) tested the "Accompaniment" module offered by Tikitut.

During this test training, as part of the group discussion / case study, the team exchanged a lot on how to introduce more participation of supported young people and also how to better take into account all the learning needs of young migrants and refugees positioned on the Youth Guarantee.

Ideas arose on new activities to introduce for young people in the collective phase of the Youth Guarantee scheme and the participants together chose an activity among those proposed. They then used the tool "Planning of activities for accompanying migrants and refugees" to design this action more precisely, taking into account a certain number of recommendations from the Profint Model (included in the questions suggested by the tool.) :

- Taking into account the specificities of beneficiaries.
- The active participation of beneficiaries in the activity, from its conception to its completion.
- The articulation of the three learning processes in the actions carried out.
- Promoting the mutual reinforcement of these different learning processes.

The group has chosen to develop an innovative action, in project mode – i.e. based on the active participation of young people - taking into account the 3 learning dimensions: professional, social and linguistic (although language learning / support in mastering the language is not part of the missions of the Mission locale). This action was implemented directly after the training with a group of 12 young people (5 migrants / refugees) starting a Youth Guarantee course. The action was planned in the first collective phase of the Youth Guarantee scheme and more specifically the time dedicated to strengthening the link with the economic sector and in particular the temping companies.

The objectives set for the action were:
- The development of the socio - professional skills of the beneficiaries (posture, communication, teamwork, production of concrete tools that can be immediately mobilized, development of the network of economic partners).
- The involvement of beneficiaries in project mode

The indicators of success would be the number and quality of meetings obtained by the beneficiaries with the companies.

4.1 Implementing the activity

In the week following the training, the network of targeted actors was mobilized: Referent advisor + economic partners + sponsor of the new promotion:

The activity was carried out with the young people as follows:
- Presentation of the project and its objectives to 12 young people (mixed audience, migrants and non-migrants)
- Choice of a name for the project: O'travail
- Prioritization and planning of the different stages with 3 identified stages
- Creation of the retro-planning
- Distribution of tasks for each Young people
- Action:
  . A group worked on the list of partners to contact
  . A group worked on the oral and written script for the first contact

. A group worked on developing the written material to be used during the meeting

- Creation of a logo for the project after a spontaneous proposal from 3 young people

- Making appointments with economic partners

- Role plays to prepare for phone calls and meetings

- Realization of meetings

- Feedback and pooling of the meetings experience

4.2. Observed results

For the MLV team (referent adviser and trainee adviser) this new way of working with trainees _represented a number of challenges:_

- Ensure during the presentation of the activity that everyone understands the entire project and the objectives.

- Lead the brain strorming in order to obtain a consensus on the project schedule

- Empower young people to structure the retro-planning to meet deadlines

- Mix profiles to balance the work groups by aiming for autonomy.

- Ensure that everyone can get involved and feel included in the project, taking into account their abilities and aptitudes - young people found it difficult to gain confidence in their abilities

- Getting everyone to dare to speak up and contact people in companies.

- Make each one speak in front of the group and put themselves in a role play situation

However, the young people were really _involved in the action and even enthusiastic, and they produced results at all stages_:

- A name for the project by vote

- Consensus on planning and deadlines maintained thanks to a demonstrated capacity for adjustment

- Each young person held his/her role in the group and was valued in the group

- A logo was created by the young people on the initiative of a few who thus demonstrated their artistic abilities

- The company interview sheet has been produced

- 4 young people contacted the companies and 4 appointments were made which were honored

- The 4 interview sheets were reported with photo, contacts and documents concerning the company

- 5 young people even left their CVs to the agencies they met because their profile corresponded to job opportunities.

During this action, the advisers observed

- That a group dynamic was created which functioned as support for certain young people and that the young people showed benevolence among themselves

- Capabilities that were revealed (logo initiative)

- That the young people had really developed in autonomy: they were in complete autonomy during the meetings which posed no difficulty

- That they had all overcome their difficulties in expressing themselves with and in front of others since the feedback from the meetings at the end of the action was given by all the young people in the context of a friendly moment.

4.3. Evaluation of the experiment

The experience of the mission locale clearly revealed the impacts of the training and of the PROFINT recommendations in terms of accompaniment methodology.

Impact on beneficiaries

The fact of working in project mode and actively participating in the construction of the activity "O'travail", clearly boosted the different learning processes - socialization (S), oral and written expression (L), professional (P) – of the young people and more particularly the young migrant trainees, in the form of:

- Taking responsibility, creativity. (S)

- Collective benevolence, self-confidence, self-esteem (S)

- Development of mobility and autonomy (S)

- Development of oral and written communication skills (L)

- Have an adapted professional positioning (P)

2 young migrants became aware during the course of the action that they needed to develop their mastering of the language and therefore enrolled in additional training in French at the end of the action.

Two months after the action, only one young person had dropped out of the scheme and was no longer giving any news while all the others had either taken work-study training or a job, or they were on their way to obtain their professional diploma / certification.

Impacts on stakeholders (external impact)

The O'travail activity by putting young people in a participatory situation allowed them to highlight their capacities and even their talents.
- It has created a better image of such young people among the economic partners they met, in particular on their capacity for mobilization, involvement and autonomy.
- It strengthened the local economic partnership of the mission locale.

Impact on the professionalization of the teams and the organisation (internal)

The team understood and integrated the educational value of strongly involving young people, and in particular young migrants, in the choices, development and implementation of actions. They have developed their skills in supporting an activity in project mode with this type of audience and their ability to promote the active participation of young people in the construction and development of their integration path.

The teams and the organization are now able and determined to:
- *Model this activity* in its pedagogical methods (involvement, decision-making, planning, empowerment) to mobilize the 3 targeted learning areas: professional, social and linguistic.
- *Implement this type of activity in a sustainable way* on the paths of the next promotions about various socio-cultural and professional themes.

5. The experiment of MCG

As part of IO3, five members of MCG tested the "Networks" module offered by the Mission locale of Villeurbanne. These people have all worked on the design and implementation of various cooperation projects aiming at socio-professional integration of vulnerable people. They were precisely the following people:

- The director of the center
- The administrative director
- The project manager
- The coordinator of transnational projects
- An administrative manager

The team decided to test the « Networks » module because they considered this issue to be the most relevant for the organization to discuss.

The discussion on Madame S.'s case focused on the importance of the network for the center which constantly invests in building and maintaining strong working relationships to achieve the various objectives of the trainings and carry out them in the most efficient way.

The tool "Partnership" proposed by the Mission locale of Villeurbanne and linked to the case, was positively evaluated by the participants and aroused a lot of interest among them. They all appreciated the purpose and convenience of the tool: it is very schematic and this helps the organization to clearly point out its strengths and weaknesses related to the needs of the beneficiaries. It also assists the organization in the implementation of a strategy aimed at finding partners capable of compensating for internal skills gaps, and achieving its objectives.

MCG staff involved in the project work decided to make some adjustments / changes to the original tool proposed by MLV. Indeed, the Mission locale of Villeurbanne works with a type of recurrent public whose characteristics it knows well and has a problem of strengthening and activating partnerships to respond to different situations or problems encountered by these young people. MCG is a training center that constantly designs new projects, most of the time in response to regional, national or transnational calls for tender for different audiences. At each time, MCG must consider the needs of the beneficiaries first and then the organization can build a network for meeting those needs. The network should be made up of complementary partners so that they can offer comprehensive support to the beneficiary in the fastest and most meaningful way.

This is why, on the basis of their analysis of the tool, the participants decided to work in the last part of the session to modify this tool and add some elements to it, in order to adapt it to the local context in which MCG works. :

1. The tool has been divided into 4 stages instead of 3. A first stage thus invites to a more generic analysis of the needs of the beneficiaries and of the skills necessary to meet these needs.

2. The content of certain stages has been summarized in tables.

3. Some sections have been formatted with open and closed questions in order to facilitate the compilation of the tool for those who wish to experiment with it.

This work will thus make it possible to offer two versions of a tool on partnerships on the IO5 platform. The MCG version (version B) will allow an organization to take a step back from its network of partners, help an organization to build a relevant network around new support or even support the reflection of a group of training partners. While the version of the Mission locale de Villeurbanne (version A) may be more suitable for an organization and its team who wish to improve their network and their partnership relations in order to better understand and react to the different situations and problems encountered by their beneficiaries.

The experiment context

MCG decided to test the tool with a group of managers from "CRESM". CRESM is an organization, based in Palermo, involved in the socio-professional integration of migrants for several years. It creates new spaces of inclusion where migrants and indigenous people work together, communicate

and share their knowledge. CRESM's field of action ranges from the reception of asylum seekers and refugees to social and professional placement projects, research and training.

MCG and CRESM have worked together in the past on projects aimed at the social inclusion of disadvantaged people in the local Sicilian context. MCG considered CRESM to be the most appropriate context for testing the tool, because CRESM has a transversal approach to situations.

The test was carried out by 3 people belonging to the management team of CRESM
- Ben Alì Nadia, Intercultural Mediator / Professional Educator;
- Abraha Yodit, Project Manager / Psychologist / Intercultural Mediator
- S. A., Social Worker
It was led and supervised by Laura Calderaio, who is the MCG coordinator of transnational projects and MCG manager of the PROFINT project.

The management of the organization is the most appropriate service to experiment with the tool because it is aware of the needs of its beneficiaries and it is also aware of the limits encountered by the organization in meeting the needs of the beneficiaries. CRESM has always shown organizational problems related to lack of funds and has recurring difficulties in creating long-term relationships with the organizations with which they work.

The objective of working with the tool is to help CRESM create a long-term partnership in order to establish and maintain a strong network on which it can rely to meet the needs of its beneficiaries.

The stages of the experiment
The experiment took place indoors, in five stages which represented 4 hours of actual work and discussion between the participants.

Step 1 - Who are our beneficiaries? (30 min)

Participants were invited to reflect on the needs of their beneficiaries

Step 2 - Who are we? (60 min)

The participants were invited to reflect on the internal knowledge of the organization, its skills, its resources designed to meet the needs of beneficiaries.

They were then asked to specify whether the organization can meet the needs of beneficiaries on its own or whether it needs the support of external actors.

Step 3 - Who do we need? (60 min)

Participants were invited to identify the partners that the organization needs, based on the previous analysis of beneficiary needs.

Step 4 - How are the partners complementary to our organization? (60 min)

The participants were invited to reflect on the complementarity between the organization itself and the partners, each of them being linked to a specific need of the beneficiaries, previously identified.

Step 5 - How do we maintain and institutionalize our relationships with partners? (30 min)

Participants were invited to consider different procedures to maintain and institutionalize the partnership.

5.2. Observed results

Step 1
The main problem has been to put in written form the specific needs of the "typical" beneficiary.
The result of the first action was to create a detailed list of the most obvious needs of the "typical" beneficiary.
The most common needs are:
1. Learning the Italian language

2. Administrative procedures

3. Professional internship

4. Health

5. Social integration

6. Mobility

7. Housing

Step 2

CRESM had no difficulty "analyzing itself" as it is a small, flexible organization. Therefore, staff are always aware of the identity of the organization and its available resources. The participants therefore made an updated analysis of CRESM.

Step 3

The main problem encountered in this step was related to the fact that the participants had never mapped their private and public partners, perhaps because they generally do not have long-term agreements with other partners and that staff never felt the need to map them.
So they created a map of all their current partners, linking each one to a specific need of the beneficiaries.

Step 4

There was no particular difficulty in reflecting on the complementarity of the partners identified and the analysis led the participants to be more aware of its work and the work of its partners.

Step 5

This step made the participants reflect on the type of relationships they have formed with partners, although they have always been used to having mainly informal relationships with these partners.

They recognized the importance of having institutionalized relationships with partners. However, they highlighted the lack of good practices and standardized methods related to the institutionalization of partnerships that can be followed by all organizations.

5.3. Evaluation of the experiment

The experiment was evaluated positively by CRESM staff. They had the opportunity to review different aspects of the organization and made new thoughts, useful for future initiatives and improvements.

In addition, this work drew their attention to the importance of partnership in relation to the lack of funds that they regularly face. Without the support of other partners, CRESM would not be able to respond autonomously to the needs of their beneficiaries. It is therefore essential for them to create effective and fruitful relationships with the organizations with which they come into contact.

The experimentation allowed them to step back and critically analyze all the different aspects of the organization. The session gave participants a clear vision of the organization and the direction to follow. Awareness of their potential, their resources and their limits will inevitably help them to offer the beneficiaries full support.

In summary, the tool provided by MLV and subsequently adapted by MCG was judged to be very useful and effective by the participants in the experiment. It fully met the targeted objectives. Answering the questions of the tool was really important for CRESM because it gave rise to new strategies for its management and the creation of new partnerships.

6. The Tikitut experiment

As part of IO3, Tikitut also tested the "Networks" module offered by the Mission locale of Villeurbanne. To do this, Tikitut brought together 3 volunteer members of the association who were heavily involved in the implementation and support of the UVUC program. These volunteers are

themselves professionals active in organizations in contact and working with rather disadvantaged groups including, in some cases, migrants. Therefore they also had the possibility of transferring their training lessons to their own organization.

The discussion of Mrs S.'s case at the start of the session was considered particularly interesting and inspiring by the participants. In fact, they compared Tikitut's network practices and a rather limited and informal network, with the management by the local Villeurbanne Mission of a large network of highly structured and institutionalized partners that function effectively to resolve different situations. This allowed the participants to reflect on how Tikitut has worked and operates in the field and what contacts they have and do not have in different support areas.

Swiping the tool made the conversation and the discussions easier. Participants became aware of a number of aspects / appreciated different elements of the tool:

- Start from the needs of beneficiaries

- Analyze the context of the beneficiaries and the support organization area by area of intervention to build a mapping of existing and necessary partnerships.

- Find the right partners in relation to the objectives of the project

- The importance of establishing long-term partnerships based on complementarity.

At this stage of the common reflection, the "Networks" training oriented the participants on "alternative working methods", "sensitized them in a useful way for future initiatives" and provided "possibilities to develop existing activities".

The richness of the discussions did not leave enough time for the participants to test the tool and Tikitut decided to organize an experiment of the tool by the volunteers present on one or more activities of their own organization.

5.1 Testing the tool

The tool was finally tested by 4 volunteers from TIKITUT (including 2 who participated in the "Networks" training) who each work in social or socio-professional support organizations.

For each of them, they tested the tool through several exchanges with the head of UVUC and oderator for the "Networks" test training at Tikitut.

Volunteer A - Employee in the social service of the church
Her role as a deacon is to support people in a situation of exclusion or social isolation by developing their social skills, their personal networks and possibly with financial assistance. The aim is to provide people with a meeting place to visit regularly and make them establish contact with the social office. The goal of testing the tool for this volunteer was to find partners to complement her work.

Volunteer B. - Responsible for a linguistic and professional integration program in a large union training organization
The aim in using the tool was to develop the organization's network of partners capable of meeting the needs of the participants by being complementary to the skills and work of the organization.

Volunteer C - Head of a local natural heritage discovery organization
The organization is working to introduce newcomers to natural spaces, to make them understand the rules of nature protection, increase their knowledge of Swedish nature and understand the conditions of the public right to access to this nature.
The organization needs a larger network of partners to reach the target group and its goal in testing the tool was to identify new partners and increase its knowledge of existing partners.

Volunteer D - Support person in an organization to help people with disabilities
The organization helps these people to find work placements that match their interests and skills. The goal with testing the tool was to get a full map of existing partners and to identify at least two additional partners.

5.3. Evaluation of the experiment

All the volunteers who tested the tool found that:

- it allowed them to stop and think in detail about the organization and the work that is done or not done in terms of external relations.

- The tool thus clarified the needs of the organization. It gave an overview of the size of the existing network and allowed to see larger than the network the organization already has

- they had realized that it is important to work in a more organized and systematic way with networking and that they should dedicate time for this work.

- All the testers were clearly determined to continue working with the tool with internal stakeholders in their organization, as it was a good support for developing their initiatives and their organization.

6. Conclusion

- The three PROFINT training sessions tested by the partners had clearly demonstrated impacts on the professionalization of the participants and, in two cases, on that of partner teams / actors.

- The cases and the methodology of the case study proved to be excessively effective in getting participants to step back from their own organization and practices and to bring out areas for improvement and new ideas for action.

- The tools tested were also useful and the participants could easily adapt them to their own problematic and their own context of activity. The training methodology based on project work, linked to the study of a case, ensured the implementation of the learning outcomes.

- The PROFINT partners have on the basis of these tests (training test and action / tool experimentation) validated the relevance of their professionalization approach which will accordingly be offered as such on the IO5 professionalization platform that they aim to produce.