Review of good practices

This investigation was made on EPALE, by systematically reviewing the references given in the discussions and contributions made on the Community of practice "Migrant Education" and in the frame of two EPALE discussions organised on the migrant thematic in 2016 and 2018.

In §1-2, the report structures, from different points of view, the information/products/ practices collected via the review. The last part focuses on the production of some Erasmus+ and other projects that grounds the collected good practices with the objective to reflect on our PROFINT production.

The numbering of the information appearing in the text refers to the annex *"Good practice investigation - Links"*.

1. Which kind of resources do we find via EPALE relating to PROFINT issues?

Many e-tools for migrants

In a number of countries, public or private actors have developed e-tools, often Apps but also E-learning portals. Most of them are directly addressed to migrants /refugees in order to support at first hand their learning of the hosted country language. *Einstieg Deutsch* in Germany developed by the German Adult Education Association (DVV) and funded by the German Federal Ministry of Education and Research (BMBF) or *Minclusion* in Sweden developed by Chalmers University in Gothenburg, are example of such apps **(1)**.

Some of these tools assume or allow blended learning – like *Taalkit Dutsch* in Netherland or *English my way* in UK **(2)** - by furnishing handbooks or guidelines, addressed to facilitators, that explain the learning methodology and application. Other tools integrate elements relating to professional communication or cultural integration.

We also found two tools focused on cultural integration **(3)**: The app *City Quizz&Walk* (still in development) and the E-learning site *Maltese Culture for Foreigners.*

Moreover, there have been initiatives to develop tools providing global information on all the aids and tools available to refugees, in order to help them to grasp different problems / follow procedures at the various stages of their integration (asylum procedures, daily procedures, learning language, finding job or training, all kind of support, etc…). Of special interest are the initiatives run by the respective national migration offices **(4)** in Sweden, with the portal *InformationSverige* developed in 10 languages (also as App) and in Germany, with the App *Ankommen,* developed in 5 languages. The Swedish portal also contains some useful information for the accompanying actors, including information on trainings.

A large number of these tools are listed and presented following diverse filters (country, type of support, contents/learning domain) on the sites *Moocs4inclusion* and *Apps For Refugees* **(5).**

Pedagogical supports for accompanying actors

A number of the pedagogical supports that we identified are addressed to "non professional" accompanying actors i.e. volunteers, even if not all of them. They take different forms:

- Skills repositories **(6)**: one for training/accompanying migrants – see the *DIME* repository, together with a description of corresponding training modules program for migrants and teaching methodology – another addressing different actors who associate language training and professionalization of migrants – see on the *Language for Work*'s platform.

- Descriptions of training programs and module curricula, together with teaching methodologies, addressed to migrants, volunteers or training/accompanying staffs **(7)** : See the *DIME* modules for training migrants, the *VIME-kit* for training language-volunteers, or the *Outside In* training modules for developing Inclusive Adult Education for Refugees by the migrant training staffs.

- Handbooks and guidelines **(8)** : Addressed to volunteers / non professional of accompaniment - like the handbooks addressed to language tutors and managers for developing the language at the workplace (health and care sector) in Sweden **-** or addressed to training and accompanying staffs - like the *Outside In Handbook* to develop inclusive practices/apprehend the cultural diversity.

- E-learning modules **(9)** to be directly used by the accompanying actors for specific issues: for example diversity management/inclusive practices like the e-earning platform actually developed by the *Innovation4Cast* program; social inclusion in Hungary; Approach and methods for inclusion in classrooms in Great Britain; etc…

Resource platforms regarding specific issues for the professionals of training/accompaniment

Some of the supports listed above are delivered on resource platforms addressing specific issues of the accompaniment/training of migrants and refugees:

- The web-platform *Language for work – Tools for professional development* contains a comprehensive set of resources, outlining both competences and examples of practice, for people associating language training and professionalization of migrants/refugees in their accompaniment. At the same time, it acts as a platform for an active network of professionals in the field, where teachers, providers, employers and authorities can share expertise and develop practice **(10)**.

- The *VIME*–site contains a set of resources for working with language volunteers in migrant education, embracing role definition, team organization and interactions, recruiting, training, policies,... **(11)**.

- *Doc en Stock* is a web platform run and fed by the Illiteracy Resource Centres from six French Regions. It offers first landmarks and educational resources to support the starting activity of non professional or professional language trainers with migrants/refugees. Landmarks are provided on the French institutional context, for situating the needs/the level of beneficiaries and for monitoring the progresses/evaluating the beneficiaries. The different educational resources are structured via a system of questions-answers and are provided as downloadable documents. The platform organises thematic webinars accessible in replay **(12)**.

Presentation of good practices

Finally, EPALE publishes (or links us to) a number of projects/initiatives/publications describing good practices to handle different issues concerning the training and accompaniment of refugees. They are presented in the next point, in relation to the different parts of the PROFINT model.

2. "Good practices" concerning training and accompanying migrants and refugees

Aiming for a comprehensive accompaniment

There is a certain consensus among those involved in migrants and refugees integration regarding the need to ensure them a comprehensive accompaniment. This is achieved in different ways and at different decision levels:

--by bringing together the different skills required in a same place like a reception centres for new arrived people/asylum seekers or a house/ a space dedicated to the integration of migrants/refugees **(13)**.

See *the multidisciplinary accommodation centres* run by municipalities in north France (Bethunes, Saint-Omer) for housing and supporting unaccompanied minors with asylum right, where a team of different actors (language, social and psychological support, professionalization, training, etc…) intervene together. Or *the Java Next project/Integration Haus* in Vienna following the same principle.

See also the *Core-centre* created in Vienna for pooling organisations being thus able to offer integrated services to migrants and refugees

- by formalizing the roles and by organizing the network of institutions/operational actors intervening on the integration journey of the new arrivals, like the *Insieme nell'accoglienza* protocole **(14)** in the Province of Treviso (Italy)

- by building multi-competent teams (or by bringing in different skills) in the frame of an accompaniment device mainly for working in parallel with language training/practice and support for professionalization **(15).**

See the project *Five Stars* for unaccompanied minors in Austria (language and professionalization for working in restaurant/ cooking, baking industry); The different organisations and practice for the *Establishment courses* run by the "Folkhögskolorna" in Sweden; The *Youth Guarantee for refugees* run by ML Lyon.

All these three types of initiatives suppose political decisions and funding at the national or territorial level.

An interesting initiative is *Hotel talents* (Hotelltalangerna in Sweden) set up by a Swedish private training company Cuben which developed and accompanied a "fast track" to work for migrants, combining intensive professional language training and internship in hotels (dual system). The Hotel talents model has been then "disseminated" in the frame of a European *Talents* project in Norway (Oslo) and in Germany (Stuttgart). Such initiatives addresses migrants already having a certain level of education, work experience and even language mastering. The municipality of Lillehammer has developed a similar integration model based on a dual system (classroom professional language training and internships) **(16)**.

Observe that these initiatives are run in near partnership with at first employment organisations, engaged businesses/professional branches and even other local institutions. They are also good practice regarding strategic planning (especially the hotel talent initiative) and networking.

Another original initiative that combines different kinds of supports and of learning opportunities for young newcomers in a win-win approach (and a Tikitut spirit) is the *Curing the Limbo* project run by the municipality of Athena. Refugees receive affordable living spaces from the city's available housing stock and in return, they work for the public benefit, supporting the needs of the local community and participating in citizen-led activities that improve quality of life in Athenian neighbourhoods. They receive on-the-job training supervised by the University of Athens, which includes language learning, psychosocial support, "street law" knowledge and other basic social and soft skills. These skills are tailored to the beneficiaries' needs and are offered in an integrated way, during which other parallel activities are also gradually introduced **(17).**

Here we have an innovative public initiative at a municipal level, developed in the frame o the European CORE-project.

Organizing teams

Regarding the organization of the teams, the actors supporting migrants report a certain number of practices combining the intervention of professionals on different programs with that of volunteers.

- The volunteers can intervene at the welcome centres/ during the period the refugees/migrants are waiting for their permit and following basic language courses. See **(2)** for example.
- They may intervene in the frame of a programme activity (language tutors/support under courses or collective activities) or out of it, in relay to the program activities (helping migrants/refugees to practice learn language and supporting their socialization and acculturation)

There are also very interesting practices to engage volunteers for intervening on the professionalizing path, in order to give a network to the beneficiaries, transmit the business code, the language, help with the job search, prepare for the interviews, and at the best offer a trainee opportunity or a job **(18).** An example is the project *Mentors for young refugees* launched by *Interface Vienna* in partnership with Bosch AG (Interface Vienna is an organisation set up and run by the municipality of Vienna, aiming at intermediating volunteers to organisation accompanying migrants and offering diverse resources for volunteers on a specific platform). Another example is the use of professional mentors by of the *Support Group Network* in Sweden and it's *Double cup* initiative organize first contact of refugees with a professional mentor.

As noted above the *VIME platform* **(11)** produces resources to support the decision of engaging volunteers, on the role to give them, their training etc. The report of the *Digital Welcome project methodology* **(19)** contains also interesting guidelines for building teams and working with volunteers.

We do not find many reports on practices focusing on the internal organisation of an accompanying team, other than some reports taking up the issue of articulating language training and the socio-professional accompaniment. The evaluation report of the *Establishment courses* run by the "Swedish Folkhögskolorna" identified four types of organisations adopted by the schools regarding the team language trainer – counsellor

rapidly discussing the type of methodology they correspond to, the advantages and disadvantages regarding the learning of the beneficiaries **(15).**

Partnerships and networking

As a matter of fact, a large part of the practices quoted above are run in the frame of projects set up by a constellation of partners or have been set up with the support of an active and successful networking.

Several tools have been developed and projects are run in partnerships with migrants associations, and several actors underline the interest to work with well established migrants as volunteers or professional on the accompaniment devices.

The *Support group network* in Sweden is a non-profit NGO initiated by refugees which collaborates with local societies to design and run needs-based projects based on empowerment, self-organization and strategic cooperation. The initiative, as well as *the FB – Austria in Arabic,* highlight the interest of focusing on the migrant organisations and audience when identifying potential partnerships for supporting the success of accompaniment devices **(20).**

3. European projects and partnerships: Which production?

Unsurprisingly, since identified on EPALE, a certain number of the quoted projects/initiatives above have been financed by Europe and especially by the Erasmus program. It's therefore interesting for our project - and in the perspective of deciding what we will deliver as final product (and maybe in a certain extent in the frame of C1) - to take the opportunity to reflect on what kind of products these projects delivered and to what extent they are useful / appropriable to us and people accompanying migrants and refugees.

We can notice that:
- The authors gather on a same website the presentation of their project (methodology, activities, interim reports) and their final products. I find that it reduces the visibility of the final product which is mostly not sufficiently highlighted nor decoded to be better appropriated. This remark is however applicable to different degrees for different projects.
 - The target group of the final product is often multiple (migrants + professionals + trainers + etc…) which blurs the tracks for appropriating the product.

The final products (or interim products integrated in the final product) are of the following art:
- *Competencies repositories*: Useful as such for professionals to build training programs/accompaniment device/ or to build/support teams and to develop/better these different practice

We used the DIME project to structure our evaluation template of the beneficiaries' progresses in IO2 (possibly a useful transferable tool?). The Language for work project offers an interesting competence list for the actors combining language and professional training/accompaniment in different partnership scenario – It might be useful for the IO3 work.
- Descriptions *of training modules* and of *pedagogical methods*

Most of the time they are the result of an ambitious work presented in the form of abounding ready made programs. They however are difficult to appropriate as such or to use as guideline or inspiration.
- *Tools / toolkits for specific issues* (for example for selecting voluntaries, evaluating the language level of beneficiaries, etc) as part of resource platform/sites
- Downloadable *guidelines and handbooks* on specific issues. Not always easy to penetrate because often bulky and literary
- *Good practice collections.* They are either the final product or a part of final product. The collections are structured by countries, actors, final beneficiaries, etc… and with very resumed descriptions. They thus require to go further via the links provided. Most often t requires more investigation to find - with a little % chance – details on the practice). Unless some of them may contribute to giving ideas through their originality or

innovativeness (they are not numerous), they are difficult to exploit in the rough in order to improve / reflect on one's own practices. They can at best confirm some issues to handle with, or some success factor identified (as some of them did in our IO2 work). The more detailed the practice is, the more enriching it is and the more it appears potentially appropriable - but in such case rather developed in the form of a pedagogical case. The "bad practices" shine by their absence.

- *Resource platforms:* The three platforms quoted as such above, are rather easy to appropriate because of a well announced/designed structure (and target groups, when several – as on the *VIME* site). *Doc en stock* and *Language for work* are interactive (practice exchanges/ webinars) and evolutionary platforms as continually managed and maintained by professionals. But most interesting for Profint, they are not only banks of tools and documents to come and pick according to convenience. They suppose, by their structure / presentation or via tools offering a mirror on the practices / provoking a questioning, a kind of active user approach. Perhaps the *Doc en Stock* platform (which is quite simple and far from being as comprehensive as *Language for Work*) is the one that hides the most complete reflection on the mode of appropriation and on the added value of the resources made available.

In summary, this review and this last part give us complementing elements and a reference basis to situate and establish the professionalization approach that emerged and we worked with in the frame of IO3. It gives also elements to structure a successful reflection on our final product at a later stage of our project work.

Annex - Good practice investigation - Links

E-tools for migrants

(1)

EINSTIEG DEUTSCH   http://moocs4inclusion.org/index.php/catalogue/67-einstieg-deutsch

MINCLUSION   https://play.google.com/store/apps/details?id=com.minclusion.iteration1

http://minclusion.org/en/

(2)

TAALKIT DUTSCH   https://oefenen.nl/taalkitdutch

https://epale.ec.europa.eu/en/resource-centre/content/dutch-language-learning-toolkit-volunteers-and-refugees

ENGLISH MY WAY   https://www.englishmyway.co.uk

https://epale.ec.europa.eu/en/blog/english-my-way

(3)

CITY QUIZZ&WALK   https://epale.ec.europa.eu/en/content/city-quiz-walk-project

MALTESE CULTURE   https://www.nocilla.org/partimecourses/

(4)

INFORMATION SVERIGE   https://www.informationsverige.se/en/

ANKOMMEN   https://play.google.com/store/apps/details?id=de.br.ankommen&hl=en

(5)

MOOCS4INCLUSION   http://moocs4inclusion.org

APPS FOR REFUGEES   http://appsforrefugees.com

Pedagogical supports for accompanying/training actors

(6)

DIME/COMPETENCES
https://www.projetdime.eu/wpcontent/uploads/2018/10/DIME_RC_INSUP_ANGLAIS.pdf

LANGUAGE FOR WORK/COMPETENCES
https://languageforwork.ecml.at/Competences/tabid/5423/language/en-GB/Default.aspx

(7)

VIME/MODULES   https://www.languagevolunteers.com/#Training

DIME /MODULES
https://www.projetdime.eu/wp-content/uploads/2018/10/ModulesDime_ANGLAIS.pdf

OUTSIDE IN /MODULES
https://www.out-side-in.eu/fileadmin/outside-in/IO10_Curriculum_05January2018neu.pdf

(8)

LYFT SPRAKET
 https://www.vo- college.se/system/files/dokumentbank/handboklyftspraketpajobbet2019.pdf

OUTSIDE IN/HANDBOOK   https://www.out-side-in.eu/13313.html

(9)

CAST4INNOVATION   https://epale.ec.europa.eu/en/blog/importance-accredited-online-training-cultural-awareness-trainers-working-ethnic-minority

SOCIAL INCLUSION OF IMMIGRANTS-TOOLS
https://moocs4inclusion.org/index.php/catalogue/139-elearning-course-social-inclusion-of-immigrants-tools
MIGRANTS AND REFUGEES IN EDUCATION: A TOOLKIT FOR TEACHERS
https://moocs4inclusion.org/index.php/catalogue/126-migrants-and-refugees-in-education-a-toolkit-for-teachers

Resource platforms for accompanying/training actors
(10)

LANGUAGE FOR WORK https://languageforwork.ecml.at/Home/tabid/3151/language/en-GB/Default.aspx

(11)

VIME SITE   https://www.languagevolunteers.com

(12)

DOC EN STOCK   http://docenstockfrance.org

Good practices – Comprehensive accompaniment

(13)

SAVI (p 30-31) and JAVA NEXT (p 8-9) / Guide of good practice in   https://unaccompanied-minors.eu
https://www.france-terre-asile.org/accueil/etablissement/maison-du-jeune-refugie-de-saint-omer

CORE CENTRE VIENNA   https://www.uia-initiative.eu/en/uia-cities/vienna

(14)

INSIEME NELL'ACCOGLIENZA nr 13 in
https://languageforwork.ecml.at/Portals/48/documents/languageforwork-examples-of-practice-EN.pdf

(15)

FIVE STARS p 32-33/ Guide of good practice in   https://unaccompanied-minors.eu

ETABLISHMENT COURSES (FHS-SWEDEN)
https://www.folkbildningsradet.se/globalassets/etablering/fbr_rapport_etablering_2017_hela_webb.pdf

(16)

HOTELLTALANGERNA   https://www.cubenutbildning.se/wp-content/uploads/2015/12/77125452.pdf

TALENTS   https://talentseuproject.com/about-the-project/
LILLEHAMMERS MODEL nr 14 in
https://languageforwork.ecml.at/Portals/48/documents/languageforwork-examples-of-practice-EN.pdf

(17)

CURING THE LIMBO   https://www.uia-initiative.eu/en/uia-cities/athens

Organizing teams and partnerships

(18)

MENTORS FOR YOUNG REFUGEES in (p. 31)
https://issuu.com/oead.worldwide/docs/epale_publikation_nachhaltigeeb_ein

DOUBLE CUP   https://sgn.doublecup.se/doublecup/

(19)

DIGITALWELCOME METHODOLOGY (p. 23-26)
https://digitalwelcome.eu/wp-content/uploads/2019/03/DIGITAL-WELCOME-Methodology_FINAL.pdf

(20)

SUPPORT GROUP NETWORK   https://supportgroup.se
AUSTRIA IN ARABIC   https://www.facebook.com/austriainarabic
https://issuu.com/oead.worldwide/docs/epale_publikation_nachhaltigeeb_ein   (p. 16-20)