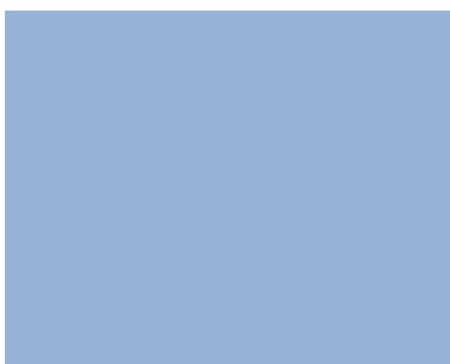
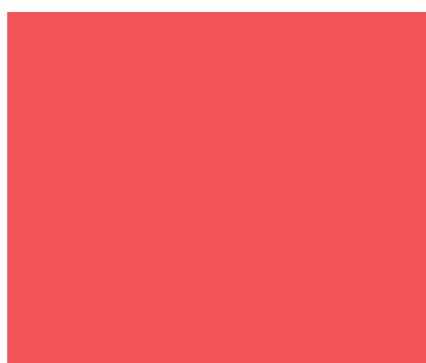


MAV OER Guide for Trainers



Co-funded by the
Erasmus+ Programme
of the European Union

Multidimensional training of adult volunteers to foster migrants' integration 2017-1-DE02-KA204-004284

OER Guide for trainers

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Multidimensional training of adult volunteers to foster migrants’ integration

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This OER MAV Guide for Trainers is available in English, German, Greek, Italian, Romanian and Turkish.



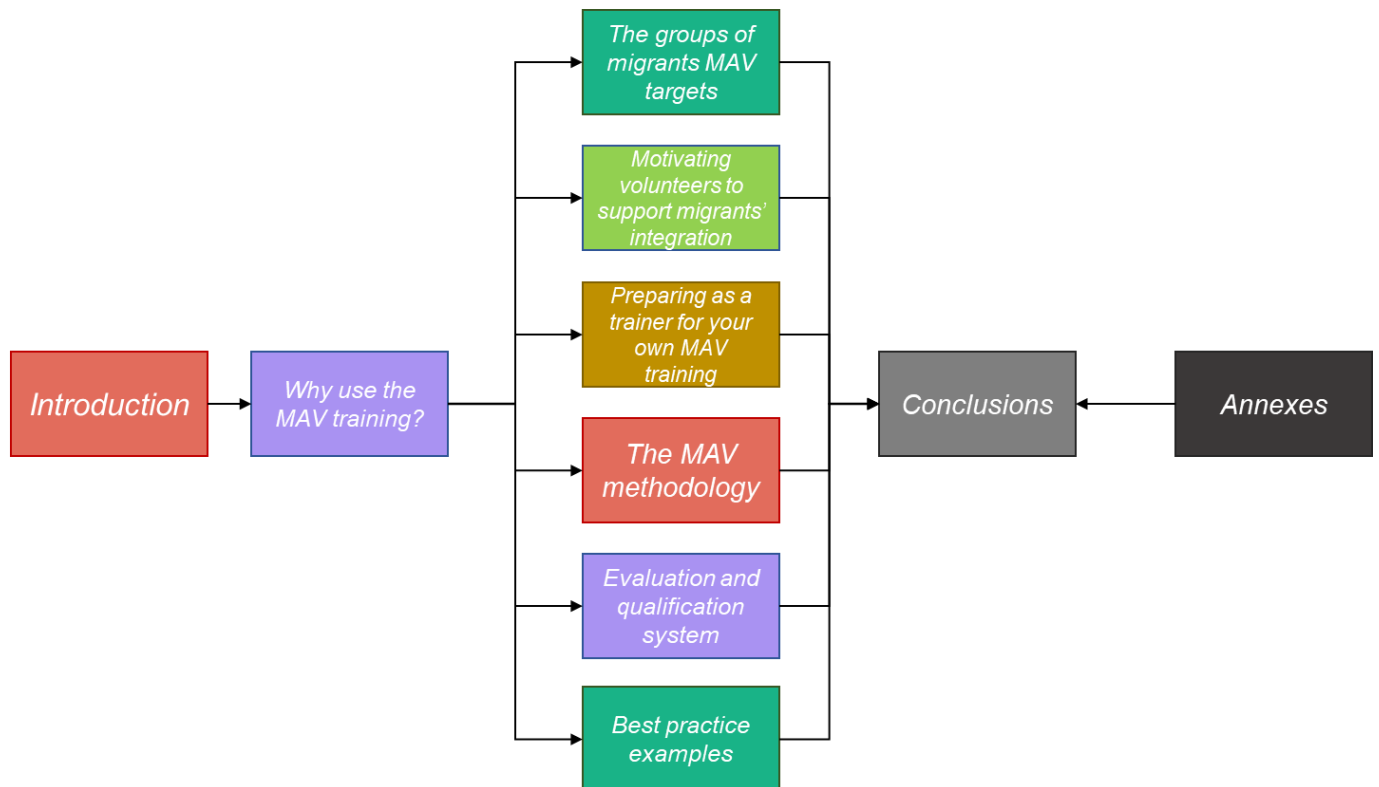
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MAV Training – OER Guide for Mentors: Outline



The diagram above illustrates the structure of the OER Guide for Trainers

Introduction

Abstract

This section provides essential information on the MAV project and on the “Guide for trainers”. The document also contains information on the development, objectives and communication strategies of the project.

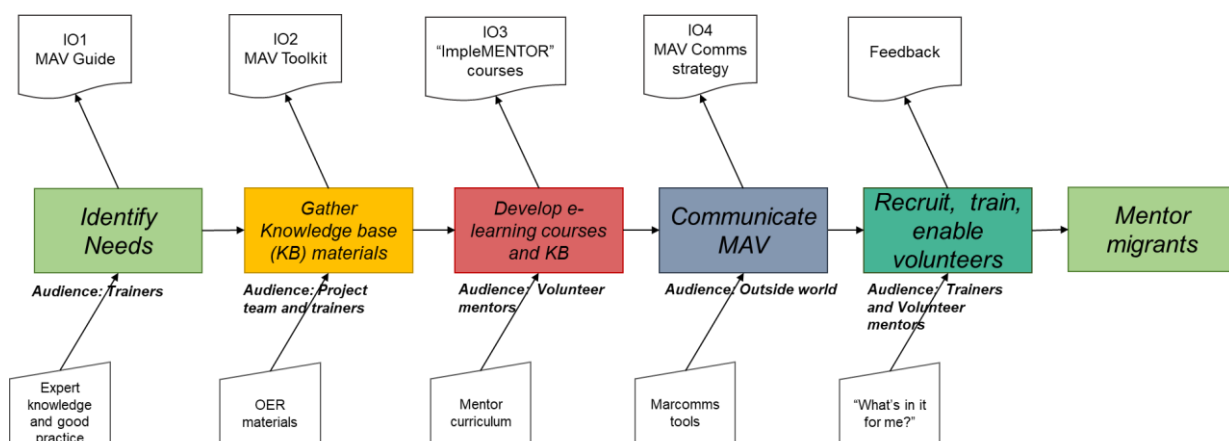
The guide

This “Guide for trainers” addresses trainers who may wish to support volunteer mentors who are working to foster migrant integration. This guide was developed within the framework of the MAV project - *Multidimensional training of adult volunteers to foster migrants’ integration* – with the support of the Erasmus+ programme of the European Commission. This “Guide for trainers” is one of four essential products of the MAV project intended for direct use by adult volunteers who wish to become mentors to migrants:

- (1) MAV Guide for trainers – information on methodology, recommendations, formats
- (2) MAV Adult training toolkit – training tools for reference by the project team and trainers;
- (3) MAV online self-learning course to help volunteers become mentors to migrants;
- (4) MAV communication toolkit – recommendations on how to advertise and communicate volunteer activities for migrant integration.

See also figure 1.

Figure 1: Overview of MAV process

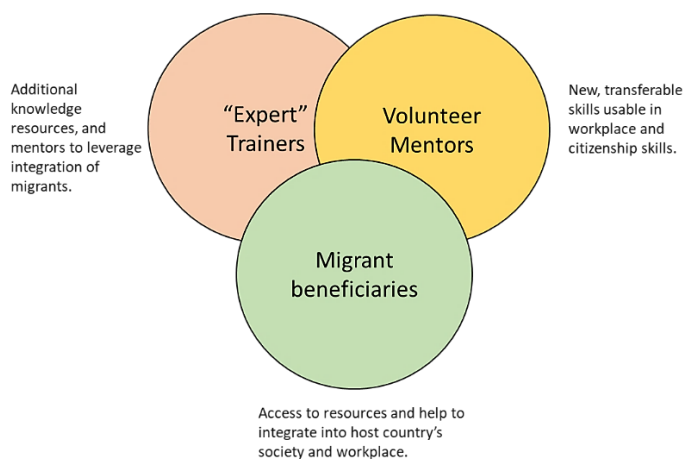


The integration of migrants and refugees takes place in the neighbourhood where people live. In addition to government and municipal integration activities and mentoring programmes, civil society plays a key role in the integration of new immigrants.

The *Multidimensional training of adult volunteers to foster migrants' integration* (MAV) project supports and qualifies volunteers to serve as mentors for migrants, supporting them in their professional and social integration. The particular focus of MAV is to address, motivate and train migrant volunteers. Successful volunteering needs qualification and training.

MAV will train and motivate migrant volunteers who wish to act as mentors for other migrants. Participants will assume a very active role during the training programme sharing their knowledge, experience, ideas and questions related to the topic and enhancing peer group learning.

To motivate people to become mentors, there needs to be something in it for them – MAV will give something to all players:



The *Guide for trainers to motivate adult migrant volunteers to become mentors to other migrants* is one of the MAV products which will also include an online training package for volunteers and tools for communication and motivation.

To promote the social integration of migrants, stakeholders such as professionals, trainers and policy makers working with migrants might be involved. MAV aims to increase the progress of migrant and refugee inclusion, ensure the long-term interest of migrants in volunteering to become mentors, promote the sustainability of the project outputs and deliver products that are suitable for all EU member states.

MAV Trainers vs mentors

It is appropriate to spend some time to define what the term “trainer” in the context of the MAV project means, and also what the difference between a “trainer” and a “mentor” is: *Trainers* will help and assist migrant volunteers to self-train. In order to do this, *potential trainers* will need to understand the basic principles of the MAV programme.

In the context of the MAV courses, trainers would be people helping to deliver the course to volunteers wishing to become mentors and who do not want to engage in online self-learning. The Guide for Trainers provides the general introduction and the theoretical framework for these trainers with some practical examples of best practices. It is also useful background reading for those wishing to become volunteer mentors using the online self-learning route.

The MAV Volunteer Mentors will act as mentors to migrants.

A “trainer” is: a person who teaches skills to people and prepares them for a job, activity, or sport. A “mentor” is: a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school.
(Cambridge Dictionary)

In summary, the project aims to develop volunteers who will serve as *companions* or *mentors* for migrants, stimulating integration as a process which benefits the whole of society. One essential goal of the project is to create a learning tool kit to help support the design of the online course that will support migrant volunteers in their self-training as mentors. The project will contribute to the effective management of migrant flows and will ease the transition process between *arriving as migrants* and entry into the local labour market of the receiving country. Volunteer Mentors will help newcomer migrants to integrate themselves effectively into their host nation and in this way contribute to the creation of more inclusive societies.

A mentor can best be described as a “trusted advisor” – someone who offers practical help and guidance to their mentee. They are not teachers or trainers in so far as they do not engage in formal teaching or training processes with the mentee. Rather, they offer practical help to solve the problems facing their mentee.

Consequently, this *Guide* proposes the fundamental elements of a process to involve volunteer migrants as mentors of other migrants. These mentors will act as multiplier agents within the local migrant communities to increase social and working inclusion over a medium and long-term perspective. Those involved in the project will help the development of good practices to positively influence the integration and inclusion of migrants within their host countries fostering cultural reconciliation and professional education in a multicultural and intercultural context.

Development of the guide

In order to identify the strategies and content the training guide should contain, each MAV project partner selected a number of national and international experts in several fields of migrant services, such as counsellors, psychologists, social workers employed in migrants' integration and trainers working with adult learning. Seventy-two national experts and twenty international specialists, overall ninety-two professionals, were chosen: a questionnaire was forwarded to each of them which included the main planning and operational issues identified by the project.

The questionnaire itself was divided into five different parts, each focusing on a particular topic:

1. *The objectives of the Guide*, focused on what goals the *Guide* should have;
2. *The content of the Guide*, aimed to point out what should be the learning content of the *Guide*
3. *The learning strategies of the Guide*, aimed at developing motivation strategies and sharing knowledge, experience and ideas;
4. *The evaluation system of the Guide*, aimed at creating a system for validating the skills of migrants and migrant volunteers;
5. *Additional comments*, which encouraged the experts to express their opinions and ideas for additional topics that should be included in the *Guide*.

The data were collected and aggregated with the aim of assessing the importance in percentage terms of each topic that should be in the *Guide*. Analysis of the survey played a key role in the development of this *Guide*.

The various charts included in this guide are taken from the analysis of the survey. They are included for illustrative purposes only, to place some context around the topics being discussed in this guide.

Why use the MAV training course?

Abstract

A volunteer, especially when working in a challenging context, must be highly motivated. The MAV training will deliver solid advice about boosting the confidence, self-esteem and motivation of adult migrant volunteer mentors.

The MAV Project is designed to help volunteers learn how to become effective mentors.

The MAV training will teach migrant volunteers mentoring competences to increase social and professional inclusion within migrant communities in the host countries.

The MAV training will also provide selected examples of good practices to volunteers, so they can positively influence the integration of migrants in local communities. In an intercultural context, the MAV Project aims to be a support for new migrants, so they can be encouraged to develop their cultural, technical and work skills.

The training course for migrant volunteers, which will be a self-learning course, must address the needs of migrants, and also bear in mind the differences between various group of migrants and their interaction with the indigenous population within the host society. The course also aims to transform migrants into active agents of a contemporary and participative society and to manage the transfer of knowledge through a comprehensively holistic approach.

Course objectives

The first objective (see chart no 1) based on the analysis of the MAV experts' questionnaire, focuses on empowerment, self-esteem, motivation and involvement so that the volunteers can effectively convey energy, enthusiasm and awareness to the immigrants involved in the process.

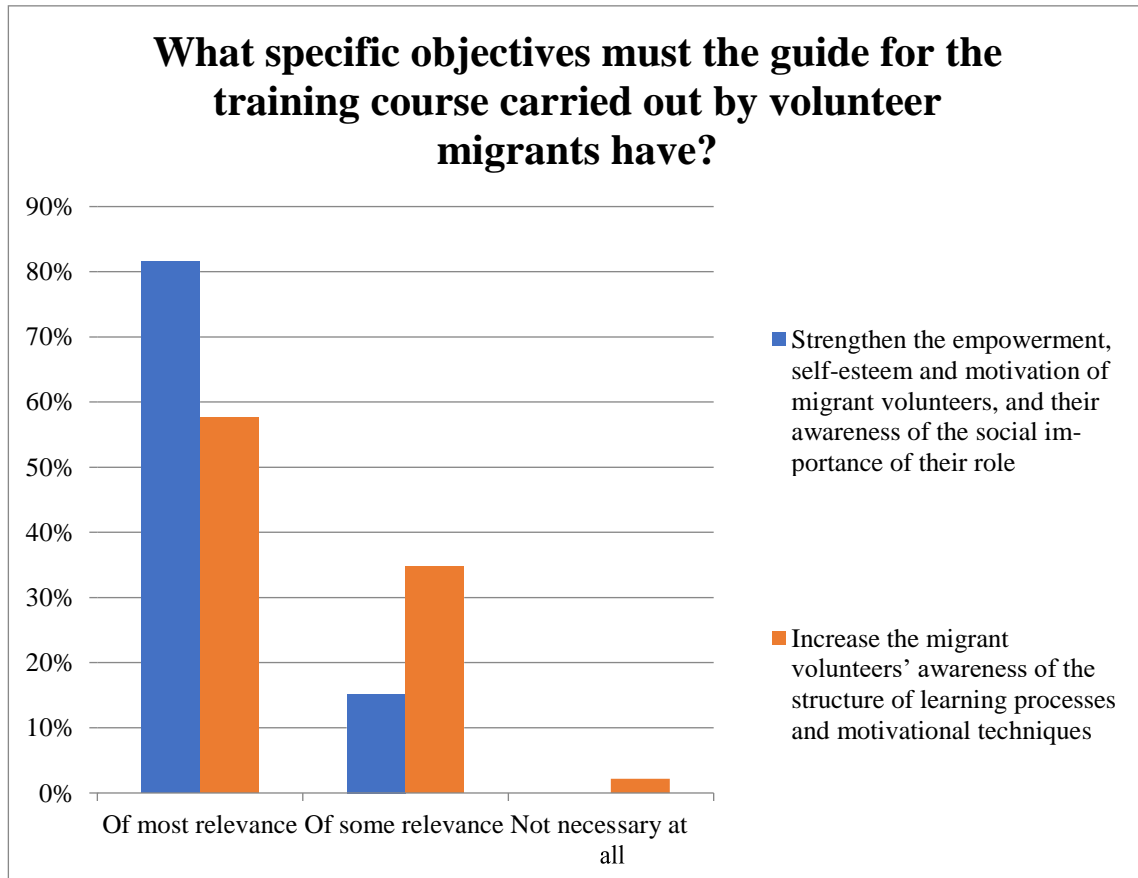
The first aim of the course is about boosting the confidence, self-esteem and motivation of adult migrant volunteers. These volunteers, who will become mentors, will learn self-improvement techniques and skills to enable and support personal growth. Trainers may be involved to support taking the course. The volunteers will learn how to become good mentors to migrants.

The second aim is to develop migrant mentors' competences so that they can act within the local migrant communities to increase social and professional inclusion. Moreover, the training for these volunteers could promote good practices to positively influence the integration and inclusion of migrants within their host countries. Migrant volunteers could become instruments to reconcile cultural, technical and

training of new migrants in a multicultural and intercultural context.

Additionally, the trainers could help to support the mentors in identifying resources to help the social participation of migrants, strengthen their communication skills and linguistic competence in the language of the host country, develop an entrepreneurship attitude and create clear strategies for integration in the labour market.

Chart no. 1



The groups of migrants that MAV targets

Abstract

The MAV Project aims to encourage three groups of migrants to act as volunteers: women migrants, second-generation migrants and possibly first-generation migrants. These three groups will learn how to become mentors to other migrants. However, there are some specific needs that may apply to these groups: women migrants may need support to access legal protection against domestic violence, to improve awareness of themselves and their social potential, enhance vocational training and promote the socialisation of women who arrived with no employment prospects.

First generation migrants will need to have acquired a good proficiency in the language of their host country and to have oriented themselves in a new work environment.

Second generation migrants will need to gain increased knowledge about gaining access to services, civil rights, social and political participation, citizenship and the further development of their occupational skills.

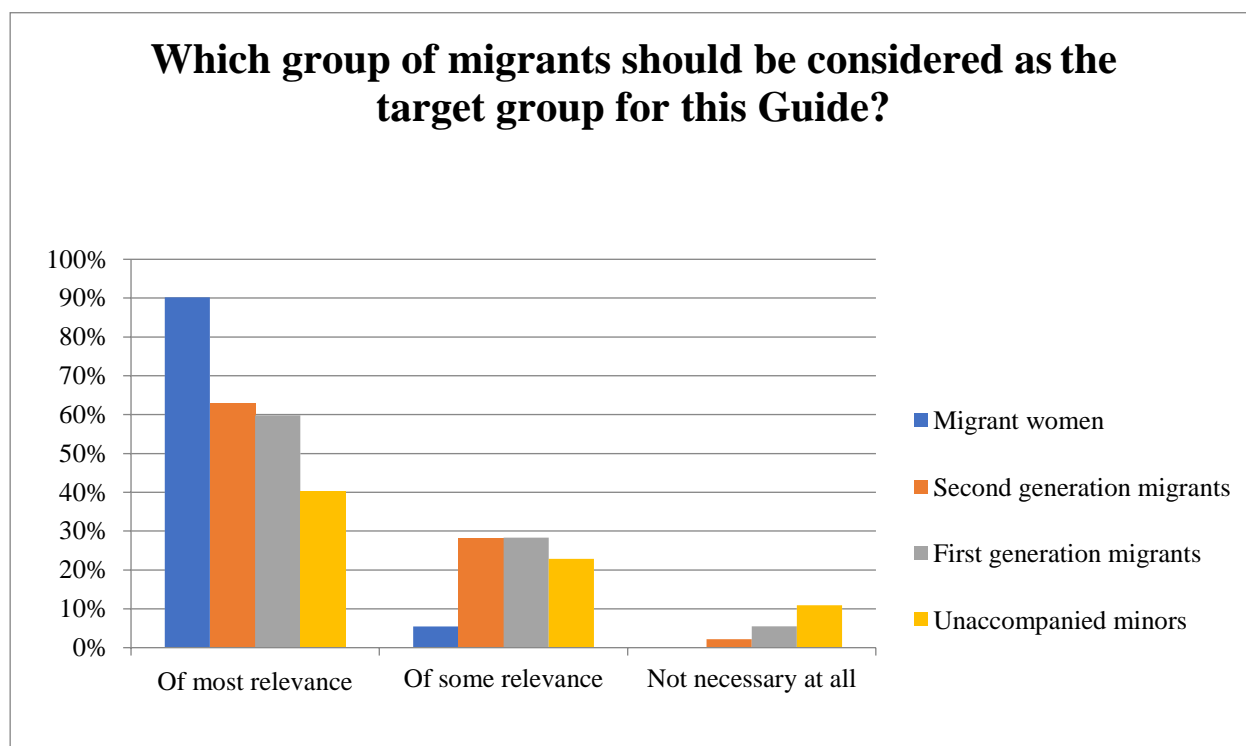
The groups of experts particularly identified three target groups of migrants¹ and refugees² that could be trained as volunteers (see chart no 2):

- migrant and refugee women, who will need to understand how to take advantage of legal protection against domestic violence, to improve awareness of themselves and their social potential and to enhance vocational training for women (in particular for single mothers). In addition, promoting the socialisation of women who arrived with no employment perspectives within their family structures and / or (often) as victims of violence and / or sexual abuse;
- first generation migrants and refugees are most likely to be beneficiaries of mentoring by volunteers as they will be helped to become fluent in the language of their host country and how to orient themselves and socialize in the work environment of the host country³. However, some may have sufficient knowledge and skills to act as mentors.
- second generation migrants, who will gain increased knowledge of how to gain access to services, their civil rights, the basis of social and political participation, citizenship and the further development of their occupational skills.

The term “migrant integration” in the framework of this guide includes regular migrants and refugees with legal residence and longer-term prospects in their host countries. The MAV methodology and training is also suitable for migrants and refugees who have not yet been awarded legal residency. It needs to be noted that these two groups, in most European countries, have limited residency rights and are subject to deportation or order to leave; this limits their prospective and personal

motivation towards mid- and longer-term integration.

Chart no. 2



¹ We chose not to include the fourth group of migrants, *unaccompanied minors*, which was present in the questionnaire, because several experts agreed that children require a whole different approach for learning and it goes beyond the scope and the field of action of MAV project focusing mainly on adult education provision for adults wishing to serve as volunteers to foster migrant integration.

² For the definition of refugee according to the UN Geneva convention used for the MAV project, see: <http://www.unhcr.org/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html>

³ The concept of *second generation* implies that they are descendants of persons who migrated (*first generation*), but do not themselves have a literal migration experience. So the expression *second generation* usually defines persons who were actually born in the country of immigration or those who migrated with their parents at a very young age or when the entrance age for schooling as the definitional limit is taken. For more information about first/second generation of migrants you can visit: http://ec.europa.eu/euro-stat/statistics-explained/index.php/First_and_second_generation_immigrants_-_a_statistical_overview

Motivating adult volunteers to support migrants' integration

Abstract

How does one motivate a migrant to take part in voluntary programs? How can one make the volunteer mentoring commitment attractive to as wide an audience as possible? The MAV training is designed to find answers to these questions.

In order to strengthen volunteers' motivation, the MAV self-learning courses will have to be aware of the needs of the migrant volunteer mentors and what motivates them. Volunteering relies on clear communication and real empowerment. Feeling useful for the improvement of oneself and of the society in which one lives is an important motivation to the commitment in voluntary activity.

Potential migrant mentors may consider voluntary work as a means of gaining additional skills which allow them to find a job or improve their prospects of promotion. Also, migrants who feel themselves socially isolated could find volunteering an effective way to improve social inclusion within local communities in host countries.

A good programme has to motivate migrants to volunteer. Key elements of the MAV Project are cultural adaptation and accessing information in order to reach new opportunities; a good mentor is able to help their mentee(s) with these aspects of living in a new country.

To promote the effective participation of migrant volunteers, the partners developed a motivational strategy, the aim of which is to support an increasing number of migrants to take action and, with their assistance, provide better support to new migrants.

With a view to strengthening volunteers' motivation, the first task to address is awareness of the needs that the various players have and what motivates them: this is key to designing motivational strategies. In volunteering, communication, empowerment, material and non-material rewards play key roles in any motivation strategy.

Evidence collected by the partners of the project, show that some migrants consider voluntary work as a route to improved employability and, for those who feel themselves socially isolated due to their unstable conditions, that volunteering is a useful way to achieve social inclusion within their host local community.

A motivational strategy should take into account the complex situation that migrants face. Social exclusion, communication difficulties, cultural adaptation and accessing information for employment opportunities are all challenges which could be solved

with migrant volunteers' support.

The partners of this project, by conducting extended research, have found that the most common incentives for migrant volunteers are:

- social, humanitarian and religious values which, in some cases, are fundamental motivators for a number of migrant volunteers because they are interested in a fair and just society. They believe that migrants are treated unfairly in their host countries and they hope to deliver improved migrant welfare by being committed to volunteering activities; they also seek gratitude and recognition in response to their voluntary work;
- promoting a positive image of migrant communities and of their native country as a response to an increasing mood of discrimination and racism in some Western countries. Terrorist attacks in the last few years have increased ethnic tensions and fostered negative attitudes towards migrants and for these reasons migrants are engaging in volunteer work as a way for protecting their collective self-esteem as they are seen to be good citizens;
- personal experience as a migrant. Due to a problematic initial period in the host country, characterised by restricted access to relevant information about local services, cultural practices and employment, migrant volunteers might be motivated by these personal experiences and wish to help new migrants who have poor language skills, thereby supporting them with information and advice;
- building new relationships is a strong incentive for the majority of migrants, who are facing difficulties living in a different country without an extended network of friends and relatives;
- self-development is also important because, through volunteering, migrants can learn new skills and get new qualifications. Migrants should recognise these activities as a form of self-development for themselves and as a means of gaining knowledge;
- enhancing employment opportunities: because migrants, who are often underemployed in host countries, may regard volunteering as an opportunity to achieve work experience. In addition, volunteer activities undertaken by migrants may help to decrease any discrimination that they face in the labour market.

These points indicate that any motivational strategy, implemented by the project, should include the following techniques:

- creating awareness of how migrant volunteer mentors can help and what the outcomes will be. Mentors should actively ask migrants to take part in voluntary

activities, proving to them that they can make a useful contribution;

- using other volunteers' experiences to motivate them and to explain how these can help them feel more comfortable about volunteering, build new relationships with their own community and develop skills and competences to improve employability;
- starting and sustaining good communication to preserve migrant volunteers' motivation to do voluntary work. Trainers (where involved) should communicate with volunteers, ensuring that they understand what is expected of them whilst not forgetting to listen to migrants' needs and expectations. Where trainers are involved, they must be accessible and available to speak with volunteers. The self-learning version of the MAV course needs to provide a communications forum that allows volunteers to ask questions and communicate with other volunteers;
- inspiring migrants by sharing success stories from all partner countries, as presented in the *best practices section* in this guide or from the other volunteers' personal experiences;
- acknowledging the difference, they can make by showing what can be achieved after a long period of hard work. Volunteer mentors could appoint regional "team leaders" among themselves who could arrange meetings to exchange experiences and summarise progress in voluntary mentoring projects to let new volunteers see what difference they can make (and show some appreciation for what existing mentors have done);
- helping volunteer mentors to develop new skills by providing them with new experiences and skills which in turn could be useful for improving their own employability. Mentors should help migrants based on their own know-how and experience as much as possible;
- making volunteer mentors feel more socially involved and connected by helping migrants communicate with authorities in person and online. This sort of support is fundamental to integrating new migrants in the community at large. Mentors could make use of social media to promote volunteering and gain wider recognition, so improving their personal "social capital".

How to prepare for your own MAV training provision

Abstract

What should volunteers know? What information should volunteers be aware of? What kind of abilities should volunteers acquire throughout the MAV experience?

The MAV self-learning courses should effectively answer these questions.

The MAV self-learning courses should provide volunteers both with information, knowledge and expertise. In other words, the courses will transfer learning tools, capabilities and 'know-how' to volunteers.

Volunteers will need to be informed about such things as Information centres and health care services, employment services for migrants and information about the work system of the host country, legal assistance services and civic education courses for migrants.

In addition to that, volunteers should acquire skills and 'know-how' about dealing with the problems of immigrants in the host country, motivation and enhancing migrants' communication skills.

The MAV self-learning courses will transfer to volunteers skills which they have developed both through personal experience and their educational or work-related backgrounds. This section of the *Guide* provides valuable insight for trainers (where involved) and to those wishing to take the MAV courses, about what kind of skills and knowledge should be transferred to volunteers wanting to become mentors and, in turn, to migrants. The learning content (in the form of modules and resources) can be found in the "MAV adult training toolkit".

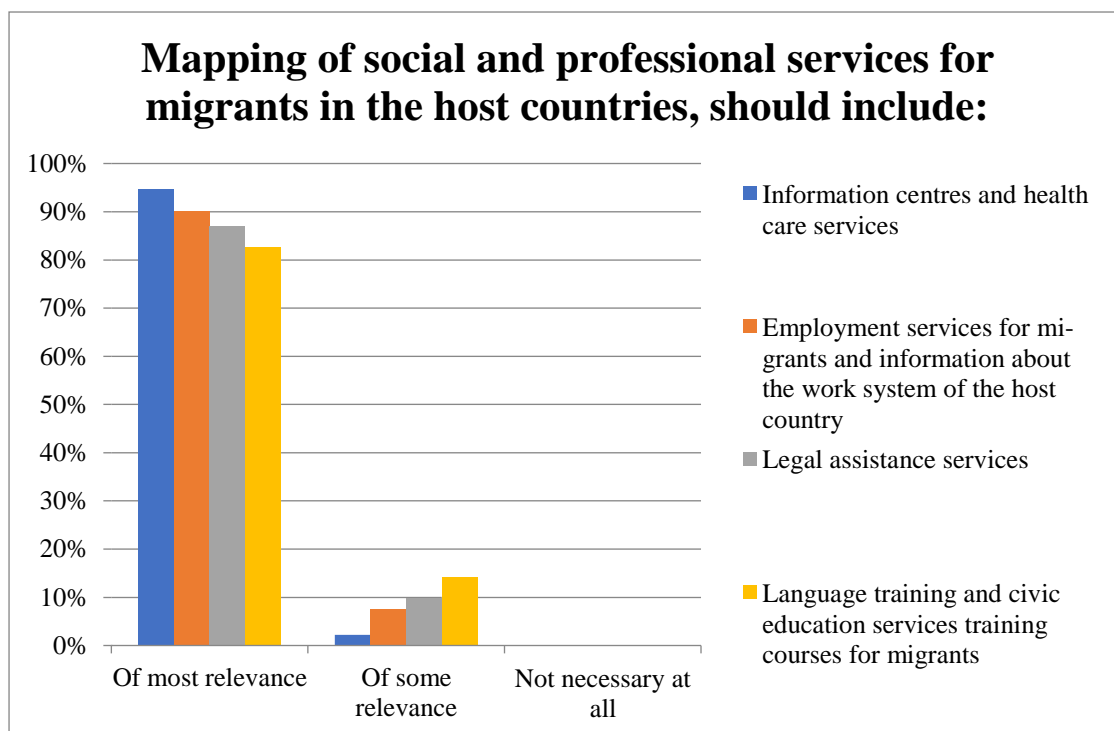
What knowledge do volunteers need to have available?

The contents of the course (reflected in this *Guide*) are divided into two sub-categories: cognitive and metacognitive. In the first, the *information class*, the contents provide an information perspective about knowledge and the transfer of learning tools from trainers to volunteers. This sub-section answers the question *What volunteers should know?* or *What information volunteers should be aware of?* It contains:

- cognitive means aimed at enabling trainers (where involved) to provide volunteers and in turn new migrants with information about the social and professional services available to migrants in host countries;

- contextual analysis of migrants in their host countries, including a recent history of and the current situation regarding immigration in each of the partners' countries. This includes integration policies in labour markets, the concept of immigration in the host country, citizenship procedures in the host country and potential limitations due to migration quotas in the host country;
- knowledge of the problems faced by immigrants and issues of integration in the host country. Volunteers need to be informed about conflicts and discords which could arise between different communities of immigrants or between immigrants and the indigenous population;
- information about labour policies, including the advantages and disadvantages of possible migrant-local partnerships;
- knowledge of legislation on integration, migration and asylum in the host countries;
- information about qualifications and vocational programmes and access to the national labour market;
- providing assistance in obtaining national insurance numbers and bank accounts and how to adapt their qualifications to the labour environment of host countries;
- aiding volunteers to find decent accommodation for migrants; for example, they could provide newcomers with information about how access the local housing market and assistance to understand how to register for social housing;
- helping volunteers to source information about access to healthcare;
- Chart no. 3 illustrates many of the social and professional services new migrants may need to access and the relative importance our experts attached to them.

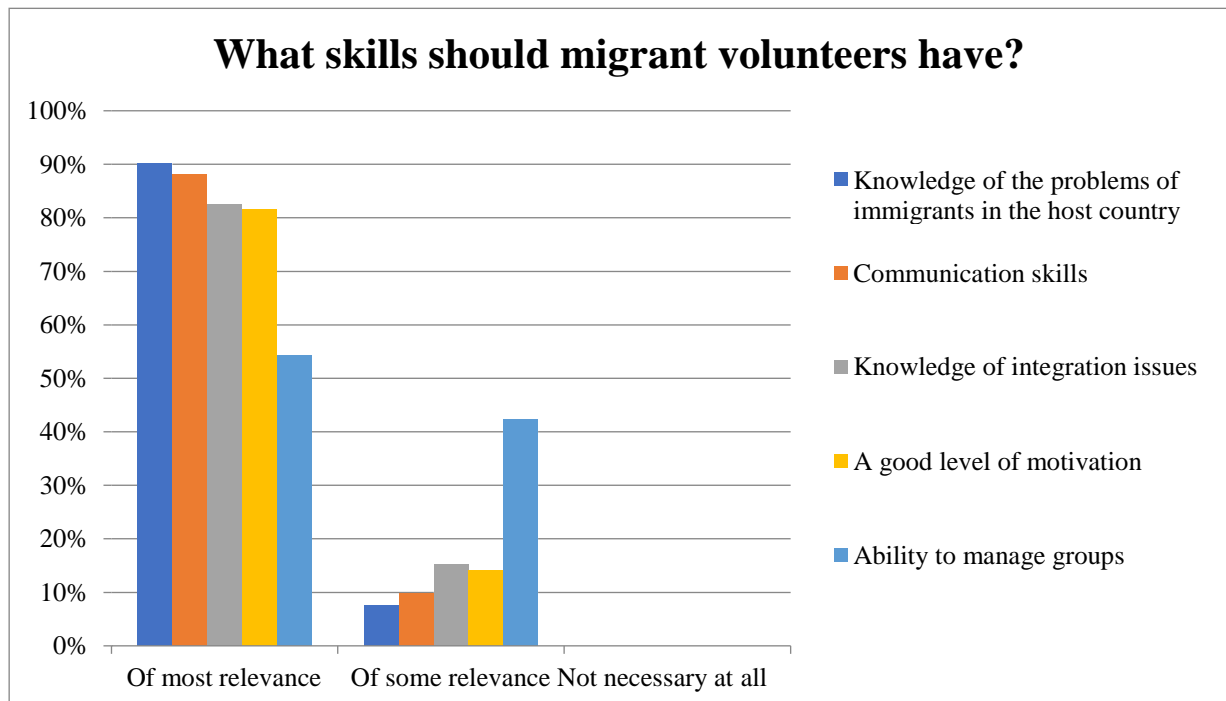
Chart no. 3



The second sub-category is aimed at answering the question: What kind of knowledge should volunteers acquire throughout the MAV experience and it will focus on the capabilities, expertise and know-how that volunteer mentors can pass on to new migrants during this project. This knowledge will embrace (also see chart no 4):

- techniques and basic tools for micro entrepreneurship, fostering multitasking capabilities (see next section);
- methods and instruments which the MAV courses deliver to volunteer mentors to help them explain to migrants how to deal with institutions such as health care centres, employment services and the work system of the host country;
- equipping volunteer mentors with resources relating to language skills and civic education courses for migrants;
- strategies about ways to socially integrate in the wider neighbourhood or local community in the host country;
- knowledge to help migrants' find ways to improve their communication and ICT skills;
- cultivating volunteers' ability to manage mentees and help them maintain a good level of motivation;
- helping volunteers to become language companions who assist migrants in learning the language of the host nation;
- guidance on how to interact with authorities in the host countries;

Chart no. 4



The MAV methodology

Abstract

The MAV self-learning courses will use methods related to the “Non-formal Learning” and to the OED approach which focuses on methods and principles developed to support adult education and specifically aimed at disadvantaged groups like migrants. All participants taking the MAV courses should actively engage with course sessions because the basis of the MAV methodology is to share knowledge, experience and ideas among volunteers.

Among other things, volunteer mentors may need to understand how to help migrants acquire an entrepreneurial mindset in order to achieve positive self-development. In other words, the courses should support volunteers by explaining how an entrepreneurial attitude to face challenges can be useful because it provides a particular set of skills which are not only useful in running a business but also as a means of solving problems or becoming self-employed. The MAV courses aim to help volunteers by giving them access to information and resources that can be given to new migrants to help them achieve these things.

Overview of the proposed methodology and learning strategies

The MAV project will deliver a “MAV adult learning tool kit” that will outline the elements and resources needed for the online self-learning courses. The course will use the principles and methods of *Non-Formal Learning* and will focus on motivational strategies and what being a good mentor consists of. Participants will assume a very active role during the programme sharing their knowledge, experience, ideas and questions related to the project goals. The course(s) will be delivered via an online portal, but there will be an option for the courses to be delivered by trainers if required.

In addition to this, the learning strategies embodied in the MAV courses are based on a holistic and non-formal learning approach. They will contain the following elements:

- the choice of peer-to-peer education and sharing of resources;
- use of cultural contextualisation regarding the content, essential to understanding the particular environment of each country involved in the project;
- use of strategies and techniques to stimulate both cognitive and emotional engagement to boost the motivation of volunteers;
- migrant associations should be asked for their involvement in the project by the MAV project’s country partner;

These elements will also help ensure that the project is not aimed at promoting volunteering as a form of unpaid work, but as a means of active citizenship (see Chart no 6).

Training pedagogy using the OED approach

The MAV project takes inspiration from the OED approach (*Outreach, Empowerment and Diversity*) to teaching and learning and which appears a good match to the pedagogical needs of migrant volunteers acting as mentors to new migrants.

The OED methodological framework contains methods and principles which were developed to support adult education and specifically aimed at disadvantaged groups like migrants and refugees. The OED methodology provides practices and tools which have been established through experience and research. The primary goals of OED in the context of MAV consist of:

- encouraging volunteer mentors to use comprehensive and participatory strategies to stimulate marginalised migrants who would otherwise be excluded from social opportunities;
- helping volunteer mentors to record and monitor learners' (mentees) expectations and interests.

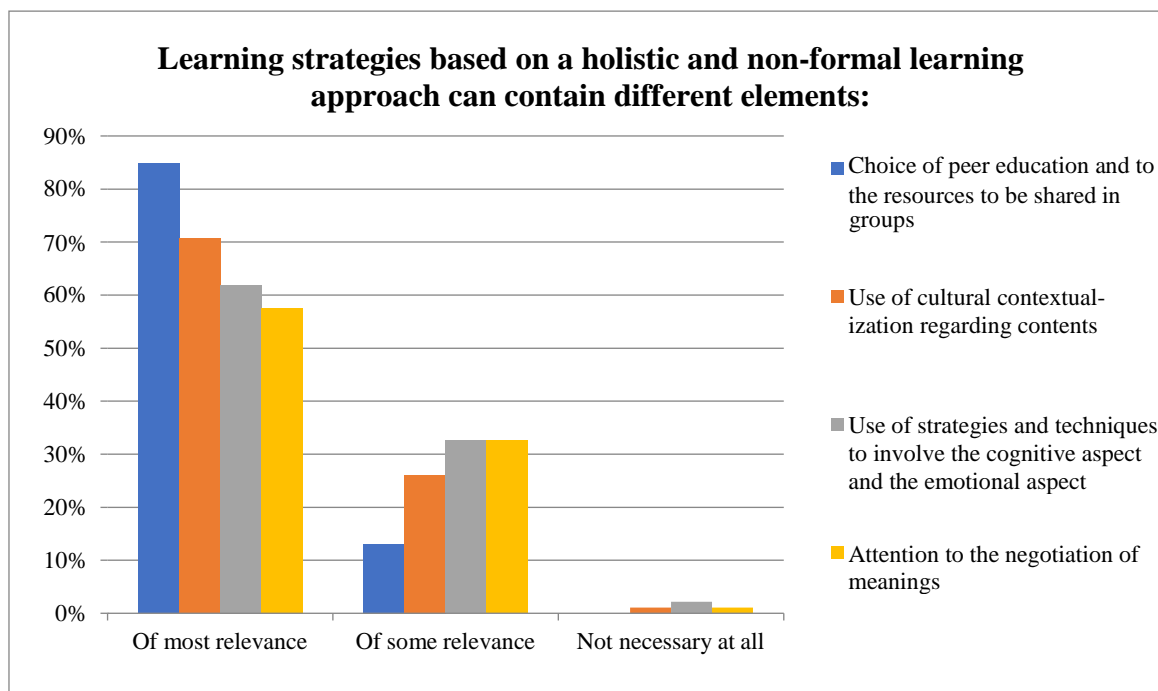
This whole method was conceived by EAEA (*European Association for the Education of Adults*) and it consists of a tried and tested approach to peer-to-peer learning. The framework can be applied in the context of inclusion policies aimed at building an attitude of awareness and active citizenship among new migrants. OED is not a specialist knowledge tool, but an open and accessible tool kit inspired by a humanist approach that supports education for disadvantaged groups.

In the context of the MAV project, the OED learning process is one of active citizenship and not just a stockpile of knowledge. This implies that the learning process must relate to the daily life experiences of migrants and the challenges within the surrounding host community. Learning for “active citizenship” can be included as a dynamic part of the learning process between basic language skills and more specific vocational education and training: it involves the development of knowledge, attitudes and skills connected with individual and collective action in the society.

The most important elements of the OED learning process are:

- self-reliance,
- democratic values based on human rights,
- knowledge about rights and responsibilities,
- knowledge of institutions and structures in society,
- the ability to find and to assess information,
- the ability to think critically,
- the ability to communicate,
- the ability to organise,
- the ability to identify where power is exercised and ways to have influence.

Chart no. 6



Motivation to integrate - from Self-Esteem to Self-Employment

Integration is a multi-step process: Migrants may start by acquiring language skills for the language of their host country, meeting new people, making new friends, starting social activities. They may find employment and, at a later stage, actively participate in the political processes of their new home country.

A more demanding stage could see migrants running their own shops or businesses, either as start-ups or as small and medium sized companies (SMEs). Preparing pathways towards migrant entrepreneurship based on an individual's self-confidence and self-esteem to be able "to make it" is one of the most demanding steps for migrants and their volunteer mentors, but it can be one of the most rewarding end experiences.

Volunteer mentors may wish to introduce migrants to methods of becoming entrepreneurs; they need to be aware that this is a complex process. It may be best suited for migrants who ran their own business in their country of origin and thus possess entrepreneurial experience. It may also be suitable for young, creative migrants who show the talent to turn an idea into a small start-up project.

The "MAV adult learning toolkit" will include sections on migrant entrepreneurship. Volunteer mentors can help migrants by providing resources about entrepreneurship and explain that an entrepreneurial mindset can be particularly beneficial as it is the type of analysis that entrepreneurs use when they set up and run a business. It has to be noted that this approach is not suitable for all migrants and will depend on their motivation, self-esteem and level of integration.

Entrepreneurship enables people to take advantage of opportunities and employ them as a means of self-realisation. Entrepreneurial self-development is aimed at assisting volunteers to deliver to migrants clear and easily understood guidance on how to behave positively and take action to improve their situation. Volunteers using this approach can help migrants to understand themselves better and so make an informed decision about whether or not to choose self-employment or another occupation.

These factors can assist migrants to face their new life in the host countries, but they should also be aware of the barriers that they might face.

The MAV courses will provide resources for volunteers about developing ideas that may help their mentees develop a successful business. These include:

- assessing and using their strengths and weaknesses, skills and knowledge;
- identifying an idea that has growth potential;
- Identifying a market that looks as though it has a large potential for growth
- clarifying the idea by asking other volunteers or migrants to engage in a “brainstorming” session.

Once these activities have been completed, the mentee could select the idea that seems to offer the most potential as a fruitful route for self- development.

The evaluation and qualification system

Abstract

How to enhance what volunteers have learned during the activities under the Project MAV? It is certainly desirable to provide a system to certify the skills which volunteers have acquired through the MAV training. MAV Project partners have identified as a possible certification system the one provided by the European CEDEFOP agency which issued the “European Guidelines for Validating Non-formal and Informal Learning”.

This certification framework could be used to gain recognition for skills acquired from MAV participants both at national and European level. Doing so volunteer mentors could increase visibility and value of their knowledge, skills and competences obtained through MAV Training. These certificates can be used to support training paths which confirm, by standardised models, competences and acquired skills, giving credits and visibility to volunteer mentors.

The experts who completed the questionnaire (see Chart no 7) thought that a system should be established for validating the skills of volunteers by using a method of certification of competences based on standardised models that can examine and certify knowledge and acquired skills, resulting in credits and certificates that can be used to support training paths. These certificates will provide recognition outside of the project both at national and European levels. The competence certification will contain the following indicators:

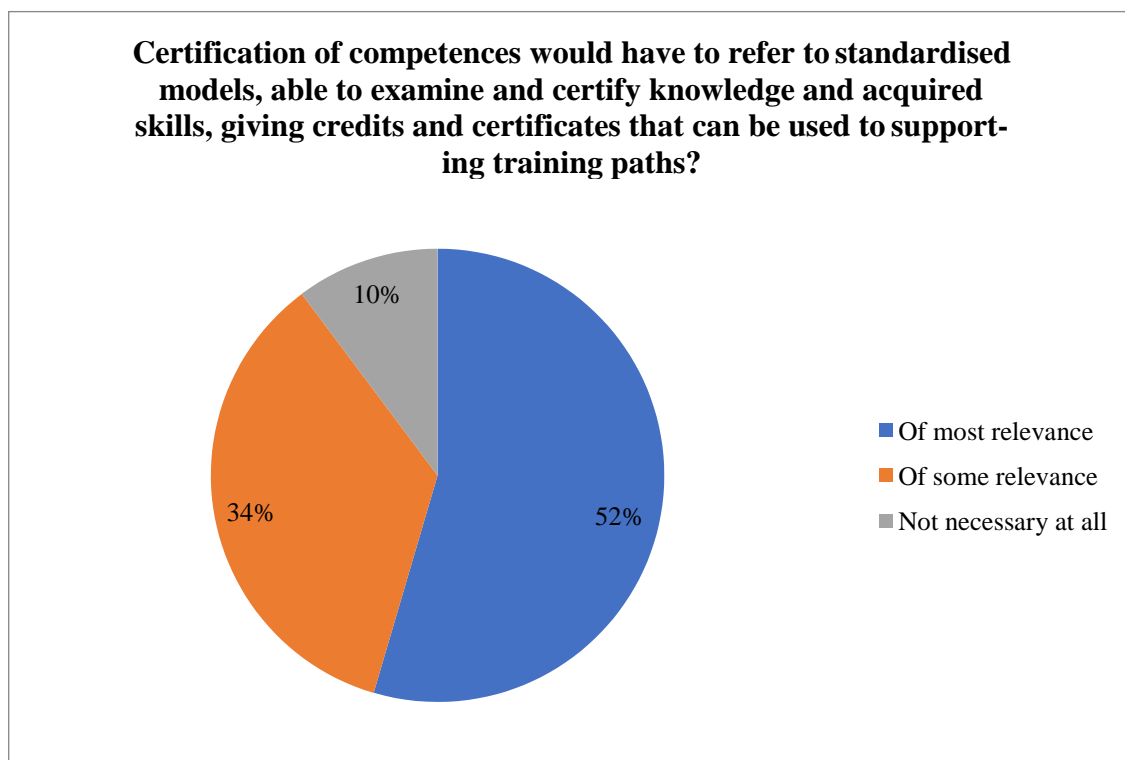
- educational background (school, university, vocational training);
- professional experience (field, years, certificates);
- language skills of the host country, English language mastery, ICT expertise.

To establish a system that identifies, documents, assesses and certifies all forms of learning performed by migrants, MAV partners could use *The European guidelines for validating non-formal and informal learning*. This learning framework was developed by CEDEFOP (The European Centre for the Development of Vocational Training) as a process of confirmation by an authorised body that an individual has acquired learning outcomes against a relevant standard to highlight the skills that individuals have learnt by attending training courses.

The ambition of the guidelines is to enable individuals, in our case volunteer mentors, to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities⁴. The key objective is to support a consistent number of learners and workers to acquire and make visible new skills to support their career, further learning and to enhance their quality of life.

- 4 Useful links to CEDEFOP system of validation for non-formal activities:
- European guidelines for validating non-formal and informal learning, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073>
 - Validation of non-formal and informal learning, <http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory>
 - European database on validation of non-formal and informal learning, <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

Chart no. 7



Summary of *best practices* in partners' countries

Abstract

There are many good practices that the MAV project can take as proven examples of successfully integrating migrants into their host countries. The MAV partners have gathered many examples of good practices about integration of migrants (see “Annex no. 3 – Selected Examples of best practice in partners’ countries”).

This section provides a very short summary of some of the best practices regarding integration of migrants based on the concrete experiences that have been recorded in the project partner countries. From these experiences some common indications have been obtained: they could be applied to the MAV project in order to maximize its effectiveness.

To provide a clear framework for the development of actions and strategies to foster the integration of new migrants through the assistance of other volunteer migrants, this *Guide*, in addition to the motivational strategy and to the learning methodology, summarises best practices experienced in the partners' countries which have helped the integration and the coexistence of migrants and their host communities.

Firstly, it is essential that every partner involved in the MAV project should have a very clear vision and knowledge of the past, present and, if possible, foreseeable future developments of the migrant situation in their communities.

Migrant volunteers should be aware of the migrant situation in host countries, including the ethnicity of immigrant communities in different regions of the specific host country. Moreover, volunteers should be aware of potential conflicts and discords which could arise between different communities of immigrants or between immigrants and the native population within the community. Without these elementary but essential analyses and actions, any integration project is likely to fail.

Volunteers should be aware of factors that assist in the successful integration of new migrants through an analysis and schematisation of the most successful best practices that have been performed in partners' nations.

We have summarised examples of practices that could be useful for volunteers to be aware of and that have relevance to the MAV project more generally:

- learning the language of the hosting country is a vital task for migrants; in fact, inadequate language skills constitute a barrier to accessing information and services, to the expression of one's needs and to entering in contact with the social context and feeling part of the local community. Fluency in English is also important (as suggested by the evidences found by the UK partners, see *Annex no. 4*);
- volunteers could be language companions who would assist migrants to learn native languages and English; volunteers would foster language acquisition by providing information about reading classes, volunteer-dialogue-partners and conversation classes providing migrants with a good knowledge of languages of the hosting nation in order to increase productivity and chances of communication and employment probabilities;
- since migrants, or refugees seeking asylum, often lack sufficient information regarding the procedures for granting residency permits, or the right of asylum, and they are frequently unaware of key issues. To help address these issues, volunteers could be trained to help migrants/refugees complete documentation and also accompany them when they need to communicate with officials as you can see in *Annex no. 4* regarding *Arrival Aid – Volunteering and legal and administrative help*);
- volunteers may provide assistance to migrants and refugees all through their official hearings; there would be preparatory meetings, attendance at the hearing(s) and a final follow-up, with the intention to deliver an efficient and meaningful administrative support to migrants (as the experiences of KISA or *Migrant Information Centre MIC* in Cyprus, see *Annex no. 4*);
- MAV advisors and supervisors would offer training for volunteers to learn about integration, migration, asylum law, hearings and regulatory procedures in their respective hosting countries; volunteers in turn could assist migrants with contacts details for public and migrant services and government departments. As examples, they could accompany migrants to offices, help them with official letters or emails and assist with the completion of official forms (see the case of *Assistance and comprehensive services for asylum seekers in Romania* which can be seen in *Annex no. 4*);
- closely related to the previous topic there is information about migrant and refugee rights under the law of the host country which volunteers could provide to migrants and refugees who often cannot afford legal advice otherwise (as you can see in *Annex no. 4* regarding *Motion for the Defence of refugees' and immigrants' rights*);

- volunteers may help migrants with the provision of resources to improve their access into the local and regional labour market; they could also provide help to migrants in accessing national labour markets (See the case of *Integrationslotsen by Südwestmetall, Annex no. 4*);
- volunteers could facilitate contact with local job centres and migrant agencies, they could also deliver information about qualification programmes. In addition, they could provide assistance in obtaining national insurance numbers and bank accounts and looking to adapt a migrant's qualifications to the labour market of the host country because the integration of migrants into the labour market is an essential prerequisite towards independence and ending the reliance on welfare payments as well as helping to lead towards self-realisation and personal enrichment (as you can see in *Annex no. 4* regarding *The Story of a National UN Volunteer Cansu Güngör*);
- in relation to the issue of housing, it must be noted that migrants face multiple barriers in the housing markets; volunteers should aid migrants and refugees to find decent accommodation: therefore they could provide newcomers with information about the local housing market and assistance in understanding how to obtain a council house or other forms of available housing support (as you can see in the case of *Experiences in the north of England* in *Annex no. 4* or the case of *Omnes Association* in Greece);
- supervisors and volunteers should pay attention not to promote factors which would concentrate migrants in particular parts of the housing market (i.e. lower rent private rented housing) because this has adverse effects on the social housing market and raises a number of integration issues;
- migrant volunteers could help new arrivals with information and support to take advantage of and familiarise themselves with the public health systems of hosting nations; volunteers could also follow through migrants in health-related issues, such as visits to doctors, check-ups, gynaecological examinations, vaccination programs, dental care, psychological well-being;
- migrants could be supported by volunteers to build up a network of social contacts in their hosting societies and in their own communities; migrants should be encouraged to enrol themselves in native or migrants' associations (as you can see in *Annex no. 4* regarding *Integra e.V. – Ehrenamt von Migranten für Migranten* or *Giving something back to Berlin*).

All of the practices mentioned have been successfully tested in the nations of the project partners. The good practices identified are fully compatible with the concepts that lay behind MAV. Namely that it would strategically combine an integrated learning package and traditional approaches with *innovative motivation and guidance tools to protect migrants' interests with the support* of adult migrant volunteers who would mentor other migrants.

Conclusions

This “*Guide*” describes the aims of the MAV training course and sets out the principles of how the training will be delivered. It established the main target groups and it illustrates the motivational strategy which it is based on.

The section *How to prepare for your own MAV training provision* provides the learning processes and action policies needed to foster migrants’ integration and it is divided into sub-categories: the first one deals with *information* which has to be delivered to volunteers and migrants, the second one addresses the *competencies* the volunteers should acquire.

The methodology which inspired the whole project aims to provide a learning tool kit for adult volunteers based on the principles of *Non-Formal Learning* and the OED approach which are combined with a holistic learning program. Ultimately, a method for the validation of the skills of volunteers will be established with certification of competences within an accepted framework model.

Through these actions and procedures, the MAV project will quickly deliver improved migrant integration by the provision of *know-how*, social skills, education and language improvements, which, by virtue of the volunteers’ multiplier effect, will boost the sustainability of the project once it has ended, thereby becoming a beacon for other integration projects.

Annexes

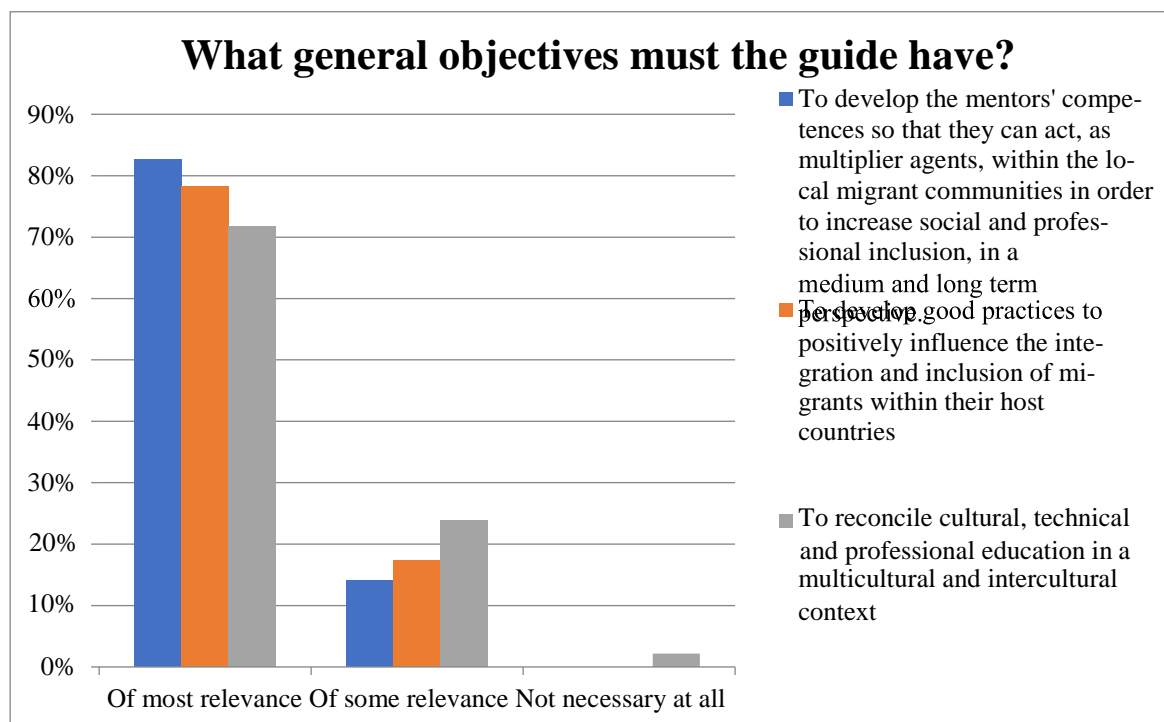
Annex no. 1 - Evaluation of aggregated data by questions

General objectives of the Guide

According to the national and international experts, 83 per cent of which designated it as the action *of most relevance*, the most important general objective of the *Guide* should be the development of the mentors' competences so that they can act, as multiplier agents, within the local migrant communities in order to increase social and professional inclusion, in a medium and long-term perspective. In subordinate positions there are another two options. The first one is the development of good practices to positively influence the integration and inclusion of migrants within their host countries which is viewed as an objective of most importance by the 78 per cent of the experts. Following this, 72 per cent of the experts found *of most importance* for migrant volunteers the reconciliation of cultural, technical and professional education in a multicultural and intercultural context.

As other general objectives the majority converged on the succeeding actions: supporting social participation of the volunteers, strengthening their communication skills and linguistic competence in the language of the host country, developing management attitude, creating clear strategies for integration in the labour market.

Chart no. 1

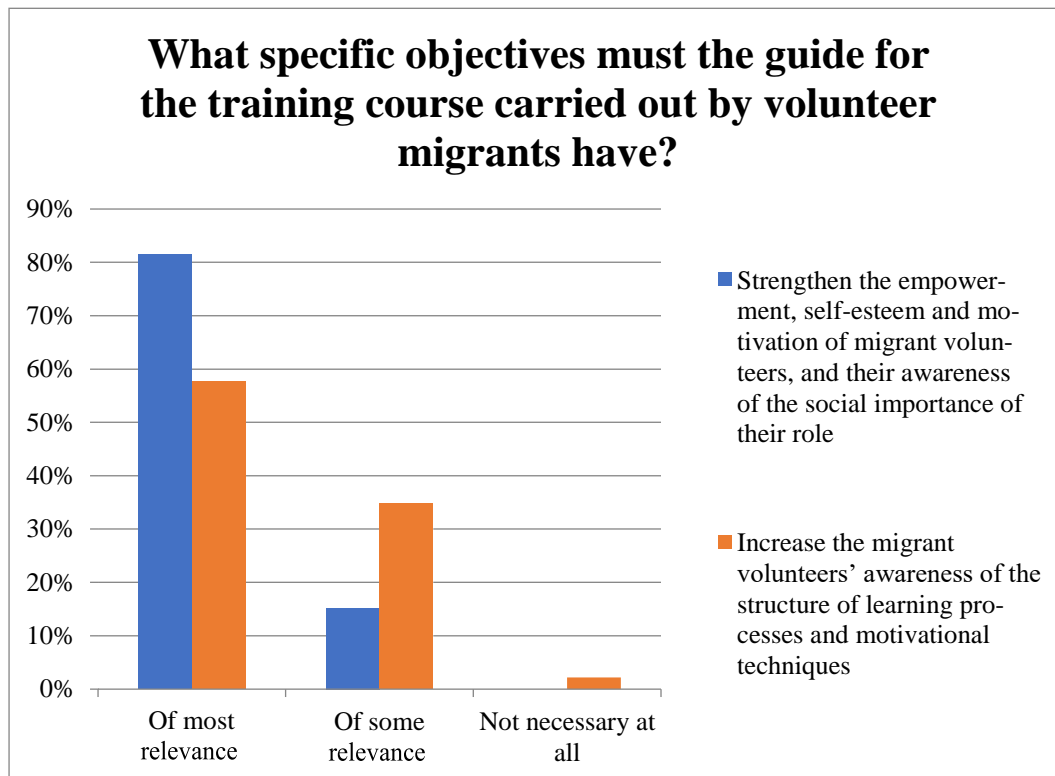


Specific objectives

As specific objective, strengthening the empowerment, self-esteem and motivation of migrant volunteer mentors, and their awareness of the social importance of their role is counted as being *of most relevance* by 82 per cent of respondents (15 per cent of them consider it *of some relevance*, the residual 3 per cent did not answer). As second priority is the increase of the migrant volunteers' awareness of the structure of learning processes and motivational techniques which is evaluated *of most relevance* by 58% of the respondents (35 per cent of them regard it *of some relevance*, 2 per cent *not necessary at all* and the remaining 5 per cent did not answer).

As other specific objectives the majority converged on succeeding actions: understanding of differences between cultures and social systems, offering concrete perspectives to motivate the target group and providing knowledge that has a practical application.

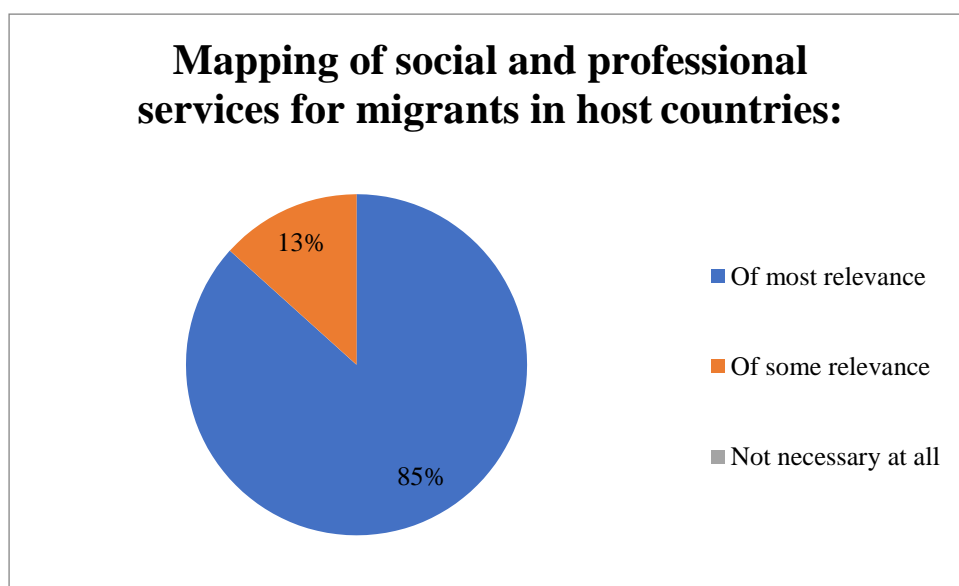
Chart no. 2



The contents of the Guide

The training of migrant volunteers to support other migrants' integration requires reflecting on the rights of foreigners and on policies aimed at supporting their recognition and effective inclusion within the host societies. Therefore, according to experts, the Guide should include:

Chart no. 3



1. Mapping of social and professional services for migrants in host countries, up to 85 per cent of experts recognizes it as an aspect *of most relevance*, which in turn should be composed of:
 - a. information centres and health care services, which are deemed *of most relevance* by 95 per cent of the respondents,
 - b. employment services for migrants and information about the work system of the host country, which is regarded *of most relevance* by 90 per cent of the respondents,
 - c. legal assistance services, which are reckoned *of most relevance* by 87 per cent of the respondents,
 - d. language training and civic education services training courses for migrants, which are estimated *of most relevance* by the 83 per cent of the respondents,
 - e. other specific services, such as arrangement of internships and professional orientation, cultural services for social inclusion, information about ways to socially integrate in the wider neighbourhood or local area of the host country;

Chart no. 4

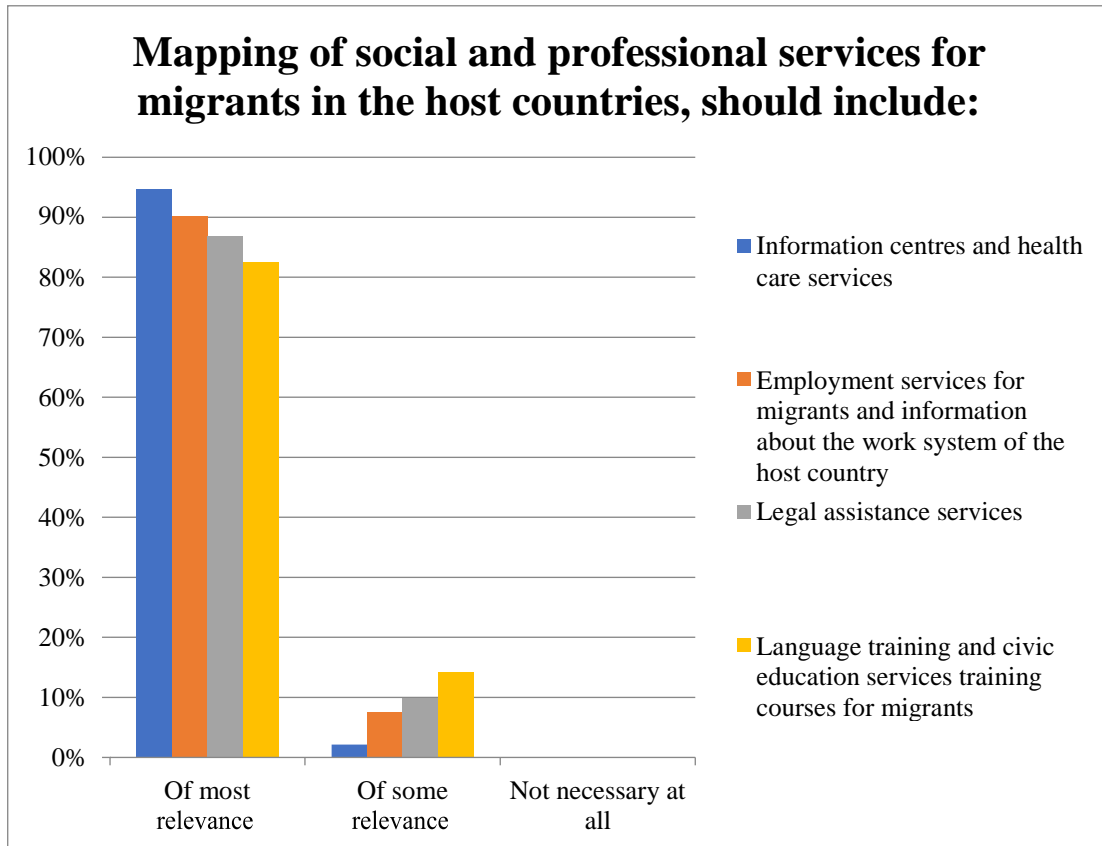
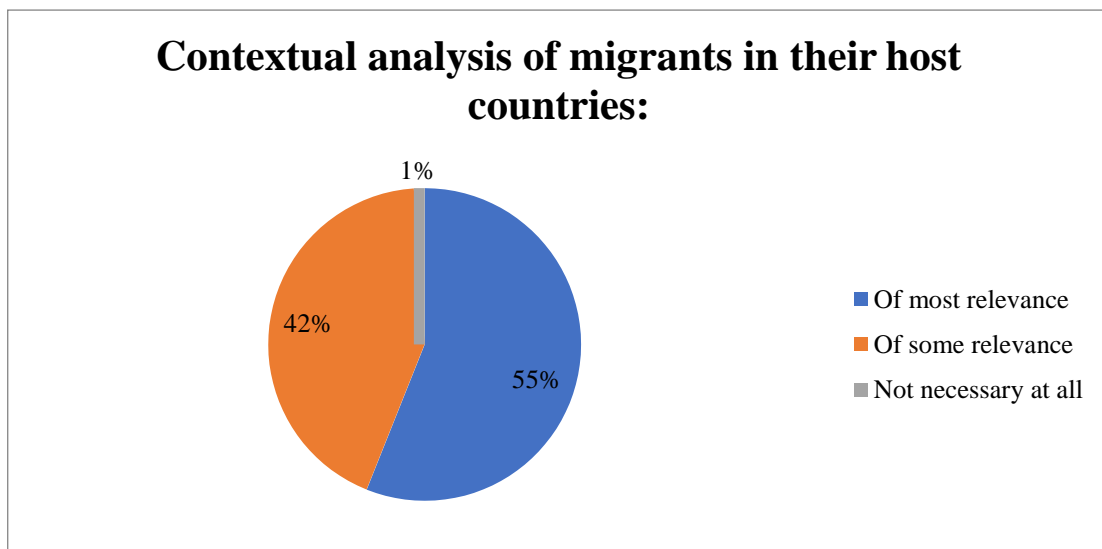


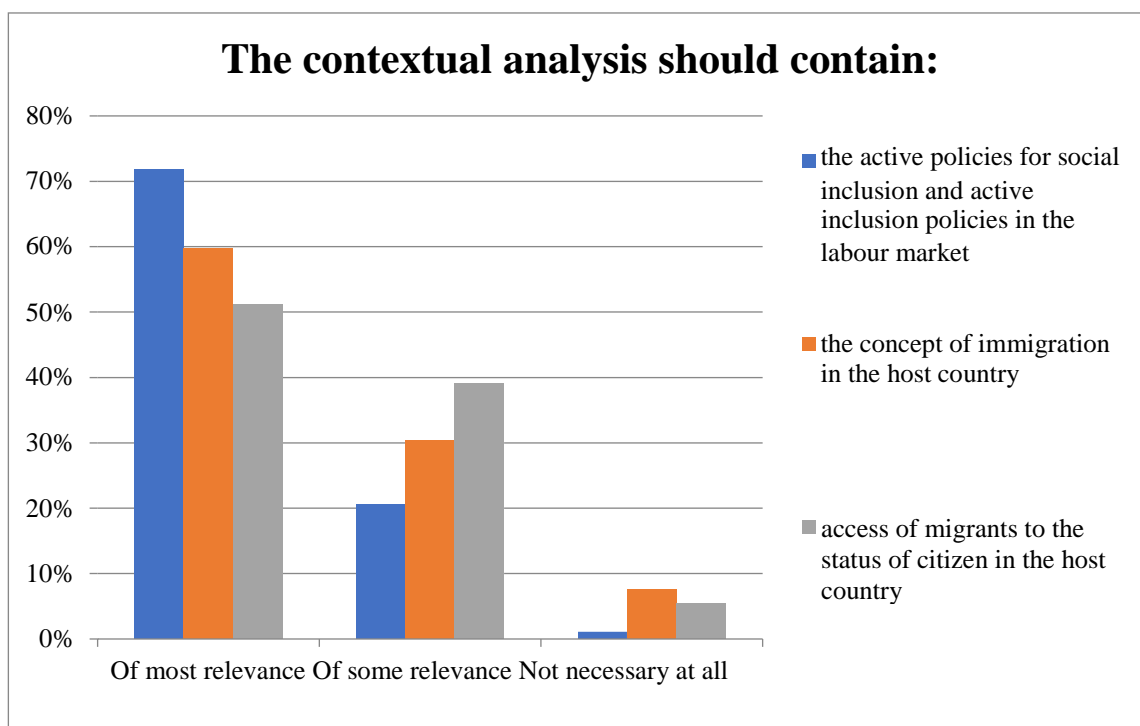
Chart no. 5



2. Contextual analysis of migrants in their host countries, as you can see in *Chart no. 5*, 55 per cent of respondents view it as *the most relevant*, which in turn should embrace:

- a. the active policies for social inclusion and active inclusion policies in the labour market, which are recognized of *most relevance* by 72 per cent of the respondents,
- b. the concept of immigration in the host country, which is judged of *most relevance* by the 60 per cent of the respondents,
- c. access of migrants to the status of citizen in the host country, which is deemed of *most relevance* by the 51 per cent of the respondents,
- d. in the aforementioned analysis should be included also the potential limitations due to migration flows in the host country, providing knowledge of elements of law that are significantly and culturally different to nation of origin, examining existing support mechanisms and identifying possible obstacles to access these mechanisms.

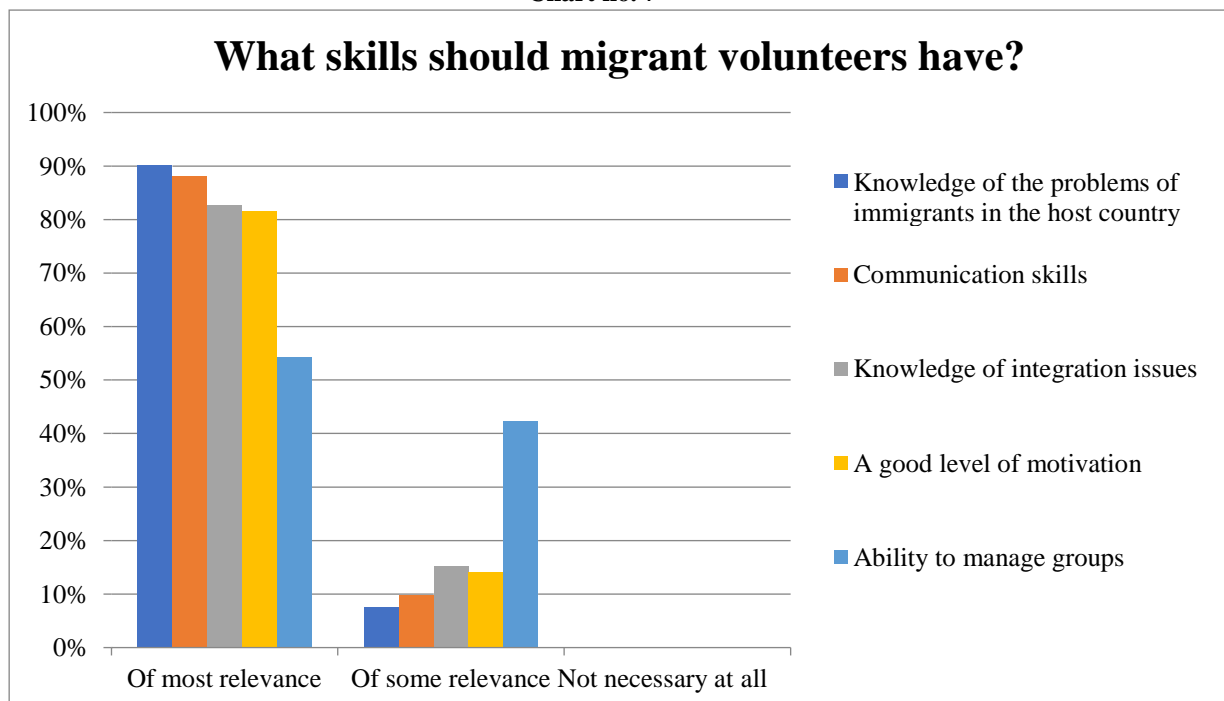
Chart no. 6



The choice of fostering migrants to train other migrants responds to the need to strengthen integration. In order to achieve this goal, the respondents believe migrant volunteers should have the following skills:

1. knowledge of the problems of immigrants in the host country, which is regarded *of most relevance* by 90 per cent of the respondents;
2. communication skills, which are reckoned *of most relevance* by 88 per cent of the respondents;
3. knowledge of integration issues, which is estimated *of most relevance* by 83 per cent of respondents;
4. a good level of motivation, which is judged *of most relevance* by 82 per cent of the respondents;
5. ability to manage groups, which is considered *of most relevance* by 54 per of the respondents;
6. other specific skills, such as positive attitude and culture of adaptation to the new conditions in critical way, ICT skills, good knowledge of the services available in the host country and where migrants can look for more information.

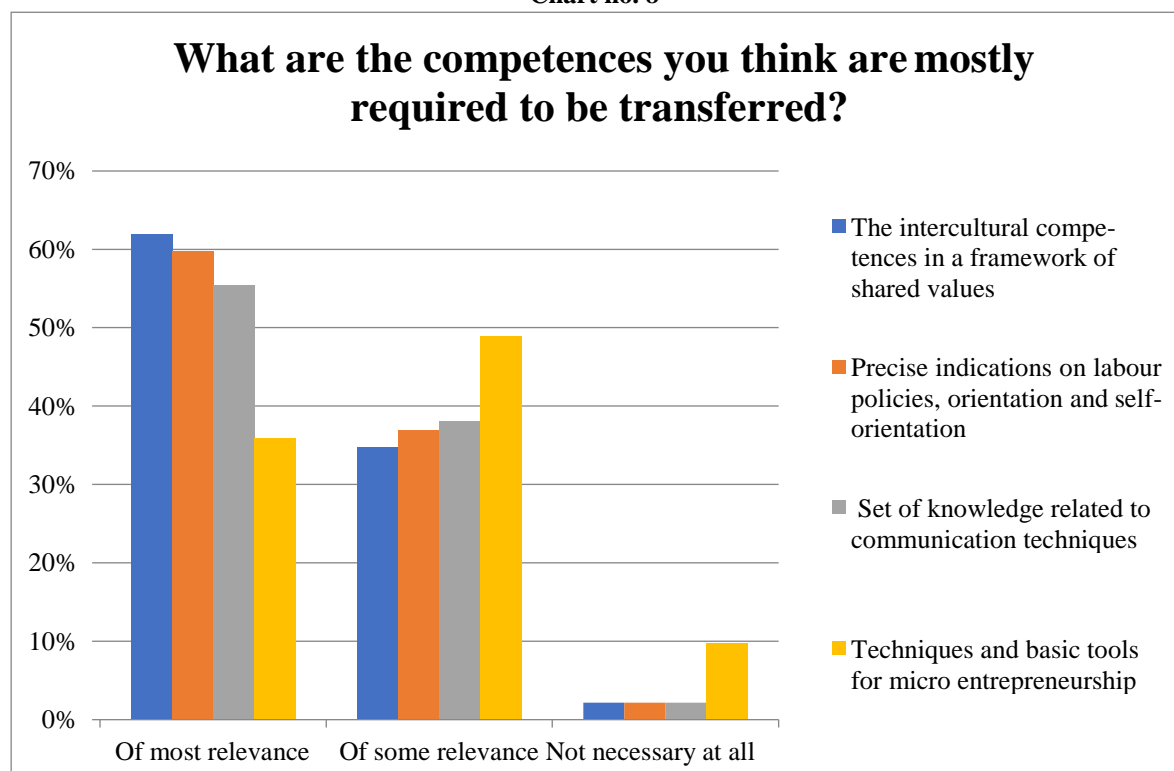
Chart no. 7



The respondents think that mostly required competences to be transferred would be:

1. the intercultural competences in a framework of shared values, which is recognized *of most relevance* by 62 per cent of the respondents;
2. precise indications on labour policies, orientation and self-orientation, which are deemed *of most relevance* by 60 per cent of the respondents;
3. a set of knowledge related to communication techniques, which is regarded *of most relevance* by 55 of the respondents;
4. techniques and basic tools for micro entrepreneurship, which are reckoned *of some relevance* by 49 per cent of the respondents (36 per cent of which estimate it as *the most relevance*, 10 per cent *not necessary at all* and 5 per cent did not answered);
5. other specific competences, such as knowledge of advantages and disadvantages of possible refugee-local partnerships, conflict management, multitasking capabilities.

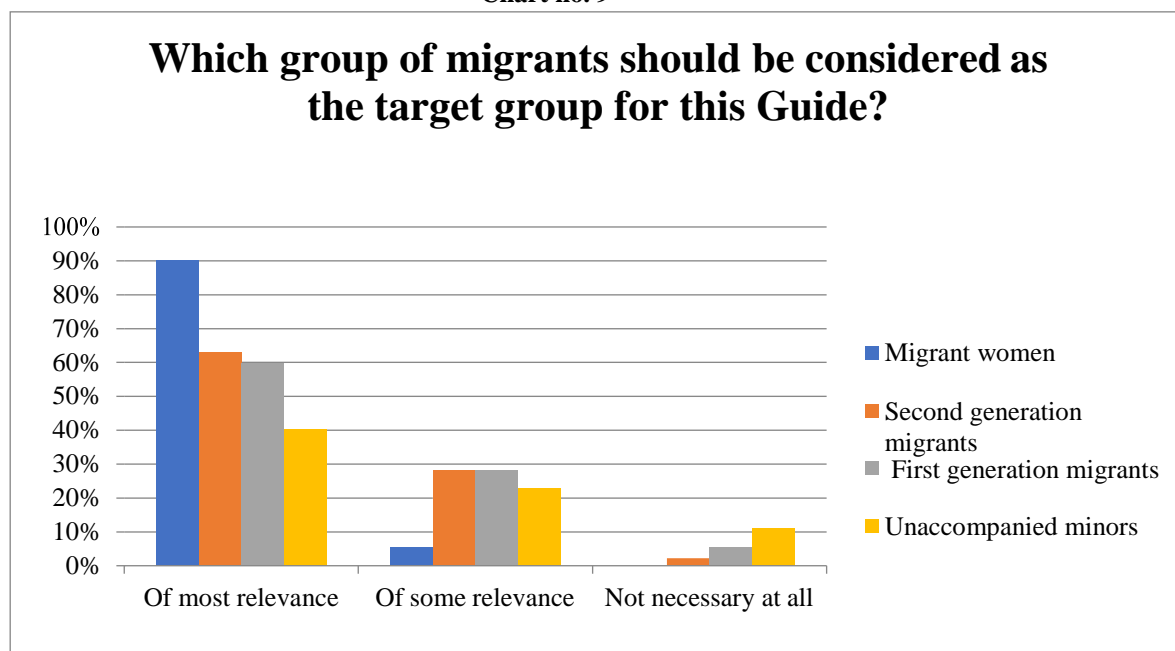
Chart no. 8



According to the respondents, the target groups for the MAV course (and hence this Guide) arranged by importance, should be:

1. women migrants, which are estimated as a target group *of most relevance* by 90 per cent of the respondents; the most pressing inclusion needs of this group are legal protection from domestic violence, awareness of themselves and their social potential, vocational training for women especially for single mothers;
2. second generation migrants, which are judged as a target group *of most relevance* by 63 per cent of the respondents; the most pressing inclusion needs of this group are access to services, civil rights and citizenship, further development of their occupational skills;
3. first generation migrants which are considered as a target group *of most relevance* by 60 per cent of the respondents; the most pressing inclusion needs of this group are integration to basic language education of host country, understanding the work environment and the concept of work in the host country, socialization in a host society;
4. unaccompanied minors, which are recognized as a target group *of most relevance* by 40 per cent of the respondents (23 per cent of which estimates it *of some relevance*, 11 per cent *not necessary at all* and 26 per cent did not answer); the most pressing inclusion needs of this group are integration in the educational system, support to school activities, psychological support.

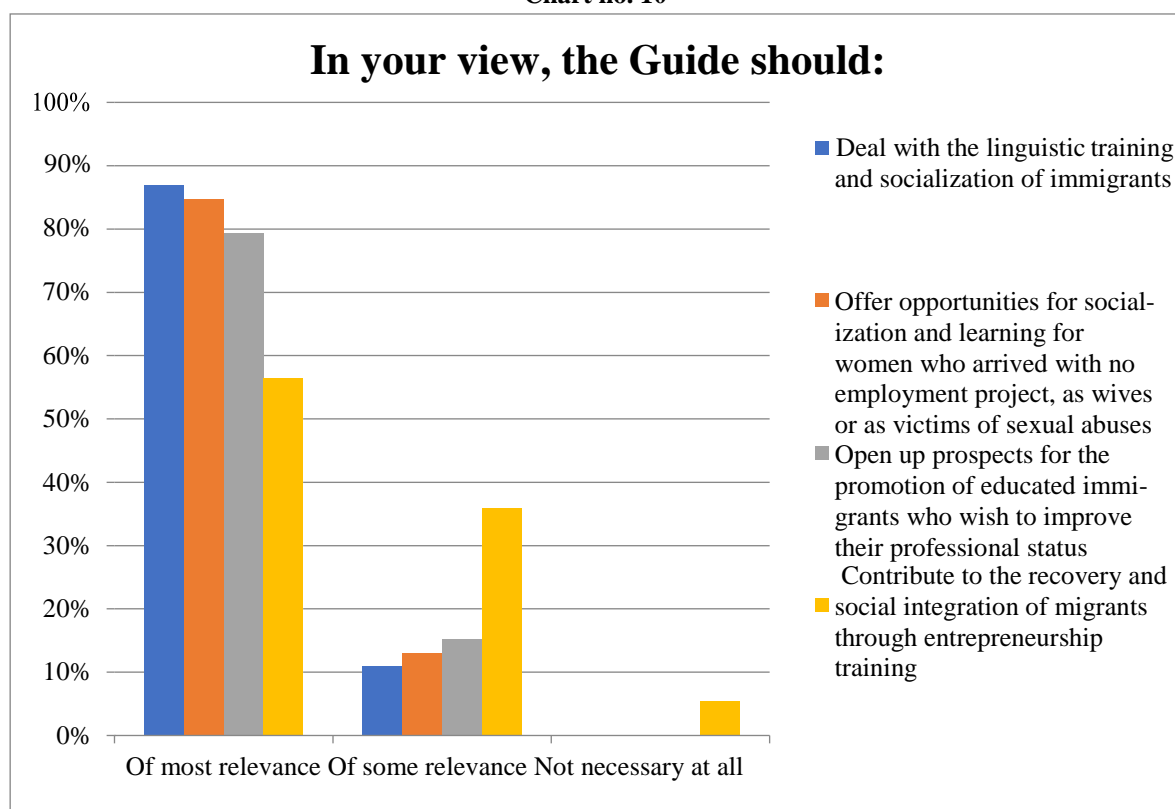
Chart no. 9



In addition to the above-mentioned actions and purposes, as a general approach the *Guide* should:

1. deal with the linguistic training and socialization of immigrants, which is deemed *of most relevance* by 87 per cent of the respondents;
2. offer opportunities for socialization and learning for women who arrived with no employment project as wives or as victims of sexual abuses, which are regarded *of most relevance* by 85 per cent of the respondents;
3. open up prospects for the promotion of educated immigrants who wish to improve their professional status, which is reckoned *of most relevance* by 79 per cent of the respondents;
4. contribute to the recovery and social integration of migrants through entrepreneurship training, which is estimated *of most relevance* by 57 per cent of the respondents;
5. other actions and practices, such as sharing the stories of successful refugees in the guideline, including cultural and non-professional activities in inclusion processes, understanding of the cultural norms that support integration.

Chart no. 10



The learning strategy of the *Guide*

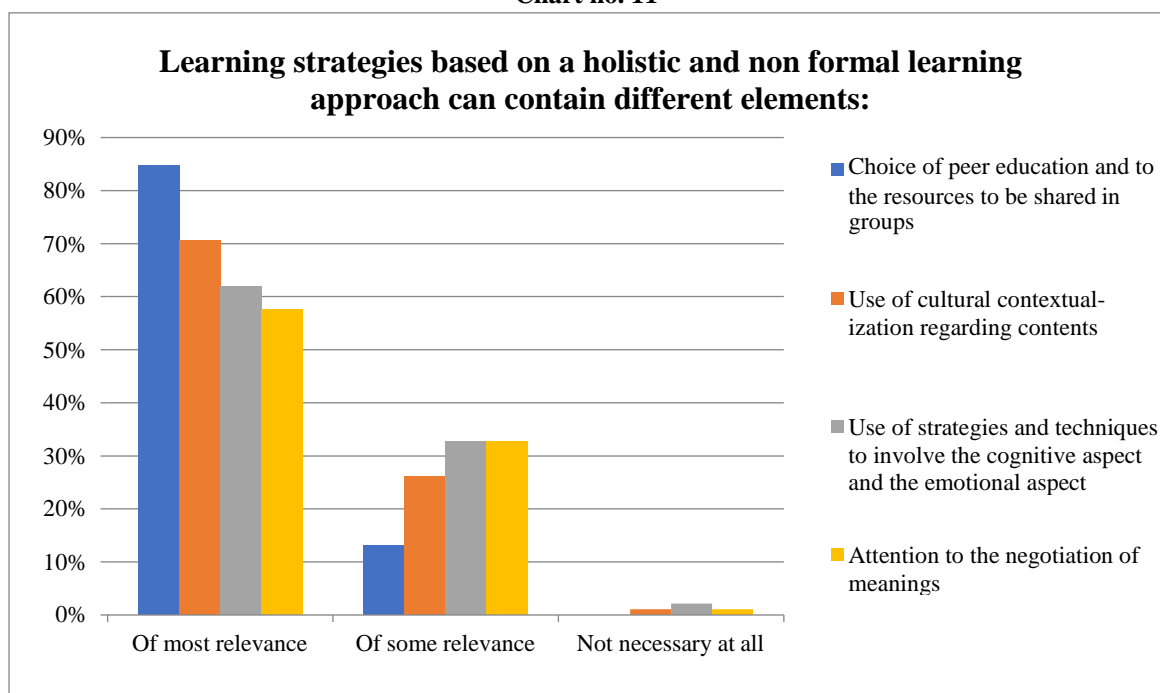
The training course will adopt a holistic approach using the principles and methods of Non Formal Learning and focussing on motivation strategies. The vast majority of the respondents, 82 per cent, judges that participants will assume a very active role during the program sharing their knowledge, experience, ideas and questions related to the topic.

The respondents estimated that learning strategies based on a holistic and non formal learning approach should contain, organized for their level of appreciation, the following different elements:

1. the choice of peer education and sharing resources in groups, which are judged *of most relevance* by 82 per cent of the respondents;
2. use of cultural contextualization regarding contents, which is considered *of most relevance* by 71 per cent of the respondents;
3. use of strategies and techniques to involve both the cognitive and the emotional aspect, which are recognized *of most relevance* by 62 per cent of the respondents;

4. attention to the negotiation of meanings, which is deemed *of most importance* by 58 per cent of the experts.

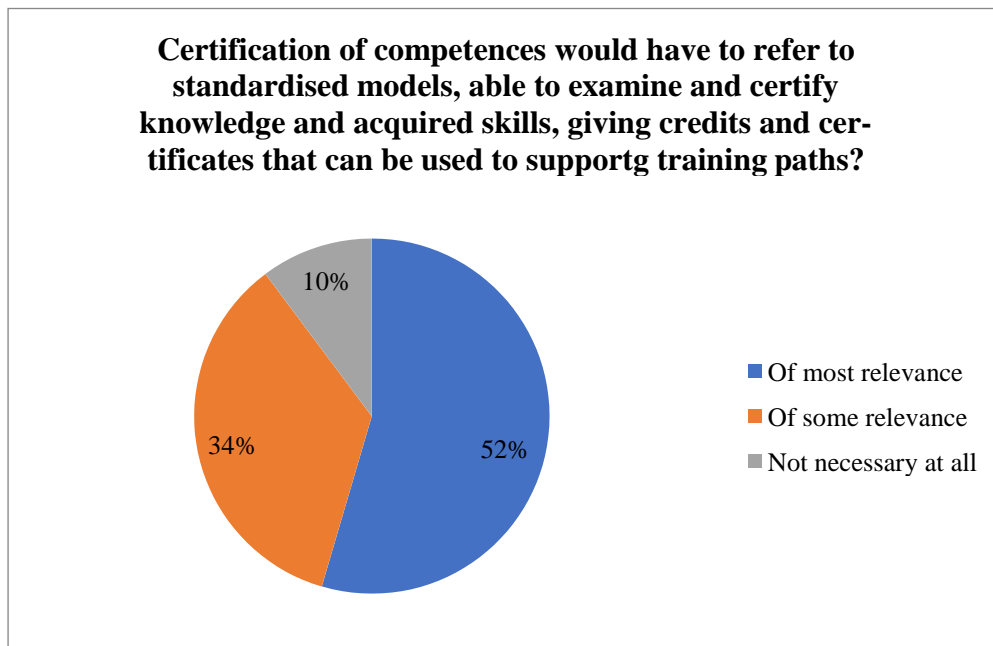
Chart no. 11



The evaluation system of the *Guide*

For full success and effectiveness of the *Guide*, it is necessary to establish a system for the validation of the skills of migrant volunteers. Based on the preferences expressed by the respondents, 52 per cent of which regards it as an issue *of most relevance*, there should be certifications of competences grounded on standardised models able to examine and certify knowledge and acquired skills, giving credits and certificates that could be used to support training paths.

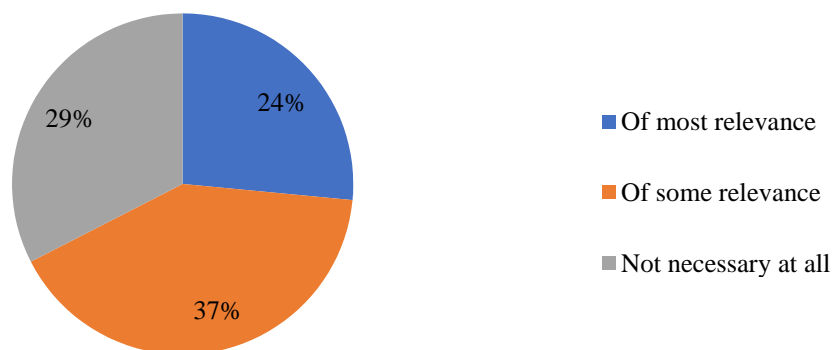
Chart no 12



Despite the previous conclusion only the 37 per cent of the respondents think that would be *of some relevance* exploiting a non-formal skills assessment system recognized at European level (29 per cent of respondents that it would be *not necessary at all* and only the 24 of them thought that would assume *great relevance*, the remaining 10 per cent did not answer). Those who believe that kind of skill assessment would assume a *great or some relevance* assert that should be considered a competence certification which contains the following indicators: educational background (school, university, vocational training), professional experience (field, years, certificates), language skills of the host country, English language mastery, ITCs expertise.

Chart no. 13

**Is it possible to apply a non-formal skills
assessment system recognized at European level?**



Additional comments of experts for MAV guide

Under this last section of the questionnaire the respondents provided the following recommendations:

- the *Guide* should include more practical orientation, in particular issues related to the curricula for vocational training should focus on the country specific context;
- investing more on migrants professional and linguistic training, with certifications recognized at European level;
- the *Guide* should draw up practical guidelines to develop the mentors' competences and skills and make them flexible and innovative to meet the variety of problems experienced by immigrants;
- migrant associations should be involved in the project partnership and in the *Guide* should be included a specific disclaimer saying that will not be promoted volunteerism as a form of unpaid work but as a mean of active citizenship and only that;
- providing job opportunities to refugees should be taken into account.

Annex n. 2 - Questionnaire Form



MAV Multidimensional training of adult volunteers to foster migrants' integration
Grant Agreement No. 2017-1-DE02-KA204-004284

OER GUIDE FOR TRAINERS TO MOTIVATE ADULT MIGRANT VOLUNTEERS PROMOTING LEARNING OF OTHER MIGRANTS Consultation of groups of national and international experts

Please complete this questionnaire
[online](#) or return it to [dan-
iela.laforesta@hotmail.com](mailto:dan-
iela.laforesta@hotmail.com)

before 10/01/2018

ABOUT THE GUIDE

Among the outputs of the European project MAV, the Guide for trainers to motivate adult migrant volunteers promoting learning of other migrants plays a key role in the following actions and outputs. The Guide will provide the fundamental elements of the training process for volunteer migrants involved in the project as mentors of other migrants.

The overall objective will be to foster the mentors' competences so that they can act, as multiplier agents, on their local migrant communities in order to increase social and professional inclusion, both in the medium and long term. Based on the nature of the course and the intended participants, the training objectives have been split into two overall areas. The first will be focused on strengthening the empowerment, self-esteem and motivation of volunteers and on awareness of the social importance of their role. The second one will be focused on increasing their awareness of the structure of learning processes and motivational techniques.

The content will be directly related to the training objectives. With reference to the area of meta cognitive objectives, the course will stimulate the motivation of the participants and will strengthen their intercultural competences in a framework of shared values. At the same time, they will acquire knowledge of communication techniques and learning skills, as well as , orientation and self-orientation techniques. They also be provided with some basic tools for micro entrepreneurship and information about working regulation.

The training course will use the principles and methods of Non Formal Learning and will focus on motivation strategies. Participants will assume a very active role during the program sharing their knowledge, experience, ideas and questions related to the topic. The working methods will be varied and interactive to ensure a balance between theory and practice, and between information and application.

The Guide will comprise the following.

- General organisation: how to use the course;
- Training design: the course timeframe and how it is structured;
- Instructional design: defining training objectives, content, learning strategies and the evaluation system;
- Learning resources: training resources such as documents, presentations, web pages, images, video (including video streaming) and audio;
- Pedagogical aspects: planning and management of tasks and assessments, synchronous and asynchronous interaction between learners and ways of communication between learners and trainers
- Technical requirements: availability, accessibility and usability of the learning management system.

CONSULTATION OF NATIONAL AND INTERNATIONAL EXPERTS.

A preliminary consultation of experts by means of a questionnaire was considered essential to find out what should be included in the Training Guide.

The project partner from your country has selected you as a relevant expert whose views will contribute to enhancing the efficacy of the MAV Training Guide.

The purpose of this activity is to collect information and opinions from experts, (trainers working with adult learning, counsellors, psychologists and social workers working with migrant integration, and representatives from NGOs working with migrants), about the structure, the content, the objectives, the learning strategies and the evaluation system of the Guide for trainers to motivate adult migrant volunteers promoting learning of other migrants.

This questionnaire is divided in five different parts:

1. The objectives of the Guide
2. The content of the Guide
3. The learning strategies of the Guide
4. The evaluation system of the Guide
5. Additional comments

Your name and surname: _____
Your email: _____
Your country: _____

1. THE OBJECTIVES OF THE GUIDE

1.1. What general objectives must the guide have?

1.1.1 To develop the mentors' competences so that they can act, as multiplier agents, within the local migrant communities in order to increase social and professional inclusion, in a medium and long term perspective

Of most relevance	Of some relevance	Not necessary at all

1.1.2 To reconcile cultural, technical and professional education in a multicultural and intercultural context

Of most relevance	Of some relevance	Not necessary at all

1.1.3 To develop good practices to positively influence the integration and inclusion of migrants within their host countries

Of most relevance	Of some relevance	Not necessary at all

1.1.4 Other general objective (please indicate, if any)

1.2 What specific objectives must the guide for the training course carried out by volunteer migrants have? (Please indicate the choice with X. Multiple choices are possible)

1.2.1 Strengthen the empowerment, self-esteem and motivation of migrant volunteers, and their awareness of the social importance of their role.

Of most relevance	Of some relevance	Not necessary at all

1.2.2 Increase the migrant volunteers' awareness of the structure of learning processes and motivational techniques.

Of most relevance	Of some relevance	Not necessary at all

1.2.3 Other specific objective (please indicate, if any)

2. THE CONTENTS OF THE GUIDE

2.1 The training of migrant volunteers to support other migrants' learning requires reflecting on the rights of foreigners and on policies aimed at supporting their recognition and effective inclusion within the host societies. Therefore, in your view, the Guide should include:

2.1.1. Contextual analysis of migrants in their host countries:

Of most relevance	Of some relevance	Not necessary at all

2.1.1.1. The contextual analysis should contain:

a) the concept of immigration in the host country

Of most relevance	Of some relevance	Not necessary at all

a) access of migrants to the status of citizen in the host country

Of most relevance	Of some relevance	Not necessary at all

b) the relationship between migrants and their host communities

Of most relevance	Of some relevance	Not necessary at all

c) the active policies for social inclusion and active inclusion policies in the labour market

Of most relevance	Of some relevance	Not necessary at all

d) What else should be included in the contextual analysis (please indicate, if any)

2.1.2. Mapping of social and professional services for migrants in host countries

Of most relevance	Of some relevance	Not necessary at all

2.1.2.1 Mapping of social and professional services for migrants in the host countries, should include:

a) Legal assistance services

Of most relevance	Of some relevance	Not necessary at all

b) Information centres and health care services

Of most relevance	Of some relevance	Not necessary at all

c) Language training and civic education services training courses for migrants

Of most relevance	Of some relevance	Not necessary at all

- d) Employment services for migrants and information about the work system of the host country

Of most relevance	Of some relevance	Not necessary at all

- e) Other specific services (please indicate, if any)
-

2.2. The choice of fostering migrants to train other migrants responds to the need to strengthen integration.

Based on your experience, what skills should migrant volunteers have?

- a) Communication skills

Of most relevance	Of some relevance	Not necessary at all

- b) Ability to manage groups

Of most relevance	Of some relevance	Not necessary at all

- c) Knowledge of integration issues

Of most relevance	Of some relevance	Not necessary at all

- d) Knowledge of the problems of immigrants in the host country

Of most relevance	Of some relevance	Not necessary at all

- e) A good level of motivation

Of most relevance	Of some relevance	Not necessary at all

- f) Other specific skills (please indicate, if any)
-

2.2.1. What are the competences you think are mostly required to be transferred?

a) Precise indications on labour policies, orientation and self-orientation

Of most relevance	Of some relevance	Not necessary at all

b) The intercultural competences in a framework of shared values

Of most relevance	Of some relevance	Not necessary at all

c) A set of knowledge related to communication techniques

Of most relevance	Of some relevance	Not necessary at all

d) Techniques and basic tools for micro entrepreneurship

Of most relevance	Of some relevance	Not necessary at all

e) Other specific competences (please indicate, if any)

2.3 Please indicate which migrants should be considered as the target group(s) for this Guide based on your experience

a) First generation migrants

Of most relevance	Of some relevance	Not necessary at all

b) Second generation migrants

Of most relevance	Of some relevance	Not necessary at all

c) Migrant women

Of most relevance	Of some relevance	Not necessary at all

d) Unaccompanied minors

Of most relevance	Of some relevance	Not necessary at all

e) Other kind of migrants (please indicate, if any)

2.3.1 In light of your experience, can you tell us about the most pressing training / inclusion needs expressed by migrants, according to the different types indicated in the previous question?

a) First generation migrants' training / inclusion needs

b) Second generation migrants' training / inclusion requirements

c) Migrant women's training / inclusion needs

d) Unaccompanied minors' training / inclusion needs

2.4 In your view, the Guide must:

2.4.1. Deal with the linguistic training and socialization of immigrants

Of most relevance	Of some relevance	Not necessary at all
<input type="text"/>	<input type="text"/>	<input type="text"/>

2.4.2. Contribute to the recovery and social integration of migrants through entrepreneurship training

Of most relevance	Of some relevance	Not necessary at all
<input type="text"/>	<input type="text"/>	<input type="text"/>

2.4.3. Offer opportunities for socialization and learning for women who arrived with no employment project, as wives or as victims of sexual abuses

Of most relevance	Of some relevance	Not necessary at all
<input type="text"/>	<input type="text"/>	<input type="text"/>

2.4.4. Open up prospects for the promotion of educated immigrants who wish to improve their professional status

Of most relevance	Of some relevance	Not necessary at all
<input type="text"/>	<input type="text"/>	<input type="text"/>

2.4.5. Other (please indicate, if any)

3. THE LEARNING STRATEGIES OF THE GUIDE

3.1 The training course will adopt a holistic approach using the principles and methods of Non Formal Learning and focussing on motivation strategies. Participants will assume a very active role during the program sharing their knowledge, experience, ideas and questions related to the topic.

Of most relevance	Of some relevance	Not necessary at all

3.1.1. Learning strategies based on a holistic and non formal learning approach can contain different elements:

a) Use of cultural contextualization regarding contents

Of most relevance	Of some relevance	Not necessary at all

b) Attention to the negotiation of meanings

Of most relevance	Of some relevance	Not necessary at all

c) Use of strategies and techniques to involve the cognitive aspect and the emotional aspect

Of most relevance	Of some relevance	Not necessary at all

d) Choice of peer education and to the resources to be shared in groups

Of most relevance	Of some relevance	Not necessary at all

4. THE EVALUATION SYSTEM OF THE GUIDE

4.1 It is necessary to establish a system for the validation of the skills of migrants and migrant workers. Certification of competences would have to refer to standardised models, able to examine and certify knowledge and acquired skills, giving credits and certificates that can be used to support training paths/work?

Of most relevance	Of some relevance	Not necessary at all

4.1.1 In your experience, is it possible to apply a non-formal skills assessment system recognized at European level?

Of most relevance	Of some relevance	Not necessary at all

4.1.2 If the previous answer is yes, what indicators of competence certification should be considered? (indicate at least 5)

1. _____
2. _____
3. _____
4. _____
5. _____

2. ADDITIONAL COMMENTS

5.1 Your additional comments and suggestions

Thank you so much for your time.

Your comments will be of great assistance to the MAV working team in developing the training guide for volunteer migrants.

Annex no. 3 – Selected Examples of best practice in partners' countries

Arrival Aid – Volunteering and legal and administrative help

ArrivalAid is a Munich-based initiative, training volunteers to prepare and accompany refugees for the official hearing at the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge). They are currently running *ArrivalAid* in Munich, Dusseldorf, Frankfurt am Main, Cologne and Stuttgart.

Refugees seeking asylum in Germany often lack sufficient information regarding the procedure for granting the right of asylum. Moreover, they are frequently unaware of key issues that need to be addressed during the hearing, in order for their individual situation to be acknowledged.

ArrivalAid wishes to accompany refugees throughout their asylum procedure. They train volunteers to provide assistance to refugees all through their official hearing with a three-step program, comprising preparatory meetings, the escort to the hearing, and a final follow-up. The intention is to provide efficient and meaningful support to refugees.

The program doesn't provide legal advice, as the focus lies on support and assistance during the asylum procedure. When required, they can arrange legal counselling with the *Refugee Law Clinic Munich e.V.* and experienced lawyers throughout Germany.

The *ArrivalAid* academy offers training for volunteers to learn about integration, migration, asylum law in Germany, hearings and regulatory procedures. Psychological training is offered as well. Form of supervision of volunteers is available. Training is open to all who wish to serve as volunteer companions to refugees.

ArrivalAid offers a good case study project for MAV. The project recruits volunteers, trains them, accompanies them, shows "limits of volunteering" and builds directly on one-to-one counselling and companion services between volunteers, migrants and refugees.

The program has been highly successful and is officially supported by the Protestant Church, municipal offices, donations and support from selected service agencies (i.e. public health service).

The program once started off in Munich and is now active in four more German cities with more cities to come in 2018.

Links <https://www.arrivalaid.org/>

Integrationslotsen by Südwestmetall

This program directly addressed companies to integrate refugees and asylum seekers as workers or trainees into member companies in the metal industry in south-west Germany. The companies train in-company volunteers to serve as *vocational companions* to refugees and asylum seekers to foster their integration into a new work place. The so-called *Integrationslotsen* receive legal, organizational and sector-specific training before they start to serve as volunteers.

Within a company, the integration process is monitored and volunteers and their refugees prepare monthly reports about progress and obstacles. Some companies provide in-house language training and offer skills assessment centres.

The volunteering program especially targets young professional in companies, vocational trainees and in-company students.

The program is currently offered in Freiburg, Ludwigsburg, Mannheim, Stuttgart, Villingen-Schwenningen. It intends to ease access for refugees into the labour market and to open smaller and medium-sized companies towards a more diverse and international work force.

The volunteer trainings consists of:

- Network training to get to know the key actors in charge of labour market integration of refugees in Germany; knowledge of the different legal categories of refugees (accepted, subsidiary status, temporary residence, etc.); training on labour market services and services offered by job-centres;
- Information on vocational training, acknowledgement of skills acquired abroad, labor law for migrants and refugees, internship programs, job-shadowing programs;
- Support during in-company orientation, integration into in-company groups such as sports clubs, cultural groups, special-interest groups;
- Counselling and supervision for volunteers.

This program is not a typical program for volunteers. The new aspect is “volunteering on the job” during a volunteers’ working hours within a company. The volunteer training is company specific but highly successful since it is strictly needs based – both from the interest of the company, but also from the interests of a refugee or asylum seeker.

Links

<https://www.suedwestmetall-macht-bildung.de/projekte/projekt/integrationslotsen.html>

Integra e.V. – Ehrenamt von Migranten für Migranten

Integra is a migrants' organization with a long background in recruiting, motivating and training migrants to serve as volunteers for their own peer groups in order to ease integration into the German host society while preserving once own cultural identity and heritage.

The training programs focus on a learning process during which volunteers detect and recognize their own social and cultural skills. Activation of own resources, potentials and introduction to time management form a base for motivation and sustainable training. The training is strictly needs based and may focus on language, environmental issues, school and education. Volunteers focus on a specific field of activity to develop their own expertise and professional knowledge. *Integra* started off as a Turkish association. Today their services reach out to more than 20 different ethnic and cultural groups.

Integra pays attention to volunteering as inclusive action. It is not *we versus them* but *we together*. *Integra's* approach has been especially successful in training migrant volunteers to work with their own community and peer group and to attract more migrants, refugees and asylum seekers to serve as volunteers. Volunteering is described as added-value to a person's individual development and a form of in-formal and non-formal social learning process.

Integra serve as best practice sample in the state of Baden-Württemberg for migrants' inclusion in volunteering services. Some of their tools, strategies and materials might be adapted for MAV or may serve as *pool for ideas*.

Links www.integra-bildung.de

Giving something back to Berlin

Give something back to Berlin (GSBTB) is a volunteering platform and network to facilitate social engagement for Berlin's migrant community. The aim of the platform is to gather German residents and the migrant community, including refugees, in social projects which are published on the platform.

The network also organises events for refugees to meet residents in their neighbourhoods and to establish a basis for civic participation. More than 600 volunteers have signed up on the platform and successfully implemented 50 social projects.

One of the main challenges in Berlin is to organise the massive civil society engagement and the work of different municipal departments in the field of refugee integration in an efficient way. In order to address this challenge, in June 2015 the district of Berlin Neukölln created a coordination office for refugees to acquire a comprehensive overview of the work of volunteers, start-ups and civil society organizations, and support their work better.

The refugee coordinator is responsible for identifying, overseeing and interconnecting the different organisations working with refugees, and for the development of communication channels among all parties involved. It is not only important for the district of Neukölln to have an overview of all voluntary work and engagement, but also for civil society organizations to have one contact person at district level who knows about policies and processes related refugee integration.

In this context, the district of Neukölln emphasises the importance of already existing neighbourhood structures and infrastructure of charity associations. Particularly the support of Arab associations is crucial in order to facilitate the refugee's settling down in the district.

Volunteers in this Berlin have access to a fast range of training programs – starting from intercultural cooking, gardening to legal advice, labour market programs, housing projects, music and language trainings, team building, coaching, yoga and many things else.

Links

<http://gsbtb.org/#/>

Assistance and comprehensive services for asylum seekers in Romania

The *Romanian National Refugee Council* implements the project entitled *Assistance and comprehensive services for asylum seekers in Romania*, which addresses asylum seekers in Romania for a period of 6 months.

The project is implemented in partnership with the *AIDrom Foundation* and is funded through the *National Fund for Asylum, Migration and Integration*.

The overall objective of the project is to improve the situation of asylum seekers in Romania by promoting a complementary social and social assistance system and specialized services to increase the standard of living of asylum seekers in Romania.

We also seek to optimize the general situation of asylum seekers in accommodation and asylum procedures (Bucharest, Galati, Suceava, Radauti, Timisoara, Giurgiu), as well as those living outside the accommodation and asylum procedures, and increasing their standard of living by providing effective material assistance in the form of:

- material assistance for translation of civil status documents and / or diplomas and the legalization / authentication / affixing of these documents;
- food package for all asylum seekers transferred between regional centres or transferred from the place of asylum application to regional centres.
- installation package at the moment of applying for asylum for asylum seekers applying for and approved for accommodation in regional centres as well as for accommodation in the *Accommodation and Counselling Centres - AIDrom*, both in Bucharest and Timisoara;
- monthly financial assistance for asylum seekers in the vulnerable category
- monthly payment of social vouchers for all asylum seekers accommodated in the *Regional Centres for Accommodation and Asylum Procedures, AIDrom Centres*, as well as for asylum seekers living outside the accommodation centres, provision of food and hygiene packages, etc.
- for accommodation in the *Public Custody Centres* of Arad and Otopeni, etc.;
- purchase of supplies and auxiliary teaching materials, food expenses in the kindergarten for asylum seekers.

Good practices in London

The *Migrants and Refugees Qualifications Project* in London was delivered in the mid-noughties by the Institute for Employment Research, University of Warwick. The project's approach includes a review of migrants' qualification comparability and of unrecognised skills, as well as support and active brokerage including the production of a personal development plan.

A similar holistic approach was commended in an academic evaluation of another London project, the *Refugee Education, Employment, Training and Advice project* (REETA), which offers tailored and culturally sensitive support to refugees to help them not just to access but also to retain employment.

Similarly, the *Refugee Assessment and Guidance Unit* at London Metropolitan University has developed and evaluated pilot projects on work placements in London local authorities and in the NHS in London for refugees and found them to be an effective means to address integration issues. In short, such a holistic approach has been described in the literature as expensive, but effective. It should also be noted that most of these examples were funded on an ad hoc project basis under short-term programmes.

Experiences in the north of England

The aim of the strategy is the integration of refugees and asylum seekers into the Yorkshire and Humber region and its local communities. There are four key cross-cutting objectives of the strategy:

- *Information and Understanding* – Develop information, data and research to improve understanding about refugees and asylum seekers
- *Service Delivery* – Deliver services to meet the needs of refugees and asylum seekers and regional partners;
- *Coordination and Planning* – Provide co-ordination and co-operation across the region to improve planning, strategies and policies for refugees and asylum seekers;
- *Participation and Contribution* – Increase participation and representation, and enhance the contributions of refugees and asylum seekers to the region

The region's priorities for action resulting from their work were: housing, health, work and skills, safety. For each of these priorities, a number of actions were identified.

- Housing:
 1. research the housing needs and experiences of refugees and asylum seekers to inform housing planning and provision;
 2. ensure that the housing needs of refugees and asylum seekers are recognised in regional and local strategies;
 3. provide suitable housing for asylum seekers;
 4. meet the housing needs of refugees particularly during transition from asylum support;
 5. reduce the impact of homelessness among destitute refused asylum seekers;
 6. increase refugee and asylum seeker participation in housing matters.
- Health:
 1. understand the health needs of refugees and asylum seekers, planning and providing services accordingly;
 2. provide strategic co-ordination for refugee and asylum seeker health across the region;
 3. raise the profile of refugee and asylum seeker health needs within the region;
 4. provide clarity of entitlements and improve access to services;

-
5. address the mental health needs of refugees and asylum seekers;
 6. improve the participation of refugees and asylum seekers in planning and delivering of health services.
- Work and skills:
 1. collect and analyse data on refugee and asylum seeker employment and skills to improve services, individual progression and maximise their contribution to the region;
 2. improve the co-ordination of English language provision for refugees and asylum seekers
 3. increase access and support into Further Education and Higher Education;
 4. increase the employment rate of refugees and the level at which they are employed to close the gap with that of the wider population;
 5. support refugee entrepreneurs and business start-up.
 - Safety:
 1. promote Yorkshire and Humber as a region of safety and sanctuary;
 2. monitor and reduce discrimination, racism and harassment;
 3. provide services and information related to family separation and reunion;
 4. support refugees and asylum seekers experiencing domestic violence or family tensions;
 5. enable the provision of good quality legal representation for asylum seekers;
 6. provide information to refugees and asylum seekers on their rights and responsibilities.

The Story of a National UN Volunteer Cansu Güngör

The number of refugees in Turkey has reached over 3.5 million, making Turkey the largest refugee host country in the world. As a national UN Volunteer with the UNHCR country office in Ankara, Cansu Güngör is involved in mobilizing the public and the private sector to facilitate access of refugees to the labour market. Cansu's main objective is to help them become self-reliant and to go on with their lives in Turkey.

As the UN Refugee Agency, UNHCR supports the Turkish government response and coordinates the efforts of other UN agencies and partners across the country. With 90% of Syrian refugees living outside camps in urban and suburban areas, the needs for skills-development and employability are huge. As part of the Livelihoods Unit in Ankara, Cansu Güngör supports ways in which refugees can ensure their self-reliance.

Cansu is involved in all aspects of the Unit, from project support to administration and communications. While she does not always directly work with beneficiaries, she plays a central role in connecting them to the labour market. She works for the organisation of partnerships with other sectors to provide vocational and technical training, language classes, business and entrepreneurship training, start-up grants and counselling to refugees.

In order to help refugees to get a job matching their present qualifications, an initial but crucial step is to facilitate the registration process to İŞKUR, the database of Turkey's employment agency. To overcome legal and language barriers, Cansu and her team make sure that beneficiaries are able to register on the database and have a personnel counsellor assigned.

Another key area is to encourage the private sector to recruit refugees. In this regard, the Livelihood Unit supports work permit applications and the payment of fees. Cansu is responsible for reporting and data management for all the transactions. As she concedes, there is still reluctance from private sector actors to employ refugees due to work permit fees, language and integration issues.

As a Turkish volunteer, Cansu is most probably facing serious problems in communicating with Syrian refugees because of language problems and cultural differences. But this is not discouraging her as she is doing her duty with passion and helping people in need in real terms. Anyone with this passion, with the advantage of speaking the refugees' / migrants' language and is among them, can help a lot more to help them access labour market in Turkey.

Links:

<https://www.unv.org/our-stories/helping-refugees-access-labour-market-turkey>

OMNES

OMNES association in the north of Greece is implementing UNHCR's accommodation program in the town of Kilkis, in collaboration with UNHCR's partner Iliaktida. Interpreters, social workers and coordinators assist refugees to overcome the challenges of a new home in a new town and become members of this new community. The program offers legal and medical assistance. At the same time refugees receive cash card assistance in order to cover basic everyday needs.

OMNES's initiative focuses on Housing, Inclusion and Livelihood of migrants, asylum seekers and refugees. In order to achieve social inclusion, OMNES collaborates with Interpreters, lawyers, social scientists, nurses and more. All of this is available in the new Help Refugees funded inclusion centre, which is open to everyone. Certified teachers are within 3 classrooms and one computer lab providing language and other vocational education on a daily basis. Other professionals and volunteers are creating recreational activities for all. The multi-language books available in the library and the children space pleases the young ones while the free wifi area will soon guarantee additional online education opportunities.

Motion for the Defense of refugees' and immigrants' rights

The *Motion for the Defense of refugees' and immigrants' rights* in Patras is a voluntary grassroots initiative that demands the creation of open shelters for refugees integrated to the social life of the city, immediate asylum issuance so that refugees can legally continue their journey in the EU, legalization of every immigrant and registration of their children in city records, equal rights for refugees and immigrants and put a stop of the repressive policies against all immigrants and refugees. Their work includes interventions, social inclusion actions and information on legal, political, educational and everyday practical issues concerning the specified groups. They mainly try to respond to immediate needs of refugees and immigrants by covering basic needs and health services, but they also offer Greek language lessons, inclusive movie nights, festivals, discussions and other cultural activities.

The Migrant Information Centre (MIC)

The Migrant Information Centre (MIC) has developed services based on the core values of listening, empathy, understanding and supporting individual vulnerable migrants. Their four offices employ highly trained personnel ready to respond in a variety of requests.

They work with individuals, families and community groups to identify their needs and provide information on a range of options available to them. They support them to access services and resources that meet their needs and build new skills to adjust harmoniously to the Cypriot cultural and social environment.

KISA

KISA operates a Migrant and Refugee Centre that provides free information, support, advocacy and mediation services to migrants, refugees, victims of trafficking and racism / discrimination and ethnic minorities in general, as well as promotion of the integration, empowerment and self-organization of migrants and refugees. The combination of activities of social intervention and the operation of services as well as the strong ties with the migrant and refugee communities enable KISA to have a very accurate and updated picture about the realities in the areas of its mandate.



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